

**Castleberry Independent School District**  
**Castleberry Elementary School**  
**2023-2024 Campus Improvement Plan**



**Public Presentation Date:** October 16, 2023

# Table of Contents



Goals	3
Goal 1: Transform Teaching and Learning: Student achievement, Teacher Growth, Instructional Pedagogy	3
Goal 2: Enhance Trust and Confidence in the District Through Effective Communication	23
Goal 3: Implement Effective and Efficient Operations	33
Goal 4: Implement Research-Proven Early Literacy and Numeracy Strategies to Foster Student Success	44




# Goals




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




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




**Evaluation Data Sources:** Unit Assessments, Curriculum-Based Assessments, Benchmarks, Student Artifacts, Student Portfolios, and STAAR




Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Teaching, Learning, and Innovation will provide overviews of guiding documents and assessments and will support teachers during PLCs with content standards, planning with a focus on targeted instructional practices to improve student learning.</p> <p><b>Strategy's Expected Result/Impact:</b> Growth in campus data and student performance on all STAAR assessments</p> <p><b>Staff Responsible for Monitoring:</b> TLI Staff Principal Assistant Principal Campus Academic Leader</p> <p>- <b>Results Driven Accountability</b></p> <p><b>Problem Statements:</b> Demographics 8 - Student Learning 4, 6, 8, 9, 11</p> <p><b>Funding Sources:</b> - 199 - General Fund</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> The Principal, Assistant Principal, and Campus Academic Leader will coach teachers, provide feedback, and debrief with selected teachers weekly.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased rigor of instruction</p> <p><b>Staff Responsible for Monitoring:</b> Teachers Principal Assistant Principal Campus Academic Leader</p> <p><b>Problem Statements:</b> School Processes &amp; Programs 1, 2, 4</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> PLCs will disaggregate data after each unit test, formative assessment, MAP assessment, and benchmark and develop a targeted action plan.</p> <p><b>Strategy's Expected Result/Impact:</b> Targeted instruction Targeted MTSS Tier 2/3 interventions Growth in skills leading to increases in achievement</p> <p><b>Staff Responsible for Monitoring:</b> Teachers Campus Academic Leader Principal</p> <p>- <b>ESF Levers:</b> Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Learning 4, 6, 7, 8, 9, 10, 11 - School Processes &amp; Programs 2, 3</p> <p><b>Funding Sources:</b> - Federal Funds: ESSER</p>	Formative			Summative
	Nov	Jan	Mar	June
	 40%			
Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Teachers will vertically plan two times a year to align curriculum, target vocabulary, and implement strategies for effective instruction.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased alignment of curriculum across grade levels</p> <p><b>Staff Responsible for Monitoring:</b> Teachers Principal Assistant Principal Campus Academic Leader</p> <p><b>Problem Statements:</b> Student Learning 4, 6, 9, 10, 11</p>	Formative			Summative
	Nov	Jan	Mar	June
	 25%			
Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> Teachers will observe other teachers four times a year during PLCs and debrief with campus administration on strategies/Tier I instruction that was observed.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased use of effective strategies during Tier I instruction</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principal Campus Academic Leader</p> <p><b>Problem Statements:</b> Student Learning 4, 6, 8, 9, 10, 11 - School Processes &amp; Programs 2, 3, 4</p>	Formative			Summative
	Nov	Jan	Mar	June
	 25%			







Strategy 6 Details	Reviews			
<p><b>Strategy 6:</b> Teacher Teams will collaborate and design common formative assessments aligned to the level of rigor on unit assessments and STAAR, and will follow up in PLC's to debrief with artifacts.</p> <p><b>Strategy's Expected Result/Impact:</b> There will be an increase in alignment across grade levels on skills.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Academic Leader Grade Level Teams</p> <p><b>Problem Statements:</b> Student Learning 4, 6, 8, 9, 10, 11 - School Processes &amp; Programs 1, 2, 3</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> With support from TLI and the CAL, teachers will implement Stemsopes Math with fidelity and the district developed K-5 numeracy plan.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased student performance on AMC, unit assessments, benchmarks and STAAR.</p> <p><b>Staff Responsible for Monitoring:</b> TLI Staff Principals Campus Academic Leader Teachers</p> <p><b>Problem Statements:</b> Demographics 8 - Student Learning 4, 6</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 8 Details	Reviews			
<p><b>Strategy 8:</b> Teachers will utilize common methodologies for analyzing and interpreting math and science problems (CER and RUBIES for Science, UPS check for math).</p> <p><b>Strategy's Expected Result/Impact:</b> An increased focus on targeted skills for small groups to demonstrate mastery on STAAR.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers Principal Assistant Principal Campus Academic Leader</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p> <p><b>- ESF Levers:</b> Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Demographics 8 - Student Learning 4, 6</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 9 Details	Reviews			
<p><b>Strategy 9:</b> Teachers will be supported by TLI and CAL with implementing the instructional 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> TLI Staff Principal Assistant Principal Campus Academic Leader</p> <p><b>Problem Statements:</b> Student Learning 4, 6, 7, 8, 9, 10, 11 - School 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 10 Details	Reviews			
<p><b>Strategy 10:</b> Teachers in ELA/Reading receive explicit support from TLI and the CAL with implementation of writing responses (short and extended) aligned to assessments to connect reading and writing.</p> <p><b>Strategy's Expected Result/Impact:</b> Growth in STAAR writing scores, Student writing samples that show growth over time, student writing that shows evidence of internalizing the recursive writing process to become independent, confident writers</p> <p><b>Staff Responsible for Monitoring:</b> TLI Staff Principals Campus Academic Leader Teachers</p> <p><b>Title I:</b> 2.4, 2.6</p> <p><b>Problem Statements:</b> Student Learning 7, 8 - School Processes &amp; Programs 2, 3</p> <p><b>Funding Sources:</b> - 199 - General Fund, - 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 11 Details	Reviews			
<p><b>Strategy 11:</b> The campus will provide TEKS-aligned online resources, materials, 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> TLI Staff Principal Campus Academic Leader</p> <p><b>Title I:</b> 2.4, 2.6</p> <p><b>Problem Statements:</b> Student Learning 4, 6, 8, 9, 10, 11 - School Processes &amp; Programs 2</p> <p><b>Funding Sources:</b> - 199 - General Fund, - 211 - Title I, Part A, - Federal Funds: ESSER, - 410- IMA</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> TLI and the campus CAL will provide on-going professional learning and resources to support teachers' use of content area writing tools and strategies that will deepen students' understanding of the content, enhance critical thinking 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> TLI Staff Principal Campus Academic Leader</p> <p><b>Title I:</b> 2.4, 2.6</p> <p><b>Problem Statements:</b> Student Learning 7, 8, 11 - School Processes &amp; Programs 1, 2, 3</p> <p><b>Funding Sources:</b> - 199 - General Fund, - 211 - Title I, Part A, - Federal Funds: ESSER</p>	Formative			Summative
	Nov	Jan	Mar	June
	 20%			
Strategy 13 Details	Reviews			
<p><b>Strategy 13:</b> CE will increase student engagement by providing support and professional learning on the use of high-yield instructional strategies within tier one instruction to accelerate learning.</p> <p><b>Strategy's Expected Result/Impact:</b> Growth in student engagement</p> <p><b>Staff Responsible for Monitoring:</b> Teachers Principal Campus Academic Leader</p> <p><b>Title I:</b> 2.4, 2.6</p> <p><b>Problem Statements:</b> Student Learning 4, 6, 7, 8, 9, 10, 11 - School Processes &amp; Programs 1, 2 - Perceptions 3</p> <p><b>Funding Sources:</b> - 211 - Title I, Part A, - Federal Funds: ESSER</p>	Formative			Summative
	Nov	Jan	Mar	June
	 35%			
Strategy 14 Details	Reviews			
<p><b>Strategy 14:</b> Improve the effectiveness of Professional Learning Communities (PLCs) promoting collaboration and continuous professional growth among educators by documenting collaborative activities and accessing 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> Teaching, Learning, and Innovation Staff, Campus Principal, Campus Academic Leader</p> <p><b>Problem Statements:</b> Demographics 8 - Student Learning 4, 6, 9, 10, 11</p>	Formative			Summative
	Nov	Jan	Mar	June
	 25%			

