Castleberry Independent School District

District Improvement Plan

2020-2021

Mission Statement

The Mission of Castleberry ISD is to graduate all students as lifelong learners who will excel in our changing world and competitive workplace.

Vision

Castleberry Independent School District is a community of innovative learners empowered to impact our world.

Core Beliefs

We believe:

- Students are our most precious resource.
- Schools are a vital part of the community.
- Family is a fundamental source of one's values.
- Quality education makes for productive citizens and strong communities.
- Family, school, and community support directly impact the quality of education.
- Every individual is important and deserves time, opportunity, and support.
- Educational processes should acknowledge diversity and promote excellence for every student.
- A clean, safe, and orderly environment is essential for learning.
- Excellence and sustained exceptional performance come from a commitment to a clear vision and shared values, which encourage collaboration and teamwork.
- Community Partnerships are imperative to grow the whole child.

Table of Contents

Comprehensive Needs Assessment 4
- Demographics 4
- Student Achievement 6
- District Culture and Climate 13
- Staff Quality, Recruitment, and Retention 17
- Curriculum, Instruction, and Assessment 19
- Parent and Community Engagement 22
- District Context and Organization 24
- Technology 26

Priority Problem Statements 29
Comprehensive Needs Assessment Data Documentation 36
Goals 38
- Goal 1: Transform Teaching and Learning: Student achievement, teacher growth, instructional pedagogy 38
- Goal 2: Facilitate Engagement through Effective Communication 58
- Goal 3: Optimize Resources to Sustain and Enhance Effective and Efficient Operations 63
- Goal 4: Increase Participation in Parent and Family Engagement Activities 70

Campus Funding Summary 72
Addendums 78

Comprehensive Needs Assessment

Demographics

Demographics Summary

The Castleberry Independent School District strives to provide the finest education to our students. Through this learning process, we prepare our students to be lifelong learners in our diverse, changing world, and competitive workplace.

Our district is located five miles west of downtown Fort Worth, in a densely populated community covering an area of approximately 5.438 square miles. The district includes the City of River Oaks (pop. 7,574), a large portion of Sansom Park (pop. 4,776), and a small portion of the City of Fort Worth. Castleberry ISD is bound on the west and the south by the Trinity River, on the east by Fort Worth, and the north by Lake Worth.

The district employs 539 staff members consisting of teachers, administrators and support staff committed to providing a high quality learning environment for the 3,783 students enrolled in the district. The student body at Castleberry ISD is 83% ecomonically disadvantaged and comes from a diverse background: 82.66% of students are Hispanic, 14.92% of students are Anglo, 2.02% are African-American.*

Castleberry ISD consists of seven campuses: Castleberry Elementary, A. V. Cato Elementary, Joy James Elementary, Irma Marsh Middle School, Castleberry High School, REACH High School, and TRUCE Learning Center.

* Demographic information obtained from PEIMS 2018 Fall Student Data Review.

Demographics Strengths

- In response to student population trends, teacher/administrator population has also begun to change to meet the needs of the student population.
- Kindergarten through 4th grade class sizes across the district are at or below the state mandated 22 to 1 class size.
- In the 2018-2019 PEIMS submission, the district ratio of students to teachers decreased to 15.6 to 1.
- The attendance rate for the 2018-2019 school year was 95.3%.
- At the conclusion of the 2018-2019 school year, 21.1% of staff members had more than 10 years of experience in education.
- English as a Second Language (ESL) certification is encouraged for all new hires; however, it has become a state requirement for all core content teachers. The vast majority of CISD elementary teachers are ESL certified which allows students to receive services in the classroom instead of through a pull-out program.

- English learners met the Domain 3 target in reading.
- English learners met the College, Career, and Military Readiness target in Domain 3.

Problem Statements Identifying Demographics Needs

Problem Statement 1: 46% of high school students did not meet the College, Career, and Military Readiness (CCMR) requirement. **Root Cause**: The district did not understand the criteria and implications of the CCMR requirements in the A-F Accountability Ratings.

Problem Statement 2: 94% of high school students did not earn an Industry-Based Certification. **Root Cause**: Current Career and Technical Pathways offered in CISD do not qualify as one of the 74 state recognized Industry certifications.

Problem Statement 3: 77% of high school students did not complete a college level dual credit course. **Root Cause**: The district does not have a comprehensive K-12 Advanced Academics program.

Problem Statement 4: 78% of high school students did not score at or above the college level on SAT, ACT, or TSIA. **Root Cause**: The district did not offer college preparatory courses or enrichment opportunities for students.

Problem Statement 5: 0% of students earned an Associates Degree while attending high school. **Root Cause**: The district does not currently meet the requirements to offer an Associates Degree while attending high school.

Problem Statement 6: 4 out of 7 indicators in the Closing the Gap Domain were not met by the "all students" group. **Root Cause**: The district did not have an intentional focus on Meets and Masters Grade Level.

Problem Statement 7: 3 out of 5 graduation targets in the Closing the Gap Domain were not met. **Root Cause**: The high school campuses did not have a process in place to monitor the 4 year federal graduation cohort target of 90%.

Problem Statement 8: 63% of Special Education Students did not achieve Approaches or Above in the "All Subjects" Domain 1 reporting category. **Root Cause**: Lack of time for professional learning and collaboration between Special Education and General Education teachers.

Problem Statement 9: 63% of Special Education Students did not achieve Approaches or Above in the "All Subjects" Domain 1 reporting category. **Root Cause**: Co-teaching has not been implemented effectively across the district.

Problem Statement 10: 46% of high school students did not meet the CCMR requirement. **Root Cause**: The district did not provide counseling, mentoring, and/or referral services to all students.

Problem Statement 11: When comparing the district and state performance, there is a larger gap in Meets and Masters than Approaches. **Root Cause**: Teachers' mindsets have been focused on students reaching the Approaches Grade Level versus Meets and Masters.

Student Achievement

Student Achievement Summary

For the 2018-2019 academic year, Castleberry ISD received a "B" letter grade under the A-F State Accountability System. The district "Met Standard" under each of the three domains; Student Achievement (78 out of 100), School Progress (85 out of 100), and Closing the Gaps (77 out of 100). Three campuses received one or more TEA Distinction Designations. Distinctions were awarded in the following areas: AVC-English Language Arts/Reading, IMMS-English Language Arts/Reading, CHS-English Language Arts/Reading, Mathematics, Social Studies and Top 25 percent: Closing Performance Gaps.

Under Domain One, Student Achievement, the district grade is calculated on three areas, STAAR performance (40%), College, Career, and Military Readiness (40%), and Graduation Rate (20%). The overall score in this domain was 78. For STAAR performance in all subject areas the percentage of the number of students who met Approaches Grade Level or above was 70%. The percentage of students at Meets Grade Level or Above was 38%, and the percentage of students who were at the Masters Grade Level standard was 15%. The STAAR Performance Score for this area was a 71.

For the CCMR area, under Domain One, the overall score was calculated at 82. Criteria used to calculate the domain are:

- Scores earned on AP exams
- Scores at or above the College-Ready Level on SAT, ACT or TSIA
- Completion of a Dual-Credit Course
- Earning an Associate's Degree
- Earning an Industry-Based Certification
- Graduating with a completed IEP and workforce readiness
- Enlisting in the armed forces
- Completing a coherent sequence aligned to industry certification.

The district also received a Graduation Rate Score of 85. The state accepts the best percentage for either the Four, Five, or Six-year graduation rate. The Six-Year Graduation Rate of 95.8% was used to calculate the final part of Domain One along with the district's dropout rate of 1.4%.

Under Domain Two, School Progress, the district's score was determined using two measures: Academic Growth in Reading and Math and Relative Performance or how much progress students are making relative to similar districts. The final score based on Academic Growth for Reading and Math (66%), in Reading/ELA (66%), and Math (66%) was a 70. The final score of 85 was the Relative Performance Score. This score was based on Student Achievement (STAAR Performance and CCM Readiness-48%) and how economically disadvantaged students (82.6%) are compared to schools with similar levels of student poverty.

Under Domain Three, Closing the Gap, CISD received an overall score of 77. The calculation of the score includes Grade-Level Performance (50%), Graduation Rate (10%), English Language Proficiency, (10%), and College, Career, and Military Readiness (30%).

For Grade-Level Performance, 8 out of 20 targets for eligible sub-populations were met:

Student Groups - Grade Level Performance	Reading	Math
All Students	Not Met	Not Met
African-American	Met	Met
Asian	N/A	N/A
Hispanic	Not Met	Not Met
White	Not Met	Not Met
American Indian	N/A	N/A
Pacific Islander	N/A	N/A
Two or More Races	N/A	N/A
Economically Disadvantaged	Met	Met
English Learners	Met	Not Met
Students Receiving SPED services	Not Met	Met
Students Formerly Receiving SPED services	Met	Met
Continuously Enrolled	Not Met	Not Met
Non-Continuously Enrolled	Not Met	Not Met

For Graduation Rate, 2 out of 5 targets were met:

Student Groups	Graduation
All Students	Met
African-American	N/A
Asian	N/A
Hispanic	Met
White	Not Met
American Indian	N/A
Pacific Islander	N/A

Student Groups	Graduation
Two or More Races	N/A
Economically Disadvantaged	Not Met
English Learners	Not Met
Students Receiving Special Education Services	N/A

For English Language Proficiency, the target was not met. Each group of students has a performance goal for Student Achievement on the STAAR—the average percentage of students mastering, meeting, and approaching grade level. The state goal for each student group was set based on that group's average performance statewide in 2016–17. Student Achievement measures how well all groups of students are meeting those goals.

For College, Career, and Military Readiness, 7 out of 7 targets were met:

Student Groups	CCMR
All Students	Met
African-American	N/A
Asian	N/A
Hispanic	Met
White	Met
American Indian	N/A
Pacific Islander	N/A
Two or More Races	N/A
Economically Disadvantaged	Met
English Learners	Met
Students Receiving SPED services	N/A
Students Formerly Receiving SPED services	N/A
Continuously Enrolled	Met
Non-Continuously Enrolled	Met

More detailed district information will be found in the Student Achievement Addendum.

Student Achievement Strengths

When considering 2018-2019 state assessment data, the following are student academic achievement strengths:

- 3rd Grade Reading Spanish Approaches is equal to the performance of Region XI
- 75% of LEP students met Approaches expectations on 3rd Grade Math STAAR
- 4th Grade Reading Spanish Meets is equal to the performance of the state and above Region XI
- 4th Grade Writing Spanish Approaches is above the performance of Region XI
- Growth in 4th Grade Reading from 2018 to 2019 in Approaches and Meets
- Growth in 4th Grade Writing from 2018 to 2019 in Approaches, Meets, and Masters
- Growth in 5th Grade Reading from 2018 to 2019 in Approaches, Meets, and Masters
- Growth in 5th Grade Math from 2018 to 2019 in Approaches, Meets, and Masters
- Growth in 5th Grade Science from 2018 to 2019 in Approaches, Meets, and Masters
- 7th-Grade Reading had 15-point growth in Approaches Grade Level from 2018-2019
- 7th-Grade Math had 9-point growth in Approaches Grade Level from 2018-2019
- 8th-Grade Social Studies had a 13-point growth in Approaches Grade Level
- Strong growth in Approaches, Meets, and Masters Grade Level in English 1 from 2018 to 2019.
- Growth in 10th Grade English 2 EOC cohort (9th to 10th) of students in Approaches and Meets Grade Level
- Growth in the percentage of students in Approaches, Meets, and Masters grade level in Biology EOC
- Increase in the percentage of students in Meets (10 points) and Masters (9 points) on the US History EOC
- Met and exceeded the state average in Algebra I and US History in both Approaches and Meets Grade Level
- Double-digit growth in Approaches, Meets, and Masters Grade Level in Algebra from 2018 to 2019

Overall Performance Grades in the A-F Accountability

The district improved by 6 points, for a scaled score of 83 compared to a scaled score of 77 in the previous year. The district received a “B” rating.

- Castleberry High School received an overall B grade
- REACH High School received an overall B grade
- Irma Marsh received an overall C grade
- AV Cato Elementary received an overall C grade
- Castleberry Elementary received an overall C grade
- Joy James Elementary received an overall C grade

Performance in Domain I, Student Achievement improved by 7 points, for a scaled score of 78 compared to a scaled score of 71 in the previous year. CISD received a C in Domain I.

Individual campuses also showed gains in Domain I, Student Achievement to include:

- Castleberry High School-Improved by 10 points, for a scaled score of 84 compared to a scaled score of 74 the previous year. Overall grade B.
- REACH High School-Improved by 17 points, for a scaled score of 83 compared to a scaled score of 66 the previous year. The campus was evaluated using measures for alternative education campuses.
- A.V. Cato Elementary School-Improved by 5 points, for a score of 72 compared to a scaled score of 67 the previous year. Overall grade C.
- Castleberry Elementary School-Improved by 2 points, for a score of 72 compared to a scaled score of 70 the previous year. Overall grade C.
- Joy James Elementary School-Improved by 2 points, for a score of 69 compared to a scaled score of 67 the previous year. Overall grade D.

Performance in Domain II Part A, Student Progress – The district maintained a C rating.

Individual campuses also showed gains in Domain II Part A. Campus Improvements are highlighted below:

- Castleberry High School-Improved by 2 points, for a score of 80 compared to a score of 78 the previous year. Overall grade B.
- REACH High School-Received a score of 71. Was not evaluated last year in Domain II Part A the previous year. Overall grade C.
- A.V. Cato Elementary School- Improved by 5 points, for a score of 70 compared to a scaled score of 65 the previous year. Overall grade C.

Performance in Domain II Part B, Student Progress improved by 14 points, for a scaled score of 85 compared to a scaled score of 71 in the previous year. The district earned a B rating.

- Castleberry High School-Improved by 10 points, for a scaled score of 85 compared to a scaled score of 75 the previous year. Overall grade B.
- Irma Marsh Middle School-Maintained a scaled score of 79. Overall grade C.
- A.V. Cato Elementary School-Improved by 6 points, for a score of 79 compared to a scaled score of 75 the previous year. Overall grade C.
- Castleberry Elementary School-Maintained a scaled score of 71. Overall grade C.
- Joy James Elementary School-Improved by 1 point, for a score of 75 compared to a scaled score of 74 the previous year. Overall grade C.

Performance in Domain III, Closing Performance Gaps improved by 7 points, for a scaled score of 78 compared to a scaled score of 71 in the previous year. Overall grade C.

- Castleberry High School-Improved by 6 points, for a scaled score of 77 compared to a scaled score of 71 the previous year. Overall grade C.
- A.V. Cato Elementary School-Improved by 6 points, for a score of 71 compared to a scaled score of 65 the previous year. Overall grade C.
- Castleberry Elementary School-Maintained its overall score of 71 to earn a C grade.

Overall District Growth was **19 points** in 2018-19 compared to 2017-18.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: English Language Learners achieved 23% at Meets Grade Level or Above in Reading STAAR. **Root Cause**: In 2018-2019, all teachers were not ESL certified.

Problem Statement 2: English Language Learners achieved 20% at Meets Grade Level or Above in Writing STAAR. **Root Cause**: The district did not hold teachers in non-tested grade levels and subject areas accountable for student writing performance.

Problem Statement 3: English Language Learners achieved 19% at Meets Grade Level or Above in Science STAAR. **Root Cause**: In 2018-2019 all core content teachers were not ESL Certified.