Strategy 15 Details	Reviews			
<p><b>Strategy 15:</b> Support teachers with the use of the lesson planning framework 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 4, 6, 9, 10, 11</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
				
Strategy 16 Details	Reviews			
<p><b>Strategy 16:</b> The campus will increase student engagement by supporting professional learning provided by TLI on the use of high yield instructional strategies (The Fundamental Five) within tier one instruction to accelerate learning for all students including special populations.</p> <p><b>Strategy's Expected Result/Impact:</b> Growth in student engagement that will increase student achievement</p> <p><b>Staff Responsible for Monitoring:</b> TLI staff, CAL, AP, Principal</p> <p><b>Problem Statements:</b> Demographics 8 - Student Learning 4, 6, 9, 10, 11</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
				
Strategy 17 Details	Reviews			
<p><b>Strategy 17:</b> CE will participate in the Effective Schools Framework grant partnership with Region XI who will support TIP development and training on identified target levers. The focus will be Essential Action 3.1 (Explicit school - wide behavioral expectations and culture routines) and Essential Action 4:1 (professional development and review lesson plans for alignment between the standards and the activities to include the Fundamental Five strategies).</p> <p><b>Strategy's Expected Result/Impact:</b> To build capacity in teachers, aligned lesson plans, increased engagement, and increased STAAR scores. Evidence of school wide behavioral expectations and culture routines.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Campus Academic Leader, and Assistant Principal</p> <p><b>ESF Levers:</b> Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments - <b>Targeted Support Strategy</b></p> <p><b>Problem Statements:</b> Demographics 8 - Student Learning 4, 6, 8, 9, 10, 11 - School Processes &amp; Programs 6</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
				



Strategy 18 Details	Reviews			
<p><b>Strategy 18:</b> Campus administration will communicate professional development needs with the Teaching, Learning, and Innovation team based on campus goals, walkthrough data, 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> Demographics 8 - Student Learning 4, 6, 8, 9, 10, 11</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> Campus administrators will implement the district wide standardized Teacher Walk Through form and evaluate 100% of teachers using the T-TESS rubric to provide consistent and targeted feedback to teachers, resulting in improved instructional practices and student learning outcomes.</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, Campus Academic Leader</p> <p><b>Problem Statements:</b> Demographics 8 - Student Learning 4, 6, 9, 10, 11</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:**

Demographics
<p><b>Problem Statement 8:</b> Special Education students achieved 12% Meets in Reading and 10% Meets in Math based on preliminary data. 2022-2023 A-F Accountability data is not available as of October 10, 2023. <b>Root Cause:</b> Inconsistent co-teach models were utilized.</p>
Student Learning
<p><b>Problem Statement 4:</b> Only 78% of Kinder, 25% of First, and 59% of Second are Meeting grade level expectations on their EOY Early Numeracy Math Assessments for 2023. <b>Root Cause:</b> The rigor of Tier I instruction must be increased to align to unit assessments, benchmarks, and STAAR.</p>
<p><b>Problem Statement 6:</b> Only 32% of students 3rd-5th Grade scored at Meets Grade level or above in Math on STAAR in 2022-2023 school year based on preliminary data. 2022-2023 A-F Accountability data has not been released as of October 10, 2023. <b>Root Cause:</b> Teachers need more professional learning, coaching, and application skills on teaching to the rigor of essential standards along with identifying and scaffolding the learning targets.</p>
<p><b>Problem Statement 7:</b> We did not meet the standard for TELPAS in 2021-2022. <b>Root Cause:</b> 70% of students did not achieve one years growth.</p>
<p><b>Problem Statement 8:</b> More than half of students are leaving primary grades below grade level in writing district wide. <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.</p>

## Student Learning

**Problem Statement 9:** STAAR Reading performance is 41% at meets based on preliminary data. 2022-2023 A-F Accountability data has not be released as of October 10, 2023.

**Root Cause:** Teachers need more professional learning, coaching, and application skills on teaching to the rigor of essential standards along with identifying and scaffolding the learning targets.

**Problem Statement 10:** STAAR 5th Grade Science performance is 27% meets based on preliminary data. 2022-2023 A-F Accountability data has not been released as of October 10, 2023. **Root Cause:** Teachers need more professional learning, coaching, and application skills on teaching to the rigor of essential standards along with identifying and scaffolding the learning targets.

**Problem Statement 11:** At CE, 15% of kinder students, 33% of first grade students and 25% of second grade students did not meet or exceed grade-level expectations for reading skills EOY 22-23. **Root Cause:** Teachers need more professional learning, coaching, and application skills on teaching to the rigor of essential standards along with identifying and scaffolding the learning targets.

## School Processes & Programs

**Problem Statement 1:** Teachers requested additional time in PLCs to discuss instructional growth goals. **Root Cause:** Increased demands on student growth, learning new adoptions, and teacher development and growth needed to address student learning loss.

**Problem Statement 2:** The staff survey indicated a need to provide evaluation results, plans, and evidence of support for struggling teachers. **Root Cause:** Data from walkthroughs conducted by central administration has not consistently been provided to teachers.

**Problem Statement 3:** PLCs were cancelled occasionally during the 2022-2023 school year which impacted teacher time to collaborate, analyze, and develop action plans. **Root Cause:** PLCs were cancelled due to a low substitute fill rate.