Problem Statement 4: English Language Learners achieved 28% at Meets Grade Level or Above in Math STAAR. **Root Cause**: In 2018-2019, all core content teachers were not ESL certified.

Problem Statement 5: English Language Learners achieved 17% at Meets Grade Level or Above in Social Studies STAAR. **Root Cause**: In 2018-2019, all core content teachers were not ESL Certified.

Problem Statement 6: When comparing district and state performance on STAAR Writing, the district performed below the state in Approaches, Meets, and Masters. **Root Cause**: The district did not have a viable K-12 curriculum with clear guidelines for writing instructional practices and the writing process.

Problem Statement 7: When comparing district and state performance on STAAR Reading, the district performed below the state in Approaches, Meets and Masters. **Root Cause**: The district did not have a viable K-12 curriculum with clear guidelines for language arts instructional practices.

Problem Statement 8: When comparing district and state performance on STAAR Math, the district performed below the state in Approaches, Meets, and Masters. **Root Cause**: The district did not have a viable K-12 curriculum with clear guidelines for Mathematics instructional practices.

Problem Statement 9: When comparing district and state performance on STAAR Science, the district performed below the state in Approaches, Meets, and Masters. **Root Cause**: The district did not have a viable K-12 curriculum with clear guidelines for Science instructional practices.

Problem Statement 10: When comparing district and state performance on STAAR Social Studies, the district performed below the state in Approaches, Meets, and Masters. **Root Cause**: The district did not have a viable K-12 curriculum with clear guidelines for Social Studies instructional practices.

Problem Statement 11: A majority of student Lexile levels, which measures students' reading skills, are below grade level. **Root Cause**: Teachers had a difficult time incorporating Achieve 3000 in a way it is relevant in their subject area.

Problem Statement 12: English Language Learners did not meet the English Language Proficiency Target for 2018-2019 accountability. **Root Cause**: Teachers do not have a good understanding of the English Language Proficiency Standards.

Problem Statement 13: Dyslexic student are under-identified in the state of Texas according to the Special Education Corrective Action Plan. **Root Cause**: All teachers have not been trained on the characteristics of Dyslexia.

Problem Statement 14: Special Education students achieved 17% at Meets and Masters in the ELA/Reading target of Domain 3. **Root Cause**: Special Education students are under performing in this areas due to the lack of adequate language support in the area of academic vocabulary which directly impacts the students' success on reading assessments.

District Culture and Climate

District Culture and Climate Summary

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

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

Surveys include:

- Staff Perception Surveys
- Parent and Community Surveys
- BrightBytes Technology Survey with input from Students, Teachers, and Parents
- Digital Equity for All Parent Survey

Based on feedback from staff surveys, teachers indicated frustration with current district culture and voiced a need for building strong relationships and positive learning environments. The establishment of Superintendent Advisory Meetings for both staff and students is one way Castleberry attempts to change negative survey results. The advisory meetings enabled stakeholders the opportunity to voice concerns and collaborate on possible solutions with the superintendent on a regularly scheduled basis. Research suggests in order for real change or improvement to occur, the adults must change first; therefore, building strong relationships and a positive school culture among adults has been set as a priority for the entire district the last couple of years.

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

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

During the summer, the 2019 summer Administrator Leadership Retreat included a book study on *The Will and Skill to Teach* by Anthony Muhammad and

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

Creating a Safe and Secure Culture

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

- For the safety of all students and staff members, the district's Police Department consists of three police officers who are fully commissioned and have the same authority and jurisdiction as those in other law enforcement agencies. If incidents happen at school or school-related activities, the officers may question students, issue tickets, and take students into custody. School principals are authorized to request the assistance of the Castleberry ISD Police Department in instances of trespassing on school grounds, damage to school property, loitering, disruptive activities, drug, alcohol or weapons violations, and fighting or physical violence. The department also consists of a Safety and Security Coordinator who oversees door access, video surveillance installation and troubleshooting, and the fire alarm systems.

- School closings and/or delayed opening information is communicated through local television and radio station broadcasts and websites. Related information is also sent out through district call-outs and text messages and is available on the District's website.

- Safety drills include fire, tornado, evacuation, school bus evacuation, lockdown, and shelter in-place drills. Duress and lockdown buttons are tested each month to coincide with the drills to ensure all equipment is properly working.

- CISD supports the use of video cameras for the purpose of enhancing school safety and security. Our goals are to promote and foster a safe and secure teaching and learning environment for students and staff, to ensure public safety for community members who visit or use our school property, and to diminish the potential for personal and district loss or destruction of property. Security camera recordings will be viewable in each building by authorized designees only.

- The district is committed to the safety and security of students, faculty, staff, and visitors on all its campuses. In order to support that commitment, Castleberry ISD has equipped all campuses with an identification system to help protect the students and staff. Intercept is a web-based, turn-key visitor management system that provides background information with real-time national sex offender database checks.

- The CISD Standard Response Protocol outlines the District's approach to emergency management and operations. It provides general guidance for emergency management activities, and an overview of the District's methods of mitigation, preparedness, response, and recovery. The plan describes the District's emergency response organization and assigns responsibilities for various emergency tasks.

District Culture and Climate Strengths

1. **Our Culture**

   It is expected and natural for the CISD staff to:

   - Cultivate an environment where students come first
   - Strive to make every single day a great learning experience for all students
   - Model high expectations for students, teachers, and staff
   - Work collaboratively with students, parents, and the community
   - Demonstrate professionalism, compassion, respect, and servant leadership
   - Provide digital learning experiences.

   Safety and Security:

   - Scheduled and completed 19 Half Day Visits with Interquest Detection Canine for Contraband Detection at Castleberry High School, Irma Marsh Middle School, REACH High School and TRUCE Learning Center.
   - Conducted 225 Safety Drills (Fire, Tornado, Lockdown, Shelter in Place, Nearby/Remote Evacuation, School Bus Evacuation Drill) throughout the year.
   - Updated and Delivered 550 Standard Response Protocol Information sheets to all CISD Campuses.
   - Submitted Fire Exit Drills and Fire Prevention Forms to Texas Department of Insurance – 100% Compliance.
   - Addition of a third police officer and purchase of an additional police unit.
   - Implemented bag search policy and procedures for all varsity UIL athletic contests
   - Implementation of officer body worn cameras (AXON Model), and the delivery of cloud-based evidence management software.
   - Upgraded video surveillance system to Video Insight. This system allows users to view all camera footage via the web as well as phone and tablet device application.
   - Conversion of handheld radio system (analog to digital) in conjunction with the City of Fort Worth, River Oaks, and Sansom Park Police Departments.
   - Replacement of twelve internal cameras and seven external cameras, added two new interior cameras (CHS) and one exterior camera (JJE) through the Master Plan.
   - Implementation of CRASE Training (Civilian Response to Active Shooter Events). This program provides district personnel with strategies, guidance, and a proven plan for surviving an active shooter event.
   - Implementation of Active Shooter Training. This program provides local police departments with strategies, guidance and a proven plan for an active shooter event.
   - Provided district staff support and assisted campuses to provide student strategies to prevent and respond to acts of bullying.
   - Decrease in # of intrusion alarms by 8% (-7). (2018-19=39) (2017-18=46).

- Decrease in # of residency checks by 9% (-13). (2018-19=153) (2017-18=166).
- Incorporated digital drill evaluation forms for all campus administrators to ensure drill timeliness, accuracy, and consistency in accordance to the district's procedures.
- Coordinated with the National Weather System (through local C.E.R.T. committee) to better forecast inclement weather conditions to better prepare and communicate with all district and campus personnel.
- Implementation of new desk phone software with the capabilities of notifying staff immediately in the event of a crisis situation(s)
- Implementation of locked exterior door configuaration for all campuses. Funding through the CISD Capital Improvements Projects (2019-20)
- Incorporated ideas and suggestions of the External Safety Audit into the department's safety measures and procedures.