**Problem Statement 4:** 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 6:** 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.



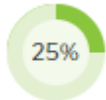
## Perceptions






**Problem Statement 3:** 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.

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

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

**Evaluation Data Sources:** Unit Assessments, Curriculum-Based Assessments, Benchmarks, Student Artifacts, Student Portfolios, ISIP Reading Assessments

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Tutors and teachers will provide accelerated instructional opportunities during MTSS in the school day, ACE after school program, PACE Saturdays, and summer school.</p> <p><b>Strategy's Expected Result/Impact:</b> Support Student Growth in achievement</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principal Campus Academic Leader Teachers</p> <p><b>Problem Statements:</b> Student Learning 4, 6, 8, 9, 10, 11</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> Teaching, Learning, and Innovation and the campus CAL 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> TLI Staff Principal CAL</p> <p><b>Problem Statements:</b> Student Learning 4, 6, 7, 8, 9, 10, 11 - School Processes &amp; Programs 1, 2, 3</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> By the end of the 23-24 school year, the district will ensure Campus Academic Leaders 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> Demographics 8 - Student Learning 9, 10, 11</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> CE 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, Assistant Principal, CAL</p> <p><b>Problem Statements:</b> Demographics 4, 8 - Student Learning 4, 6, 8, 9, 10, 11</p>	Formative			Summative
	Nov	Jan	Mar	June
				
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

**Performance Objective 2 Problem Statements:**

<b>Demographics</b>
<p><b>Problem Statement 4:</b> The number of students identified as needing special education services exceeds the state average (13%) and continues to trend upward. <b>Root Cause:</b> Need to implement consistent MTSS screeners to be able to accurately monitor student strengths/weaknesses on crucial skills and intervene immediately.</p> <p><b>Problem Statement 8:</b> Special Education students achieved 12% Meets in Reading and 10% Meets in Math based on preliminary data. 2022-2023 A-F Accountability data is not available as of October 10, 2023. <b>Root Cause:</b> Inconsistent co-teach models were utilized.</p>
<b>Student Learning</b>
<p><b>Problem Statement 4:</b> Only 78% of Kinder, 25% of First, and 59% of Second are Meeting grade level expectations on their EOY Early Numeracy Math Assessments for 2023. <b>Root Cause:</b> The rigor of Tier I instruction must be increased to align to unit assessments, benchmarks, and STAAR.</p> <p><b>Problem Statement 6:</b> Only 32% of students 3rd-5th Grade scored at Meets Grade level or above in Math on STAAR in 2022-2023 school year based on preliminary data. 2022-2023 A-F Accountability data has not been released as of October 10, 2023. <b>Root Cause:</b> Teachers need more professional learning, coaching, and application skills on teaching to the rigor of essential standards along with identifying and scaffolding the learning targets.</p> <p><b>Problem Statement 7:</b> We did not meet the standard for TELPAS in 2021-2022. <b>Root Cause:</b> 70% of students did not achieve one years growth.</p> <p><b>Problem Statement 8:</b> More than half of students are leaving primary grades below grade level in writing district wide. <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.</p> <p><b>Problem Statement 9:</b> STAAR Reading performance is 41% at meets based on preliminary data. 2022-2023 A-F Accountability data has not be released as of October 10, 2023. <b>Root Cause:</b> Teachers need more professional learning, coaching, and application skills on teaching to the rigor of essential standards along with identifying and scaffolding the learning targets.</p> <p><b>Problem Statement 10:</b> STAAR 5th Grade Science performance is 27% meets based on preliminary data. 2022-2023 A-F Accountability data has not been released as of October 10, 2023. <b>Root Cause:</b> Teachers need more professional learning, coaching, and application skills on teaching to the rigor of essential standards along with identifying and scaffolding the learning targets.</p> <p><b>Problem Statement 11:</b> At CE, 15% of kinder students, 33% of first grade students and 25% of second grade students did not meet or exceed grade-level expectations for reading skills EOY 22-23. <b>Root Cause:</b> Teachers need more professional learning, coaching, and application skills on teaching to the rigor of essential standards along with identifying and scaffolding the learning targets.</p>
<b>School Processes &amp; Programs</b>
<p><b>Problem Statement 1:</b> Teachers requested additional time in PLCs to discuss instructional growth goals. <b>Root Cause:</b> Increased demands on student growth, learning new adoptions, and teacher development and growth needed to address student learning loss.</p>

## School Processes & Programs



**Problem Statement 2:** The staff survey indicated a need to provide evaluation results, plans, and evidence of support for struggling teachers. **Root Cause:** Data from walkthroughs conducted by central administration has not consistently been provided to teachers.







**Problem Statement 3:** PLCs were cancelled occasionally during the 2022-2023 school year which impacted teacher time to collaborate, analyze, and develop action plans. **Root Cause:** PLCs were cancelled due to a low substitute fill rate.

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

**Performance Objective 3:** For our 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).

**Evaluation Data Sources:** Unit Assessments, Curriculum-Based Assessments, Benchmarks, Student Artifacts, and Student Portfolios

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> CAL Assistant Principal Principal</p> <p><b>Problem Statements:</b> Demographics 4, 8 - School Processes &amp; Programs 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> 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> Assistant Principal Principal Campus Academic Leader</p> <p><b>Problem Statements:</b> Demographics 8 - Student Learning 4, 6, 7, 8, 9, 10, 11</p> <p><b>Funding Sources:</b> - Federal Funds: ESSER</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> 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> Teachers Principal Campus Academic Leader</p> <p><b>Problem Statements:</b> Demographics 4, 8</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> The campus will reinforce new procedures for the monitoring of accommodations/supplemental aids in classrooms and on STAAR for students in special education, 504, and Tier III of MTSS.</p> <p><b>Strategy's Expected Result/Impact:</b> Growth in campus data and student performance at all levels</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principal SPED Teachers General Education Teachers</p> <p><b>Results Driven Accountability</b></p> <p><b>Problem Statements:</b> Demographics 4, 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;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**Performance Objective 3 Problem Statements:**

Demographics
<p><b>Problem Statement 4:</b> The number of students identified as needing special education services exceeds the state average (13%) and continues to trend upward. <b>Root Cause:</b> Need to implement consistent MTSS screeners to be able to accurately monitor student strengths/weaknesses on crucial skills and intervene immediately.</p>
<p><b>Problem Statement 8:</b> Special Education students achieved 12% Meets in Reading and 10% Meets in Math based on preliminary data. 2022-2023 A-F Accountability data is not available as of October 10, 2023. <b>Root Cause:</b> Inconsistent co-teach models were utilized.</p>
Student Learning
<p><b>Problem Statement 4:</b> Only 78% of Kinder, 25% of First, and 59% of Second are Meeting grade level expectations on their EOY Early Numeracy Math Assessments for 2023. <b>Root Cause:</b> The rigor of Tier I instruction must be increased to align to unit assessments, benchmarks, and STAAR.</p>
<p><b>Problem Statement 6:</b> Only 32% of students 3rd-5th Grade scored at Meets Grade level or above in Math on STAAR in 2022-2023 school year based on preliminary data. 2022-2023 A-F Accountability data has not been released as of October 10, 2023. <b>Root Cause:</b> Teachers need more professional learning, coaching, and application skills on teaching to the rigor of essential standards along with identifying and scaffolding the learning targets.</p>
<p><b>Problem Statement 7:</b> We did not meet the standard for TELPAS in 2021-2022. <b>Root Cause:</b> 70% of students did not achieve one years growth.</p>

### Student Learning

**Problem Statement 8:** More than half of students are leaving primary grades below grade level in writing district wide. **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.

**Problem Statement 9:** STAAR Reading performance is 41% at meets based on preliminary data. 2022-2023 A-F Accountability data has not be released as of October 10, 2023. **Root Cause:** Teachers need more professional learning, coaching, and application skills on teaching to the rigor of essential standards along with identifying and scaffolding the learning targets.

**Problem Statement 10:** STAAR 5th Grade Science performance is 27% meets based on preliminary data. 2022-2023 A-F Accountability data has not been released as of October 10, 2023. **Root Cause:** Teachers need more professional learning, coaching, and application skills on teaching to the rigor of essential standards along with identifying and scaffolding the learning targets.

**Problem Statement 11:** At CE, 15% of kinder students, 33% of first grade students and 25% of second grade students did not meet or exceed grade-level expectations for reading skills EOY 22-23. **Root Cause:** Teachers need more professional learning, coaching, and application skills on teaching to the rigor of essential standards along with identifying and scaffolding the learning targets.

### School Processes & Programs

**Problem Statement 2:** The staff survey indicated a need to provide evaluation results, plans, and evidence of support for struggling teachers. **Root Cause:** Data from walkthroughs conducted by central administration has not consistently been provided to teachers.







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

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

**HB3 Goal**


**Evaluation Data Sources:** CCMR Spreadsheet and Data Suite





Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> CE will host a career day to help build awareness for students of all their career options.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased opportunity awareness.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers Principal Assistant Principal Campus Academic Leader Counselors</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
	N/A			
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> CE will host the Tarrant County College Mobile Go Center (MOGO) and will promote college awareness by participating in district college days once a month.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased awareness of career paths.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers Principal Assistant Principal Campus Academic Leader Counselors</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
	N/A			
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

**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.

**Evaluation Data Sources:** Forecast 5 tracking, attendance call logs

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> CE will maintain a 95% attendance rate throughout the 2023-2024 school year by maintaining attendance call logs, incentivizing regular attendance, and increasing parent awareness.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased attendance habits, which should impact student achievement throughout their school career.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers Assistant Principal Campus Academic Leader Attendance Clerk Principal</p> <p><b>Problem Statements:</b> Demographics 7 - Perceptions 1, 2</p> <p><b>Funding Sources:</b> - 199 - General Fund</p>	Formative			Summative
	Nov	Jan	Mar	June
				

 No Progress
 Accomplished
 Continue/Modify
 Discontinue


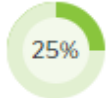
**Performance Objective 5 Problem Statements:**


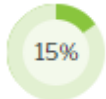




Demographics
<p><b>Problem Statement 7:</b> The preliminary attendance rate for the 2022-2023 school year is below 95%. <b>Root Cause:</b> Parents do not understand the difference between truancy and compulsory attendance.</p>
Perceptions
<p><b>Problem Statement 1:</b> We have not developed strong academic and behavioral partnerships with all of our parents. <b>Root Cause:</b> There have been limited opportunities for parents to engage in their individual child's academic and behavioral learning.</p>
<p><b>Problem Statement 2:</b> The current campus attendance rate is below 95%. <b>Root Cause:</b> Some parents do not understand the importance of consistent school attendance.</p>

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

**Performance Objective 6:** On our campus, Emergent Bilinguals will meet the target of 49 for English Language Proficiency in Closing the Gaps on the 2024 A-F Accountability Ratings.

**Evaluation Data Sources:** Unit Assessments, Curriculum-Based Assessments, Benchmarks, Student Artifacts, and Student Portfolios

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Teachers will guide students in setting personal goals to work toward throughout the year.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased performance of students who participate in TELPAS.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principal Campus Academic Leader ESL Teachers Bilingual Teachers</p> <p><b>Problem Statements:</b> Student Learning 7</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> The CAL and the Bilingual/ESL TLI staff will provide continuous support to teachers on the implementation of the ELPS and various strategies to teach language through content while focusing on the varied needs for the specific domain.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will make the required 1 year progress on language acquisition as measured by TELPAS</p> <p><b>Staff Responsible for Monitoring:</b> Bilingual/ESL Coach Bilingual/ESL Coordinator TLI Staff CAL</p> <p><b>- ESF Levers:</b> Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Learning 7</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> The campus will implement content based language supports added to the guiding documents by TLI.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will make the required 1 year progress on language acquisition as measured by TELPAS; Therefore, there will be an increase in the number of reclassified students</p> <p><b>Staff Responsible for Monitoring:</b> Bilingual/ESL Coach Bilingual/ESL Coordinator, Principal Assistant Principal Campus Academic Leader Teachers</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p><b>Problem Statements:</b> Student Learning 7</p> <p><b>Funding Sources:</b> - 263 - Title III, LEP, - 199 - General Fund</p>	Formative			Summative
	Nov	Jan	Mar	June
	 30%			
Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> In collaboration with TLI, the campus will implement vocabulary programs and resources provided by the district for multiple content areas to support Emergent Bilinguals.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will make the required 1 year progress on language acquisition as measured by TELPAS; Therefore, there will be an increase in the number of reclassified students</p> <p><b>Staff Responsible for Monitoring:</b> Bilingual/ESL Coach, Bilingual/ESL Coordinator, Teaching, Learning, and Innovation Staff, Principal, CAL, Teachers</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p><b>Problem Statements:</b> Student Learning 7</p> <p><b>Funding Sources:</b> - 199 - General Fund, - 263 - Title III, LEP</p>	Formative			Summative
	Nov	Jan	Mar	June
	 15%			
 No Progress  Accomplished  Continue/Modify  Discontinue				



**Performance Objective 6 Problem Statements:**


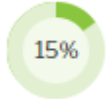




Student Learning
<p><b>Problem Statement 7:</b> We did not meet the standard for TELPAS in 2021-2022. <b>Root Cause:</b> 70% of students did not achieve one years growth.</p>