Problem Statements Identifying District Culture and Climate Needs

Problem Statement 1: Current door access and ID badge system (w/ the exception of IMMS) is unreliable, not cost effective, and the vendor has poor customer service. **Root Cause**: The high school campus was built in the 1950's.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Although Castleberry ISD is one of the smallest districts in Tarrant County, the district remains to be competitive in salaries within the region. CISD ranks in the top 5% within Region XI. At the beginning of the 2019 school year, CISD staff consisted of 580 employees including: 234 teachers, 111 auxiliary and child nutrition staff members, 10 counselors, 5 librarians, 5 nurses, 81 paraeducators, 50 paraprofessionals, 49 specialists, and 35 administrators. The Board of Education consists of seven elected members who serve three year terms of office.

All teachers and paraeducators are highly qualified and meet state standards or higher. CISD recruits teachers in all areas which comprises of bilingual certified teachers. Bilingual teachers serve 613 Dual Language students in CISD. The district recruits from many universities including: Texas Christian University, University of Texas at Arlington, University of Texas at Brownsville, University of Texas at El Paso, Tarleton State University, Texas Tech University, University of North Texas, and Texas Wesleyan University. The district has provided a salary that is the fifth highest in the region for first year teachers. A first year teacher in Castleberry ISD currently starts at $54,500.

CISD's retention efforts include providing competitive salaries and increasing teacher rewards and recognitions. All teachers new to Castleberry ISD partake in professional learning that meets teachers at their level of proficiency and is intended to grow and expand their capacity. New teachers go through a series of professional learning activities for several days before all teachers report for duty.

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

All staff salaries are reviewed annually in order to be competitive and to obtain the best staff in all subject areas districtwide. In addition, the district awards longevity stipends to employees. Stipends are awarded to staff members who have completed years of service to the district in 3, 5 and 10 year increments. The district acknowledges that all staff are vital and serve a critical role in the educational organization. Therefore, CISD distinguishes staff members on a regular basis through school board recognitions. Central office administrators also attend campus activities to recognize staff and end of year celebrations at each campus to honor employees as the school year concludes. In 2017-2018, the Board of Education approved the Staff Attendance Plan. The incentive plan has been implemented to recruit and retain quality teachers and paraeducators (who require a sub during their absence) by awarding them $100 for every six weeks they have perfect attendance.

Staff Quality, Recruitment, and Retention Strengths

- All Castleberry teachers and paraeducators that work with students are considered highly qualified.

- Castleberry ISD is able to recruit from major universities with quality teaching programs.
- Castleberry ISD provides the fifth highest salary in Region XI for first year teachers starting at $54,500.
- Castleberry ISD has recruited a diverse teaching staff that can better serve the needs of a diverse student population.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: The 2018-2019 exit survey indicated a higher percentages of exiting employees who left the district due to non-renewal increased by 4%. **Root Cause**: New teachers to Castleberry ISD did not meet expectations set by the District and Campus Administrators.

Problem Statement 2: CISD staff members stated that they did not feel comfortable raising issues and concerns with their campus/department administration. **Root Cause**: CISD staff members will bring issues and concerns to the attention of HR prior to seeking resolution with campus/department administration.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Castleberry ISD in cooperation with the Texas Curriculum Management Audit Center and the Texas Association of School Administrators conducted a curriculum audit in the Spring of 2016 along with a comprehensive bilingual program audit conducted by The Gomez and Gomez Dual Language Consultants LLC. The audit conducted in the Spring of 2016 was followed up with an intensive curriculum audit training for staff members identified to organize and lead a five year curriculum plan. In addition to the curriculum audit, the district initiated an ELL compliance audit in the summer of 2017. The audit was followed up with the development of an English Language Learners Handbook (ELL) handbook and professional development plan.

The five year curriculum plan provides a timeline for the development of guiding documents for each subject offered in the district. Upon completion of writing the guiding documents and after one year of implementation, they will be reviewed by teachers and members of the teaching, learning, and innovation staff for deep alignment based on the previous year's summative assessments.

Student achievement will be assessed using teacher created formative assessments, district created unit assessments, benchmarks, reading inventories, and college entrance exams. A district calendar of testing dates is provided by the teaching, learning, and innovation staff to all educators.

Campuses present student achievement data and action plans each six weeks during progress monitoring days. Campus and district administration work collaboratively on this day to triangulate the written, taught, and tested curriculum, so all students have equal access to a viable curriculum which meets the needs of Castleberry's diverse student population.

Curriculum, Instruction, and Assessment Strengths

- The results of the Texas Curriculum Management Audit found considerable evidence of long-range planning in the Castleberry Independent School District. Documented planning efforts met audit standards to provide sound governance of the educational program.
- The curriculum audit indicated considerable work had been accomplished in a short amount of time. A core written curriculum for some district courses were present.
- After reviewing the findings of the curriculum audit, Castleberry ISD identified goals and developed a five year plan to address inadequate or missing guiding documents. Beginning in the summer of 2017, the first year of curriculum writing was initiated. A core group of teacher leaders were trained to participate in the development of the documents and periodically came together throughout the 2017-2018 school year to update, revise, and develop curriculum documents.
- Year one and two of the five year curriculum plan has been completed. In addition, year three curriculum writing began during the summer of 2019, while year one and two guiding documents were reviewed for deep alignment of the written, taught, and tested curriculum.
  Springboard curriculum resources, produced by the College Board, have been added to Pre-Advanced Placement and Advanced Placement Math and

ELA courses at the middle school and high school. Training in relevant and rigorous instruction was provided by Springboard to better align instruction to college readiness standards for students in preparation for Advanced Placement assessments and dual credit/enrollment courses.

- The audit indicated that CISD had an adequate comprehensive assessment plan. However, assessment data use was identified as "emergent" during the audit.
- Since the audit, unit assessments were developed by coordinators, directors, and teachers to increase opportunities for data collection. The district has also implemented five progress monitor days thoughout the school year where each campus presents unit assessment, CBA, and benchmark data to the Teaching, Learning, and Innovation Team and Superintendent to receive reflective feedback and to collaborate on action plans. One action plan is to identify a time within the school day that is dedicated to Response to Intervention (RTI) using the data collected. RTI documents are developed to support teachers and campus leaders in documenting, developing, and monitoring student interventions.
- The bilingual program audit found that our bilingual teachers at each campus are highly motivated and have high levels of academic Spanish. The auditor also cited strong classroom management and instructional practices as a strength of our program. Among the elements seen in most classrooms, the auditor mentioned guided reading groups, both math and literacy centers, and on-going progress monitoring of students using the Fountas and Pinnell program. The auditor was also pleased with the many resources teachers had in both English and Spanish. Among these resources, the auditor sited anchor charts in both languages, as well as books and other learning materials. The bilingual classes have small class sizes on average. The auditor found 15 students per class, which allows for a great deal of 1 to 1 student teacher interaction.
- An ELL Handbook has been created to ensure strong procedures and processes are in place to identify and support English Language Learners. The new handbook provides clear guidelines for training, assessment, identification, ongoing support, meeting requirements, and exit procedures.
- Progress monitoring assessments were purchased to support bilingual teachers in effectively monitoring reading progress of 3rd-5th grade students.
- Writing benchmark assessments have been added to the calendar of assessments for K-10th grade students. Writing rubrics were developed to support teachers in recognizing the expected writing level for students at each grade level.
- In addition, Writing to Learn is again a district initiative for the 2019-2020 school year. All campuses are incorporating Writing to Learn activities in all subject areas.
- Formative Loop has been purchased for all 2nd-5th grade students to support fact fluency and automaticity. In addition, goals have been set for student progress on Assessing Math Concepts (AMC) benchmarks and will be supported with resources to develop numeracy.
- Standards-based report cards were rolled out in the 2017-2018 school year to first graders and continued in second grade during the 2018-2019 school year. During the 2017-2018 school year, second grade lead teachers worked with administrators to develop the second grade standards-based report card. In addition, kindergarten, first, and second grade teachers will meet throughout the school year to make recommendations for possible adjustments to the standards-based report cards for the upcoming academic year.