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

**Performance Objective 7:** Increase Castleberry Elementary's identified gifted and talented population by 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, referral and identification processes, and regular updates to 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 Instructional Coach Advanced Academics Coordinator Principal Assistant Principal Campus Academic Leader</p> <p><b>Problem Statements:</b> Demographics 6 - Perceptions 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> 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 Instructional Coach Advanced Academics Coordinator GT Para Principal</p> <p><b>Problem Statements:</b> Demographics 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> 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, Advanced Academics Coordinator, Principal, CAL</p> <p><b>Problem Statements:</b> Demographics 6 - Perceptions 1, 3</p> <p><b>Funding Sources:</b> - 199 - General Fund</p>	Formative			Summative
	Nov	Jan	Mar	June
	 35%			
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, Advanced Academics Coordinator, Principals, CALs</p> <p><b>Problem Statements:</b> Demographics 6 - Perceptions 1, 3</p> <p><b>Funding Sources:</b> - 199 - General Fund</p>	Formative			Summative
	Nov	Jan	Mar	June
	 15%			
 No Progress  Accomplished  Continue/Modify  Discontinue				



**Performance Objective 7 Problem Statements:**




Demographics
<p><b>Problem Statement 6:</b> 4.0% of students at CE receive gifted and talented services versus 8% at the state level based on the 2021-2022 TAPR. The 2022-2023 TAPR is not available yet. <b>Root Cause:</b> Even though we continue to grow in identification, we still need to continue to work on increased professional learning opportunities for teachers and information sessions with parents to support awareness of giftedness, process of identification, and service availability with a strategic focus on the discrepancy between boys and girls and CLED (culture, language, and economically disadvantaged).</p>
Perceptions
<p><b>Problem Statement 1:</b> We have not developed strong academic and behavioral partnerships with all of our parents. <b>Root Cause:</b> There have been limited opportunities for parents to engage in their individual child's academic and behavioral learning.</p> <p><b>Problem Statement 3:</b> Success of parent involvement events measured by attendance rather than outcomes. <b>Root Cause:</b> Lack of defined criteria for a successful parent involvement and engagement events.</p>





**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:** Parent Square, PTO-Facebook, AVC-Facebook, Remind, District Website

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> The campus will use Parent Square, Twitter, and Facebook to send out communications as needed and is committed to using #ceroars to tweet out learning from the campus weekly.</p> <p><b>Strategy's Expected Result/Impact:</b> Effective communication with parents through various outlets</p> <p><b>Staff Responsible for Monitoring:</b> Campus Academic Leader Assistant Principal Principal Campus Communication Leader</p> <p><b>Problem Statements:</b> Perceptions 1, 3</p> <p><b>Funding Sources:</b> - 199 - General Fund</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> The campus will use the school facebook page to increase community communication.</p> <p><b>Strategy's Expected Result/Impact:</b> Provide a transparent view of the events and learning happening at Castleberry Elementary</p> <p><b>Staff Responsible for Monitoring:</b> Principal Campus Communication Leader</p> <p><b>Problem Statements:</b> Perceptions 2, 3</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Castleberry Elementary will promote the advantages of parent square for a streamlined communication approach for events and teacher/parent communication</p> <p><b>Strategy's Expected Result/Impact:</b> Increased academic partnerships with parents</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principal CAL Counselors Social Workers Teachers Front Office Staff</p> <p><b>Problem Statements:</b> Perceptions 1, 3</p>	Formative			Summative
	Nov	Jan	Mar	June
				

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

**Performance Objective 1 Problem Statements:**


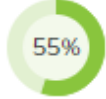
Perceptions
<p><b>Problem Statement 1:</b> We have not developed strong academic and behavioral partnerships with all of our parents. <b>Root Cause:</b> There have been limited opportunities for parents to engage in their individual child's academic and behavioral learning.</p>
<p><b>Problem Statement 2:</b> The current campus attendance rate is below 95%. <b>Root Cause:</b> Some parents do not understand the importance of consistent school attendance.</p>
<p><b>Problem Statement 3:</b> Success of parent involvement events measured by attendance rather than outcomes. <b>Root Cause:</b> Lack of defined criteria for a successful parent involvement and engagement events.</p>









**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:** Parent surveys, attendance at events, the number of families engaged with communication platforms (Parent Square, Canvas, Class Dojo, Seesaw, Facebook, Instagram)

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Engage stakeholders in meaningful interactions that increase awareness and opportunities for participation in REAL Family Engagement.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased parent engagement, increased retention of families</p> <p><b>Staff Responsible for Monitoring:</b> Principal Media Coordinator Counselors</p> <p><b>Problem Statements:</b> Perceptions 1, 2, 3</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> After REAL family engagement events at the school, there will be a QR code link to a parent survey for feedback to be used when planning future events/programs.</p> <p><b>Strategy's Expected Result/Impact:</b> survey results of school events will guide future events</p> <p><b>Staff Responsible for Monitoring:</b> Data Leadership Team Campus Academic Leader Assistant Principal Principal Counselors</p> <p><b>Problem Statements:</b> Perceptions 3</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> CE will send out a weekly parent newsletter through Parent Square to keep parents informed of all engagement events.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase parent engagement and awareness</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p> <p><b>Problem Statements:</b> Perceptions 1, 2, 3</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> Ensure all families are set up to be partners with the school in their child's education by establishing two way communication prior to the start of school the school year.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased communication between parents and teachers Parent Square</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principal Teachers</p> <p><b>Problem Statements:</b> Perceptions 1, 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 2 Problem Statements:**

<b>Perceptions</b>
<p><b>Problem Statement 1:</b> We have not developed strong academic and behavioral partnerships with all of our parents. <b>Root Cause:</b> There have been limited opportunities for parents to engage in their individual child's academic and behavioral learning.</p>
<p><b>Problem Statement 2:</b> The current campus attendance rate is below 95%. <b>Root Cause:</b> Some parents do not understand the importance of consistent school attendance.</p>
<p><b>Problem Statement 3:</b> Success of parent involvement events measured by attendance rather than outcomes. <b>Root Cause:</b> Lack of defined criteria for a successful parent involvement and engagement events.</p>

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

**Performance Objective 3:** Increase attendance from 92.7% 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> Utilize the Student Advocate Specialist 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 Assistant Principal</p> <p><b>Problem Statements:</b> Perceptions 1, 3</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> Teachers will reach out to parents of students that are absent on a frequent basis to build relationships and inform parents of the importance of school attendance.</p> <p><b>Strategy's Expected Result/Impact:</b> Improved student attendance</p> <p><b>Staff Responsible for Monitoring:</b> Teachers Assistant Principal Principal</p> <p><b>Problem Statements:</b> Demographics 7 - Perceptions 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> The campus will use the House Points System to incentivize student attendance.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase student attendance</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Principal Principal</p> <p><b>Problem Statements:</b> Demographics 7 - Perceptions 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;"> <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 3 Problem Statements:**

**Demographics**

**Problem Statement 7:** The preliminary attendance rate for the 2022-2023 school year is below 95%. **Root Cause:** Parents do not understand the difference between truancy and compulsory attendance.

**Perceptions**

**Problem Statement 1:** We have not developed strong academic and behavioral partnerships with all of our parents. **Root Cause:** There have been limited opportunities for parents to engage in their individual child's academic and behavioral learning.


**Problem Statement 2:** The current campus attendance rate is below 95%. **Root Cause:** Some parents do not understand the importance of consistent school attendance.



**Problem Statement 3:** 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.









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

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

- 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  
 Parent Square

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> CE will partner with ACE to 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> Counselors            Campus Academic Leader            Assistant Principal            Principal</p> <p><b>Title I:</b>            4.1, 4.2</p> <p><b>Problem Statements:</b> Perceptions 1, 3</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> In order to build capacity and create an empowering culture, the campus will provide professional development on family engagement to all staff. The campus will share family engagement information, materials and resources, including the Family Engagement Action Plan and Compact.</p> <p><b>Strategy's Expected Result/Impact:</b> Student academic growth, increased attendance, decreased discipline problems</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principal Counselors</p> <p><b>Title I:</b> 4.1, 4.2</p> <p><b>Problem Statements:</b> Perceptions 1, 3</p> <p><b>Funding Sources:</b> - 199 - General Fund, - 211 - Title I, Part A, - 263 - Title III, LEP, - 461 - Campus Activity Fund</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Participate in district-wide reading challenges to promote independent reading and reading together with parents as their child's first teacher using programs including, but not limited to Beanstack.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased percentage of students and families reading together, increased literacy growth, increased number of students reaching reading challenges</p> <p><b>Staff Responsible for Monitoring:</b> Librarians</p> <p><b>Problem Statements:</b> School Processes &amp; Programs 8 - Perceptions 1, 3</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> The PBIS/Discipline Committee will meet monthly to review discipline policies and help support issues with CHAMPS and PBIS.</p> <p><b>Strategy's Expected Result/Impact:</b> A decrease in discipline referrals which will add to a positive school culture</p> <p><b>Staff Responsible for Monitoring:</b> Teachers/Staff Campus Academic Leader Assistant Principal Principal</p> <p><b>Problem Statements:</b> Demographics 7 - School Processes &amp; Programs 2, 5, 6</p>	Formative			Summative
	Nov	Jan	Mar	June
	N/A			

Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> The PBIS/Discipline Committee will attend training and then train other staff on discipline strategies to help promote a safe environment for our school.</p> <p><b>Strategy's Expected Result/Impact:</b> A decrease in discipline referrals which will add to a positive school culture</p> <p><b>Staff Responsible for Monitoring:</b> Teachers/Teacher Campus Academic Leader Assistant Principal Principal</p> <p><b>Problem Statements:</b> School Processes &amp; Programs 5, 6</p> <p><b>Funding Sources:</b> - 211 - Title I, Part A - \$478</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> CE will host a TELPAS Parent Informational Night so that parents understand exactly where their child's English development is and how to support their child in moving to the next level.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased performance of students who participate in TELPAS.</p> <p><b>Staff Responsible for Monitoring:</b> ESL Teachers Bilingual Teachers Principal Assistant Principal Campus Academic Leader</p> <p><b>Problem Statements:</b> Student Learning 7 - Perceptions 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;"> <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:**

<b>Demographics</b>
<p><b>Problem Statement 7:</b> The preliminary attendance rate for the 2022-2023 school year is below 95%. <b>Root Cause:</b> Parents do not understand the difference between truancy and compulsory attendance.</p>
<b>Student Learning</b>
<p><b>Problem Statement 7:</b> We did not meet the standard for TELPAS in 2021-2022. <b>Root Cause:</b> 70% of students did not achieve one years growth.</p>
<b>School Processes &amp; Programs</b>
<p><b>Problem Statement 2:</b> The staff survey indicated a need to provide evaluation results, plans, and evidence of support for struggling teachers. <b>Root Cause:</b> Data from walkthroughs conducted by central administration has not consistently been provided to teachers.</p>
<p><b>Problem Statement 5:</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>

### School Processes & Programs

**Problem Statement 6:** 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 8:** 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.

### Perceptions

**Problem Statement 1:** We have not developed strong academic and behavioral partnerships with all of our parents. **Root Cause:** There have been limited opportunities for parents to engage in their individual child's academic and behavioral learning.




**Problem Statement 3:** 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.











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

**Performance Objective 1:** Continue to be fiscally responsible and maintain a healthy budget and planning for future needs.

**Evaluation Data Sources:** Budget data

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Conduct budget meetings with campus secretary to review and manage all budgets. Ensure budget lines and codes support campus priorities.</p> <p><b>Strategy's Expected Result/Impact:</b> Error free records. Documentation of purchases and orders.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Campus Secretary</p> <p><b>Problem Statements:</b> Demographics 7 - Student Learning 4, 6, 9, 10, 11</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Utilize funds to support after school activities and to purchase supplemental resources that support instruction (Example: Accelerating Success).</p> <p><b>Strategy's Expected Result/Impact:</b> Increased student achievement</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principal Campus Academic Leader Teachers</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p> <p><b>- ESF Levers:</b> Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments</p> <p><b>Problem Statements:</b> Student Learning 4, 6, 9, 10, 11</p> <p><b>Funding Sources:</b> - 199 - General Fund, - 461 - Campus Activity Fund</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Collect feedback from teachers and parents to identify possible afterschool activities and the resources needed to support them.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased partnership with parents Increased student engagement in afterschool activities</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principal Campus Academic Leader Teachers School Counselors</p> <p><b>Title I:</b> 2.4, 2.6, 4.1, 4.2 - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments</p> <p><b>Problem Statements:</b> Perceptions 1</p> <p><b>Funding Sources:</b> - 461 - Campus Activity Fund</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Partner with 21st Century to support afterschool programs.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased student achievement and engagement Increased partnership with parents and community</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principal Campus Academic Leader 21st Century Teachers and Staff 21st Century Site Coordinator 21st Century Program Director</p> <p><b>ESF Levers:</b> Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Learning 4, 6, 7, 8, 9, 10, 11</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 1 Problem Statements:**

### Demographics

**Problem Statement 7:** The preliminary attendance rate for the 2022-2023 school year is below 95%. **Root Cause:** Parents do not understand the difference between truancy and compulsory attendance.