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1: Assessment data has not been utilized effectively to improve student achievement. **Root Cause**: A strong Response to Intervention process was not in place district-wide.

Problem Statement 2: Guiding documents are not available for all teachers. **Root Cause**: Previous curriculum writing was focused on elementary math and reading.

Problem Statement 3: The taught curriculum does not align with the rigor in the written curriculum. **Root Cause**: High teacher turn-over rate.

Problem Statement 4: Guiding documents lack seamlessly integrated transformed activities. **Root Cause**: Technology is viewed as an add-on to instruction.

Problem Statement 5: Lessons are predominantly teacher-centered versus student-centered. **Root Cause**: Teachers feel pressured by high-stakes testing demands and resort to familiar strategies taking risks on new instructional strategies.

Problem Statement 6: Outdated supplemental resources or equipment necessary for efficiently delivering the curriculum. **Root Cause**: Replacement plans for some curriculum resources or equipment not considered or aligned to 5 Year Curriculum Plan.

Parent and Community Engagement

Parent and Community Engagement Summary

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

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

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

Parent and Community Engagement Strengths

Partnerships with stakeholders have increased family attendance at district events.

- Each school is represented on the district Family Engagement Committee. A staff member and three parents of students from each school are committee members. The District Committee meets quarterly each year.
- Elementary schools have the highest family attendance for events.
- Castleberry ISD launched Parent University 101 in the Spring of 2018. Parent University 101 was offered in both Fall and Spring semesters in 2018-2019. Parent University 201 launched Spring 2019 and will launch Fall 2019.
- Community partner, One Faith Church, assists with Parent University every week.
- Community Partner, Tarrant County College, continues to host GED classes in English and Spanish at the Castleberry ISD Administration Building.

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1: Family engagement and parent involvement is low at every campus. **Root Cause**: Parent participation barriers exist such as: lack of knowledge of the importance in attending events at school, as well as language and schedule of events.

Problem Statement 2: Family engagement and parent involvement is lower at the secondary level. **Root Cause**: Parents do not realize the impact parent involvement has on their child at the secondary level.

Problem Statement 3: District image suffers from brand confusion. **Root Cause**: There is an excess of unsupported and unverified social media profiles and information sources.

Problem Statement 4: There is a disconnect between the different levels and sources of district communication. **Root Cause**: Recent developments in modern media have made it difficult to manage individuals trying to brand the district.

District Context and Organization

District Context and Organization Summary

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

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

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

District Context and Organization Strengths

- Adoption and implementation of the 2016-2021 CISD Strategic Plan
- District/Campus goal alignment
- Professional Learning Communities
- Curriculum deep alignment meetings with teachers and central office administration
- Student, staff, and district advisory committees
- Differentiated Professional Learning opportunities
- Creation and implementation of the 2016-2021 Special Education Strategic Plan
- Expanding participation and course offerings in the district's dual credit program
- Providing equitable access to transformational learning experiences enabled by technology
- Reorganization of the curriculum and technology departments in the new Teaching, Learning, and Innovation Department
- Creation of a five year Curriculum Management Plan

- Creation of an assessment calendar providing opportunities for earlier interventions
- District energy savings to Date (January-September 2019) =$61,090.42
- Continued facility improvements through the annual Capital Improvements Project List
- Continued upgrade of district equipment through the CISD Replacement Plan (2016-2021)

Problem Statements Identifying District Context and Organization Needs

Problem Statement 1: REACH High School does not offer a full range of courses aligned to the new A-F Accountability System. **Root Cause**: Current and new course offerings are not aligned to the three Domains of the A-F Accountability System.

Technology

Technology Summary

Each year, students, teachers, administrators, and parents at Castleberry ISD take the BrightBytes survey to assess the district's current digital learning approaches and technologies available to students. The survey ratings are determined by the scores in each category. In order to be rated as Proficient, the score must fall between 1,000 and 1,011. To be rated as Advanced, the score must fall between 1,100 and 1,199. To be rated as Exemplary, the score must fall between 1,200 and 1,299. In 2018-2019, CISD made steady gains and continues to be at the Advanced level with an overall score of 1141, placing CISD well above the national average of 1072. As a result of this high score, BrightBytes conducted a spotlight on Castleberry ISD showing how the district is using this data to improve student equity and access. The spotlight highlights the Digital Equity 4 All Project that is currently in phase 2 of providing Internet access to students at home. The Teaching and Learning Customer Spotlight with BrightBytes can be found in the Plan Addendums.

The survey results indicate our teachers and students continue to raise the rigor of lessons through the use of technology in the classroom. Overall, the district is Proficient in the classroom category scoring a 1089, and continues to score ahead of other schools in our area, state, and nation. In this section of the survey, our strength is in the teacher's use of online assessments to change instructional practice where teachers scored in the Advanced range. Although teachers scored in the Proficient range for use of the 4C's (communication, collaboration, critical thinking, and creativity), this was the area that still needs the most growth. A couple of strategies that can be game changers in this area are one - to integrate reflection and discussion boards to promote critical thinking and two - to facilitate collaborative opportunities via Google, Canvas, and Twitter EdChats.

In looking at teacher and student access to technology at school as well as home, CISD is in the Exemplary range with a score of 1246. This far outreached other schools in the area, state and nation. Compared to these schools, the strength of CISD was teacher and student access to technology at school, which remains Exemplary. With the CISD Connected Learning Program, students now have access to equipment at home, but still need access to the Internet. Thanks to the implementation of the Digital equity 4 All program, this will surely be a game changer in the area of access.

In the area of technology skills, teachers and students scored 1163, placing then in the Advanced range, which continues to be ahead of other schools in the area, state, and nation. For teachers in CISD, their strength was their foundational skills, which scored in the Exemplary range with a score of 1163. However, as an area needing growth, students need additional opportunities to work online to become more confident in their online skills. Several strategies that can be utilized to help increase in this area are one-to incorporate blogging and online writing more in the classroom, and two - to incorporate peer to peer commenting and feedback online.

Finally, in the section for environment that encompasses policies, procedures, practices, and professional learning, CISD scored in the Advanced range with a score of 1146. In this area, CISD continues to be ahead of other schools in the area, state, and nation, who are all still at the Proficient level. As a strength, all CISD stakeholders continue to believe that technology improves learning. Based on the survey results, the one area that still needs some growth is teacher participation in non-school informal professional learning, even though CISD scored in the Advanced range. Two targets for next year that are game changers in this area are to encourage teacher participation in their own professional learning networks, and increase teacher participation in the CISD Twitter EdChats held throughout the year.

As CISD continues to grow in teaching and learning, the BrightBytes survey provides the district with a quick snapshot of where we are and how we can continue to grow as we strive to become Exemplary in all areas: the classroom, access to technology, technology skills, and the environment within the district. To see a visual representation of the survey results, view the Technology Evaluation 2018-2019 (BrightBytes Results) located in the Pla Addendums.

Technology Strengths

Over the last seven years, Castleberry has successfully implemented a one-to-one technology initiative for students in grades four through twelve. Currently, all 4th-7th grade students are issued a Chromebook to use both at school and at home. Likewise, all 8th-12th grade students are issued a notebook computer upon enrolling. It is the expectation that teachers and students will use these technology tools to transform teaching and learning from the old "factory" model of learning to one that is personalized for our students' unique talents and which empowers them to be communicators, creators, critical thinkers, and collaborators in our new diverse global society. Additionally, as of this school year, all 3rd grade classrooms have a class set of Chromebooks to use with students.

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

For five years, Castleberry students, teachers, and parents have participated in a technology survey provided by Clarity BrightBytes for the purpose of identifying district technology strengths and areas of need in the district. Castleberry ISD had one of the highest overall scores in the nation with an overall score of 1141 which is considered "Advanced" level. The strengths indicated on the surveys are described below:

- Sixty-eight percent of students identified they felt using technology enhances learning and daily life.
- Eighty percent of students are asked to collaborate online with classmates at least monthly.
- Seventy-five percent of teachers ask their students to complete online assessments at least monthly.

  Seventy-four percent of students found tasks such as recording and editing video easy to perform. In addition, the curriculum report indicated four factors in which students were rated advanced and therefore contributed to the success of the district: student foundational skills, student online skills, student multimedia skills, and student beliefs that the use of technology had a direct correlation to improving learning.

- Ninety-nine percent of teachers reported they could get devices for their students when needed along with ninety-three percent indicating a typical student to computer ratio of 2:1 or 1:1.
- Ninety-eight percent of our teachers have access to a computer for their own use all of the time at school along with seventy-seven percent of teachers reporting high quality internet speed.
- Sixty-seven percent of teachers rate the quality of tech support for problems disrupting instruction as excellent or above average.
- Sixty-seven percent of teachers rate the quality of LCD's or interactive whiteboards at school as excellent or above average.
- Eighty-nine percent of teachers receive instructional technology planning within a week of their request.
- Sixty percent of teachers feel recognized for using technology in their teaching more than half of the time.
- Sixty-eight percent of teachers report that technology is a part of classroom observations.
- Sixty-six percent of teachers report that technology is a topic at department or grade-level meetings more than half of the time.

Problem Statements Identifying Technology Needs

Problem Statement 1: 67% of students indicated that digital citizenship lessons were not taught at least monthly. **Root Cause**: Teachers view digital citizenship lessons as additional curriculum which takes away from core instructional time.

Problem Statement 2: 13% of 3rd through 12th grade students indicated they do not have WiFi connectivity at home. **Root Cause**: The district is currently 85% economically disadvantaged.

Problem Statement 3: 54% of students are not asked to write online at least monthly. **Root Cause**: Teachers report it takes too much time to complete due to poor typing skills.

Problem Statement 4: 41% of students are not asked to identify and solve authentic problems using technology. **Root Cause**: High-stakes testing demands prevent teachers from implementing real world project-based learning.

Problem Statement 5: 80% of students are not involved in a student technology support team. **Root Cause**: Scheduling restraints due to high-stakes accountability and graduation requirements.

Priority Problem Statements

Problem Statement 1: The 2018-2019 exit survey indicated a higher percentages of exiting employees who left the district due to non-renewal increased by 4%.

Root Cause 1: New teachers to Castleberry ISD did not meet expectations set by the District and Campus Administrators.

Problem Statement 1 Areas: Staff Quality, Recruitment, and Retention

Problem Statement 2: CISD staff members stated that they did not feel comfortable raising issues and concerns with their campus/department administration.

Root Cause 2: CISD staff members will bring issues and concerns to the attention of HR prior to seeking resolution with campus/department administration.

Problem Statement 2 Areas: Staff Quality, Recruitment, and Retention

Problem Statement 3: 46% of high school students did not meet the College, Career, and Military Readiness (CCMR) requirement.

Root Cause 3: The district did not understand the criteria and implications of the CCMR requirements in the A-F Accountability Ratings.

Problem Statement 3 Areas: Demographics

Problem Statement 4: 94% of high school students did not earn an Industry-Based Certification.

Root Cause 4: Current Career and Technical Pathways offered in CISD do not qualify as one of the 74 state recognized Industry certifications.

Problem Statement 4 Areas: Demographics

Problem Statement 5: 77% of high school students did not complete a college level dual credit course.

Root Cause 5: The district does not have a comprehensive K-12 Advanced Academics program.
Problem Statement 5 Areas: Demographics

Problem Statement 6: 78% of high school students did not score at or above the college level on SAT, ACT, or TSIA.
Root Cause 6: The district did not offer college preparatory courses or enrichment opportunities for students.
Problem Statement 6 Areas: Demographics

Problem Statement 7: 3 out of 5 graduation targets in the Closing the Gap Domain were not met.
Root Cause 7: The high school campuses did not have a process in place to monitor the 4 year federal graduation cohort target of 90%.
Problem Statement 7 Areas: Demographics

Problem Statement 8: 46% of high school students did not meet the CCMR requirement.
Root Cause 8: The district did not provide counseling, mentoring, and/or referral services to all students.
Problem Statement 8 Areas: Demographics

Problem Statement 9: 0% of students earned an Associates Degree while attending high school.
Root Cause 9: The district does not currently meet the requirements to offer an Associates Degree while attending high school.
Problem Statement 9 Areas: Demographics

Problem Statement 10: English Language Learners achieved 20% at Meets Grade Level or Above in Writing STAAR.
Root Cause 10: The district did not hold teachers in non-tested grade levels and subject areas accountable for student writing performance.
Problem Statement 10 Areas: Student Achievement

Problem Statement 11: English Language Learners achieved 23% at Meets Grade Level or Above in Reading STAAR.
Root Cause 11: In 2018-2019, all teachers were not ESL certified.

Problem Statement 11 Areas: Student Achievement

Problem Statement 12: English Language Learners achieved 17% at Meets Grade Level or Above in Social Studies STAAR.
Root Cause 12: In 2018-2019, all core content teachers were not ESL Certified.
Problem Statement 12 Areas: Student Achievement

Problem Statement 13: 63% of Special Education Students did not achieve Approaches or Above in the "All Subjects" Domain 1 reporting category.
Root Cause 13: Lack of time for professional learning and collaboration between Special Education and General Education teachers.
Problem Statement 13 Areas: Demographics

Problem Statement 14: 63% of Special Education Students did not achieve Approaches or Above in the "All Subjects" Domain 1 reporting category.
Root Cause 14: Co-teaching has not been implemented effectively across the district.
Problem Statement 14 Areas: Demographics

Problem Statement 15: 4 out of 7 indicators in the Closing the Gap Domain were not met by the "all students" group.
Root Cause 15: The district did not have an intentional focus on Meets and Masters Grade Level.
Problem Statement 15 Areas: Demographics

Problem Statement 16: When comparing the district and state performance, there is a larger gap in Meets and Masters than Approaches.
Root Cause 16: Teachers' mindsets have been focused on students reaching the Approaches Grade Level versus Meets and Masters.
Problem Statement 16 Areas: Demographics

Problem Statement 17: When comparing district and state performance on STAAR Writing, the district performed below the state in Approaches, Meets, and Masters.
Root Cause 17: The district did not have a viable K-12 curriculum with clear guidelines for writing instructional practices and the writing process.

Problem Statement 17 Areas: Student Achievement

Problem Statement 18: When comparing district and state performance on STAAR Reading, the district performed below the state in Approaches, Meets and Masters.

Root Cause 18: The district did not have a viable K-12 curriculum with clear guidelines for language arts instructional practices.

Problem Statement 18 Areas: Student Achievement

Problem Statement 19: When comparing district and state performance on STAAR Science, the district performed below the state in Approaches, Meets, and Masters.

Root Cause 19: The district did not have a viable K-12 curriculum with clear guidelines for Science instructional practices.

Problem Statement 19 Areas: Student Achievement

Problem Statement 20: When comparing district and state performance on STAAR Math, the district performed below the state in Approaches, Meets, and Masters.

Root Cause 20: The district did not have a viable K-12 curriculum with clear guidelines for Mathematics instructional practices.