### Student Learning

**Problem Statement 4:** Only 78% of Kinder, 25% of First, and 59% of Second are Meeting grade level expectations on their EOY Early Numeracy Math Assessments for 2023. **Root Cause:** The rigor of Tier I instruction must be increased to align to unit assessments, benchmarks, and STAAR.

**Problem Statement 6:** Only 32% of students 3rd-5th Grade scored at Meets Grade level or above in Math on STAAR in 2022-2023 school year based on preliminary data. 2022-2023 A-F Accountability data has not been released as of October 10, 2023. **Root Cause:** Teachers need more professional learning, coaching, and application skills on teaching to the rigor of essential standards along with identifying and scaffolding the learning targets.

**Problem Statement 7:** We did not meet the standard for TELPAS in 2021-2022. **Root Cause:** 70% of students did not achieve one years growth.

**Problem Statement 8:** More than half of students are leaving primary grades below grade level in writing district wide. **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.

**Problem Statement 9:** STAAR Reading performance is 41% at meets based on preliminary data. 2022-2023 A-F Accountability data has not be released as of October 10, 2023. **Root Cause:** Teachers need more professional learning, coaching, and application skills on teaching to the rigor of essential standards along with identifying and scaffolding the learning targets.

**Problem Statement 10:** STAAR 5th Grade Science performance is 27% meets based on preliminary data. 2022-2023 A-F Accountability data has not been released as of October 10, 2023. **Root Cause:** Teachers need more professional learning, coaching, and application skills on teaching to the rigor of essential standards along with identifying and scaffolding the learning targets.

**Problem Statement 11:** At CE, 15% of kinder students, 33% of first grade students and 25% of second grade students did not meet or exceed grade-level expectations for reading skills EOY 22-23. **Root Cause:** Teachers need more professional learning, coaching, and application skills on teaching to the rigor of essential standards along with identifying and scaffolding the learning targets.











### Perceptions

**Problem Statement 1:** We have not developed strong academic and behavioral partnerships with all of our parents. **Root Cause:** There have been limited opportunities for parents to engage in their individual child's academic and behavioral learning.

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

**Performance Objective 2:** Retain 87% of teachers from the 2023-2024 school year.

**Evaluation Data Sources:** Teacher retention data

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Provide opportunities for growth and leadership through professional development.</p> <p><b>Strategy's Expected Result/Impact:</b> Less than 10% turn over rate.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Talent and Acquisition Director Teachers</p> <p><b>Problem Statements:</b> School Processes &amp; Programs 2, 4</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> Develop and implement a substitute plan that includes training, campus safety procedures, sub plans, and relationship building.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased sub fill rate</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principal Teachers Office Staff</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> Establish strong relationships with substitutes to increase the overall fill rate of the campus.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased Substitute fill rate</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principal Teachers Office Staff</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals</p> <p><b>Problem Statements:</b> School Processes &amp; Programs 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 2 Problem Statements:

### School Processes & Programs

**Problem Statement 2:** The staff survey indicated a need to provide evaluation results, plans, and evidence of support for struggling teachers. **Root Cause:** Data from walkthroughs conducted by central administration has not consistently been provided to teachers.





**Problem Statement 3:** PLCs were cancelled occasionally during the 2022-2023 school year which impacted teacher time to collaborate, analyze, and develop action plans. **Root Cause:** PLCs were cancelled due to a low substitute fill rate.





**Problem Statement 4:** 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.









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

**Performance Objective 3:** 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.

**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> Implement and assess campus safety and security audits to identify hazards, threats, and vulnerabilities that might possess a potential threat to students and staff.</p> <p><b>Strategy's Expected Result/Impact:</b> Safe and secure campuses and facilities, improved staff and substitutes preparedness for all emergencies</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principal SRO Teachers</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Continue to be active and visible on campus (interior and exterior) through various usage of safety and security personnel that includes daily door checks and patrolling the exterior of the campus.</p> <p><b>Strategy's Expected Result/Impact:</b> Positive feedback from students, parents, community, and district surveys, lowered student discipline referrals, decreased suspicious activity.</p> <p><b>Staff Responsible for Monitoring:</b> CISD Police Department Principals Safety and Security Coordinator</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 3 Details	Reviews			
<p><b>Strategy 3:</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> <p><b>Problem Statements:</b> School Processes &amp; Programs 5, 6</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Monitor our discipline management plans for clear expectations, establishment of routines and procedures, implementation and monitoring of viable alternatives, and consistent expectations in commons areas and classrooms.</p> <p><b>Strategy's Expected Result/Impact:</b> Lower number of student discipline referrals</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principal Counselors Teachers</p> <p><b>ESF Levers:</b> Lever 3: Positive School Culture</p> <p><b>Problem Statements:</b> School Processes &amp; Programs 5, 6</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> School Processes &amp; Programs 5, 6</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 6 Details	Reviews			
<p><b>Strategy 6:</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 Communications Coordinator CISD Police Department Safety &amp; Security Coordinator Campus Administrators</p> <p><b>Problem Statements:</b> School Processes &amp; Programs 5, 6</p>	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				






**Performance Objective 3 Problem Statements:**

School Processes & Programs
<p><b>Problem Statement 5:</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 6:</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 4: Implementation of School Behavioral Threat Assessment team that conducts behavioral threat assessments.**





Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Review, monitor, and train the Safe and Supportive School Team on Threat Assessment protocols and adhere to the parental notification procedures related to suicide prevention, self-harm and other maltreatment of children.</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> School Processes &amp; Programs 5, 6</p>	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				







**Performance Objective 4 Problem Statements:**

School Processes & Programs
<p><b>Problem Statement 5:</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 6:</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 5:** Promote and maintain a healthy environment that fosters physical, mental and social and emotional wellness at school events for all students, staff and the community on a daily basis.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Implement a variety of programs to promote conflict resolution, healthy relationships, character development, bully prevention, drug awareness, and crisis prevention response.</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> Principal Assistant Principal Director of School and Student Support Social Workers Counselors</p> <p><b>Problem Statements:</b> School Processes &amp; Programs 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 campus focus on mental health awareness with increased educational training associated with key personnel (teachers, counselors, police officer, 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> Principal Assistant Principal Counselors SRO Safe and Supportive School Staff</p> <p><b>ESF Levers:</b> Lever 3: Positive School Culture</p> <p><b>Problem Statements:</b> School Processes &amp; Programs 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> Embed social emotional learning in the school day to promote student well being with programs such as Second Step, Rhithim, and CHAMPS.</p> <p><b>Strategy's Expected Result/Impact:</b> Improved social and emotional well being of students.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principal Counselors Social Workers Teachers</p> <p><b>Title I:</b> 2.6</p> <p><b>Problem Statements:</b> School Processes &amp; Programs 5, 6</p> <p><b>Funding Sources:</b> - 199 - General Fund, - Federal Funds: ESSER</p>	Formative			Summative
	Nov	Jan	Mar	June
				
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

**Performance Objective 5 Problem Statements:**




School Processes & Programs
<p><b>Problem Statement 5:</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 6:</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 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.