Problem Statement 20 Areas: Student Achievement

Problem Statement 21: When comparing district and state performance on STAAR Social Studies, the district performed below the state in Approaches, Meets, and Masters.

Root Cause 21: The district did not have a viable K-12 curriculum with clear guidelines for Social Studies instructional practices.

Problem Statement 21 Areas: Student Achievement

Problem Statement 22: 67% of students indicated that digital citizenship lessons were not taught at least monthly.

Root Cause 22: Teachers view digital citizenship lessons as additional curriculum which takes away from core instructional time.

Problem Statement 22 Areas: Technology

Problem Statement 23: 13% of 3rd through 12th grade students indicated they do not have WiFi connectivity at home.

Root Cause 23: The district is currently 85% economically disadvantaged.

Problem Statement 23 Areas: Technology

Problem Statement 24: 54% of students are not asked to write online at least monthly.

Root Cause 24: Teachers report it takes too much time to complete due to poor typing skills.

Problem Statement 24 Areas: Technology

Problem Statement 25: 41% of students are not asked to identify and solve authentic problems using technology.

Root Cause 25: High-stakes testing demands prevent teachers from implementing real world project-based learning.

Problem Statement 25 Areas: Technology

Problem Statement 26: 80% of students are not involved in a student technology support team.

Root Cause 26: Scheduling restraints due to high-stakes accountability and graduation requirements.

Problem Statement 26 Areas: Technology

Problem Statement 27: Family engagement and parent involvement is low at every campus.

Root Cause 27: Parent participation barriers exist such as: lack of knowledge of the importance in attending events at school, as well as language and schedule of events.

Problem Statement 27 Areas: Parent and Community Engagement

Problem Statement 28: Family engagement and parent involvement is lower at the secondary level.

Root Cause 28: Parents do not realize the impact parent involvement has on their child at the secondary level.

Problem Statement 28 Areas: Parent and Community Engagement

Problem Statement 29: Assessment data has not been utilized effectively to improve student achievement.
Root Cause 29: A strong Response to Intervention process was not in place district-wide.
Problem Statement 29 Areas: Curriculum, Instruction, and Assessment

Problem Statement 30: Guiding documents are not available for all teachers.
Root Cause 30: Previous curriculum writing was focused on elementary math and reading.
Problem Statement 30 Areas: Curriculum, Instruction, and Assessment

Problem Statement 31: The taught curriculum does not align with the rigor in the written curriculum.
Root Cause 31: High teacher turn-over rate.
Problem Statement 31 Areas: Curriculum, Instruction, and Assessment

Problem Statement 32: Guiding documents lack seamlessly integrated transformed activities.
Root Cause 32: Technology is viewed as an add-on to instruction.
Problem Statement 32 Areas: Curriculum, Instruction, and Assessment

Problem Statement 33: Lessons are predominantly teacher-centered versus student-centered.
Root Cause 33: Teachers feel pressured by high-stakes testing demands and resort to familiar strategies taking risks on new instructional strategies.
Problem Statement 33 Areas: Curriculum, Instruction, and Assessment

Problem Statement 34: Dyslexic student are under-identified in the state of Texas according to the Special Education Corrective Action Plan.
Root Cause 34: All teachers have not been trained on the characteristics of Dyslexia.
Problem Statement 34 Areas: Student Achievement

Problem Statement 35: REACH High School does not offer a full range of courses aligned to the new A-F Accountability System.

Root Cause 35: Current and new course offerings are not aligned to the three Domains of the A-F Accountability System.

Problem Statement 35 Areas: School Context and Organization

Problem Statement 36: District image suffers from brand confusion.

Root Cause 36: There is an excess of unsupported and unverified social media profiles and information sources.

Problem Statement 36 Areas: Parent and Community Engagement

Problem Statement 37: There is a disconnect between the different levels and sources of district communication.

Root Cause 37: Recent developments in modern media have made it difficult to manage individuals trying to brand the district.

Problem Statement 37 Areas: Parent and Community Engagement

Problem Statement 38: Current door access and ID badge system (w/ the exception of IMMS) is unreliable, not cost effective, and the vendor has poor customer service.

Root Cause 38: The high school campus was built in the 1950's.

Problem Statement 38 Areas: School Culture and Climate

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Accountability Distinction Designations
- Federal Report Card Data
- Alternative Education Accountability (AEA) data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR Released Test Questions
- STAAR EL Progress Measure data
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Postsecondary college, career or military-ready graduates including enlisting in U. S. armed services, earning an industry based certification, earning an associate degree, graduating with completed IEP and workforce readiness
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- SAT and/or ACT assessment data
- Student Success Initiative (SSI) data for Grades 5 and 8
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results
- Texas approved Prekindergarten and Kindergarten assessment data

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Special education/non-special education population including discipline, progress and participation data
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, and gender data
- Career and Technical Education (CTE), including coherent sequence coursework aligned with the industry-based certifications, program growth and student achievement by race, ethnicity, and gender data
- STEM/STEAM data
- Dyslexia Data
- Dual-credit and/or college prep course completion data

Student Data: Behavior and Other Indicators

- Student surveys and/or other feedback
- Class size averages by grade and subject
- Enrollment trends

Employee Data

- State certified and high quality staff data
- Campus leadership data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact

Goals

Goal 1: Transform Teaching and Learning: Student achievement, teacher growth, instructional pedagogy

Performance Objective 1: In Domain 1, the STAAR performance scaled score will increase from 71 to 76 on the 2020 A-F Accountability Ratings.

Evaluation Data Source(s) 1: Unit Assessments, Curriculum-Based Assessments, Benchmarks, Student Artifacts, and Student Portfolios

Summative Evaluation 1:

Strategy Description	ELEMENTS	Staff Responsible for Monitoring	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) The Teaching, Learning, and Innovation Team will work with campuses during PLC's to help support instructional practices targeted to improve student learning.	2.4, 2.4, 2.4, 2.4, 2.6, 2.6, 2.6, 2.6	Teaching, Learning, and Innovation Staff, Campus Principals, Associate Principal, and Campus Academic Leaders	Growth in campus data and student performance on all STAAR tests				
	Funding Sources: 199 - General Fund - 0.00						
2) The Teaching, Learning, and Innovation Team will provide overviews of guiding documents, scope and sequence, pacing calendars, and district created assessments along with answering questions regarding upcoming instructional units.	2.5, 2.5, 2.5, 2.5, 2.6, 2.6, 2.6, 2.6	Teaching, Learning, and Innovation Staff, Campus Principals, Associate Principal, and Campus Academic Leaders	Growth in campus data and student performance on all STAAR tests				
	Funding Sources: 199 - General Fund - 0.00						