**HB3 Goal**

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

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Refine the process of using data from Module and/or Unit Assessments in K-2 to monitor the effectiveness of instruction and guide future instruction.</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> TLI Staff, Principal, Campus Academic Leader</p> <p><b>Problem Statements:</b> Student Learning 4, 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> 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> Strong tier 1 instruction and mastery of skills</p> <p><b>Staff Responsible for Monitoring:</b> Early Literacy Coordinator Campus Academic Leader Teachers</p> <p><b>Problem Statements:</b> Student Learning 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> 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 Campus Academic Leader</p> <p><b>Problem Statements:</b> Student Learning 11 - School Processes &amp; Programs 2</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 Campus Academic Leader</p> <p><b>Problem Statements:</b> Student Learning 9, 11</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> Teachers will instruct students on how to respond to reading through constructed response.</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 Campus Academic Leader</p> <p><b>Problem Statements:</b> Student Learning 8</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> 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 Campus Academic Leader</p> <p><b>Problem Statements:</b> Student Learning 4, 6, 8, 9, 10, 11</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> Students set literacy goals and monitor their own progress (skills acquisition, minutes read through Beanstack).</p> <p><b>Strategy's Expected Result/Impact:</b> Students will meet their goals</p> <p><b>Staff Responsible for Monitoring:</b> Principal Campus Academic Leader</p> <p><b>Problem Statements:</b> Student Learning 9, 11 - Perceptions 1</p> <p><b>Funding Sources:</b> - 199 - General Fund, - 211 - Title I, Part A, - Federal Funds: ESSER</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 4:** Only 78% of Kinder, 25% of First, and 59% of Second are Meeting grade level expectations on their EOY Early Numeracy Math Assessments for 2023. **Root Cause:** The rigor of Tier I instruction must be increased to align to unit assessments, benchmarks, and STAAR.

**Problem Statement 6:** Only 32% of students 3rd-5th Grade scored at Meets Grade level or above in Math on STAAR in 2022-2023 school year based on preliminary data. 2022-2023 A-F Accountability data has not been released as of October 10, 2023. **Root Cause:** Teachers need more professional learning, coaching, and application skills on teaching to the rigor of essential standards along with identifying and scaffolding the learning targets.

**Problem Statement 8:** More than half of students are leaving primary grades below grade level in writing district wide. **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.

**Problem Statement 9:** STAAR Reading performance is 41% at meets based on preliminary data. 2022-2023 A-F Accountability data has not be released as of October 10, 2023. **Root Cause:** Teachers need more professional learning, coaching, and application skills on teaching to the rigor of essential standards along with identifying and scaffolding the learning targets.

**Problem Statement 10:** STAAR 5th Grade Science performance is 27% meets based on preliminary data. 2022-2023 A-F Accountability data has not been released as of October 10, 2023. **Root Cause:** Teachers need more professional learning, coaching, and application skills on teaching to the rigor of essential standards along with identifying and scaffolding the learning targets.

**Problem Statement 11:** At CE, 15% of kinder students, 33% of first grade students and 25% of second grade students did not meet or exceed grade-level expectations for reading skills EOY 22-23. **Root Cause:** Teachers need more professional learning, coaching, and application skills on teaching to the rigor of essential standards along with identifying and scaffolding the learning targets.

## School Processes & Programs

**Problem Statement 2:** The staff survey indicated a need to provide evaluation results, plans, and evidence of support for struggling teachers. **Root Cause:** Data from walkthroughs conducted by central administration has not consistently been provided to teachers.







## Perceptions

**Problem Statement 1:** We have not developed strong academic and behavioral partnerships with all of our parents. **Root Cause:** There have been limited opportunities for parents to engage in their individual child's academic and behavioral learning.

**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.

**Evaluation Data Sources:** Student artifacts

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Support teachers 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> Early Literacy Coordinator Principal Campus Academic Leader</p> <p><b>Problem Statements:</b> Student Learning 8, 9</p> <p><b>Funding Sources:</b> - 211 - Title I, Part A, - 199 - General Fund</p>	Formative			Summative
	Nov	Jan	Mar	June
	 25%			
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> 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 Campus Academic Leader</p> <p><b>Problem Statements:</b> Student Learning 7, 8, 9</p>	Formative			Summative
	Nov	Jan	Mar	June
	 40%			
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Performance Objective 2 Problem Statements:**

Student Learning
<p><b>Problem Statement 7:</b> We did not meet the standard for TELPAS in 2021-2022. <b>Root Cause:</b> 70% of students did not achieve one years growth.</p> <p><b>Problem Statement 8:</b> More than half of students are leaving primary grades below grade level in writing district wide. <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.</p>

## Student Learning

**Problem Statement 9:** STAAR Reading performance is 41% at meets based on preliminary data. 2022-2023 A-F Accountability data has not be released as of October 10, 2023.  
**Root Cause:** Teachers need more professional learning, coaching, and application skills on teaching to the rigor of essential standards along with identifying and scaffolding the learning targets.



**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.

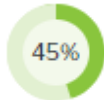

93% of all prekindergarten math students will meet or exceed grade-level expectations by June 2024 as measured by state assessment.






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.

**HB3 Goal**

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

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> 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 Campus Academic Leader</p> <p><b>Problem Statements:</b> Student Learning 4, 6</p> <p><b>Funding Sources:</b> - 211 - Title I, Part A, - Federal Funds: ESSER, - 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> Teachers 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, CALs, Principal</p> <p><b>Problem Statements:</b> Student Learning 4, 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> 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> <p><b>Staff Responsible for Monitoring:</b> Elementary Math Coordinator, CALs</p> <p><b>Problem Statements:</b> Student Learning 4, 6</p>	Formative			Summative
	Nov	Jan	Mar	June
				
<span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span>				

**Performance Objective 3 Problem Statements:**

Student Learning
<p><b>Problem Statement 4:</b> Only 78% of Kinder, 25% of First, and 59% of Second are Meeting grade level expectations on their EOY Early Numeracy Math Assessments for 2023.  <b>Root Cause:</b> The rigor of Tier I instruction must be increased to align to unit assessments, benchmarks, and STAAR.</p> <p><b>Problem Statement 6:</b> Only 32% of students 3rd-5th Grade scored at Meets Grade level or above in Math on STAAR in 2022-2023 school year based on preliminary data. 2022-2023 A-F Accountability data has not been released as of October 10, 2023. <b>Root Cause:</b> Teachers need more professional learning, coaching, and application skills on teaching to the rigor of essential standards along with identifying and scaffolding the learning targets.</p>