Strategy Description	ELEMENTS	Staff Responsible for Monitoring	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
3) The Teaching, Learning, and Innovation Team will complete year three of the five year curriculum and assessment development plan.	2.4, 2.4, 2.4, 2.4, 2.5, 2.5, 2.5, 2.5, 2.6, 2.6, 2.6, 2.6	Associate Superintendent and Executive Directors of Teaching, Learning, and Innovation	Creation of a curriculum which aligns the written and tested curriculum				
	Funding Sources: 211 - Title I, Part A - 0.00						
4) The district will implement cross-curricular writing to engage students in frequent, meta-cognitive thinking which aides the student in developing skills in writing that promotes critical thinking.	2.4, 2.4, 2.4, 2.4, 2.6, 2.6, 2.6, 2.6	Executive Directors, and Teaching Learning and Innovation Staff	Creation of student digital portfolios containing quality writing samples from various subject areas. Student reflection will indicate areas needing improvement based on the writing rubric				
	Funding Sources: 199 - General Fund - 0.00						
5) Language Arts Coordinators will provide vertically aligned training, support, and monitoring in the implementation of the writing process.	2.4, 2.4, 2.4, 2.4, 2.6, 2.6, 2.6, 2.6	Associate Superintendent and Executive Directors of Teaching, Learning, and Innovation	Growth in STAAR writing scores				
	Funding Sources: 199 - General Fund - 0.00						
TEA Priorities Build a foundation of reading and math 6) The district will involve all stakeholders in developing the independent reader to acquire early literacy, academic proficiency, and post-secondary readiness.	2.4, 2.4, 2.4, 2.4, 2.5, 2.5, 2.5, 2.5, 3.2, 3.2, 3.2	Associate Superintendent, Executive Directors of Teaching, Learning, and Innovation Staff, Elementary Humanities Coordinator, and Secondary ELA Coordinator	Growth in STAAR reading scores and post-secondary readiness reading skills				
	Funding Sources: 199 - General Fund - 0.00, 211 - Title I, Part A - 0.00						
TEA Priorities Build a foundation of reading and math 7) Math Coordinators will support the implementation and utilization of a district-wide problem-solving model in all K-12 math classes.	2.4, 2.4, 2.4, 2.4, 2.5, 2.5, 2.5, 2.5	Associate Superintendent and Executive Directors of Teaching, Learning, and Innovation	Growth in campus data and student performance on math assessments				
	Funding Sources: 255 - Title II, Part A TPTR - 0.00						

Strategy Description	ELEMENTS	Staff Responsible for Monitoring	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
8) Science Coordinators will support the implementation and utilization of a district-wide method for analyzing and interpreting science problems (RUBIES).	2.4, 2.4, 2.4, 2.4	Associate Superintendent and Executive Directors of Teaching, Learning, and Innovation	Growth in campus data and student performance on science assessments				
	Funding Sources: 199 - General Fund - 0.00						
9) The district will support teachers in providing hands-on science laboratory experiences for students and the transfer of the experiences to an application level through the utilization of specialized programs and resources aligned to the TEKS.	2.4, 2.4, 2.4, 2.4	Executive Directors, and Teaching, Learning, and Innovation Staff	Growth in campus data and student performance on 5th and 8th Grade Science and Biology EOC				
	Funding Sources: 410- IMA - 0.00						
10) Social Studies Coordinator and teachers will focus on content specific processing skills such as interpreting maps, graphs, and charts in grades 6-12.	2.4, 2.4, 2.4, 2.4, 2.5, 2.5, 2.5, 2.5, 2.6, 2.6, 2.6, 2.6	Associate Superintendent and Executive Directors of Teaching, Learning, and Innovation	Growth in campus data and student performance on 8th & 11th grade U.S. History tests				
TEA Priorities Build a foundation of reading and math 11) Guiding documents will include a list of relevant academic vocabulary. Teachers will be trained on strategies focusing on learning vocabulary in context.	2.4, 2.4, 2.4, 2.4	Executive Directors, and Teaching, Learning and Innovation Staff	Growth in campus data and student performance on all STAAR tests				
	Funding Sources: 211 - Title I, Part A - 0.00						
12) The district will increase student engagement by providing support and professional learning on the use of high-yield instructional strategies within tier one instruction.	2.4, 2.4, 2.4, 2.4, 2.5, 2.5, 2.5, 2.5, 2.6, 2.6, 2.6, 2.6	Associate Superintendent, Executive Directors, and Teaching, Learning and Innovation Staff	Growth in student engagement				

Strategy Description	ELEMENTS	Staff Responsible for Monitoring	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
13) The district will support student achievement in all subject areas by ensuring special programs compliance, ensuring the latest information of best practices, and accountability are disseminated and updated to all district and campus administrators and testing coordinators.	2.4, 2.4, 2.4, 2.4	Associate Superintendent, Coordinator of Research, Evaluation, & Accountability, Executive Directors, Cabinet, Campus Administrators, and Campus Testing Coordinators, Special Populations Executive Director, Bil/ESL Coordinator	Growth in campus and district assessment data and reduction in testing irregularities				
	Funding Sources: 199 - General Fund - 0.00						
TEA Priorities Improve low-performing schools 14) The district will provide on-going professional learning for teachers and administration on how to use assessment data to drive instruction in small groups as well as tiered groups for instruction.	2.4, 2.4, 2.4, 2.4, 2.5, 2.5, 2.5, 2.5, 2.6, 2.6, 2.6, 2.6	Teaching, Learning, and Innovation Team, CALS, Campus Principals, and Teachers	Targeted RtI implementation and tier 3 data				
	Funding Sources: 211 - Title I, Part A - 10000.00						
TEA Priorities Improve low-performing schools 15) The district will provide support and resources to REACH Alternative High School as they implement a Targeted Improvement Plan to meet the accountability measures in Student Achievement on A-F Accountability Ratings.	2.4, 2.4, 2.4, 2.4, 2.5, 2.5, 2.5, 2.5, 2.6, 2.6, 2.6, 2.6	Teaching, Learning, and Innovation TEAM, Campus Principal, and Teachers	Meet the Student Achievement measure on accountability				
	Funding Sources: 211 - Title I, Part A - IR - 0.00						
TEA Priorities Build a foundation of reading and math 16) Guiding documents will include the essential standards for the units and campuses will identify appropriate learning targets during PLCs.	2.4, 2.4, 2.4, 2.4	Associate Superintendent, Teaching, Learning, and Innovation TEAM, Campus Principal, CALs, Teachers	Meet the Student Achievement measure on accountability				

Strategy Description	ELEMENTS	Staff Responsible for Monitoring	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
= Accomplished = Continue/Modify = No Progress = Discontinue							

Goal 1: Transform Teaching and Learning: Student achievement, teacher growth, instructional pedagogy

Performance Objective 2: In Domain 1, the college, career, and military readiness measure will increase from 82 to 91 on the 2021 A-F Accountability Ratings.

Evaluation Data Source(s) 2: CCMR Spreadsheet and Data Suite

Summative Evaluation 2:

Strategy Description	ELEMENTS	Staff Responsible for Monitoring	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
TEA Priorities Connect high school to career and college 1) The district will track student choice and monitor progress and successful completion in all areas of College, Career, and Military Readiness (CCMR).	2.4, 2.4, 2.4, 2.4, 2.6, 2.6, 2.6, 2.6, 3.2, 3.2, 3.2	Advanced Academic Coordinator, CCMR Advisor, CTE Coordinator, Campus Administration, and Campus Counselors	Students will have a clear understanding of the CCMR goal and will have a plan to work toward that goal with the end in mind for post-secondary awareness and success				
	Funding Sources: 199 - General Fund - 0.00						
TEA Priorities Connect high school to career and college 2) The district will increase the number of college prep courses and academic boot camp opportunities to prepare students for success on college and military entry exams and academic requirements.	2.4, 2.4, 2.4, 2.4	Associate Superintendent, Executive Director of Secondary Education, Advanced Academic Coordinator, CCMR Advisor, CTE Coordinator, TLI staff, Campus Administrators, CALS, and Campus Counselors	Students will benefit from preparation for college entry exams such as the PSAT/NMSQT, SAT, ACT, and TSI and ASVAB				
	Funding Sources: 199 - General Fund - 0.00						

Strategy Description	ELEMENTS	Staff Responsible for Monitoring	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
TEA Priorities Connect high school to career and college 3) New Dual Enrollment/OnRamps and Dual Credit courses will be evaluated and approved as an option in the Student Academic Planning Guide (APG).	2.4, 2.4, 2.4, 2.4	Executive Director of Secondary Education, Advanced Academic Coordinator, CCMR Advisor, CTE Coordinator, TLI staff, Campus Administrators, CALS, and Campus Counselors	Expand and strengthen existing partnerships in CTE Technical Dual Credit, explore additional OnRamps offerings, and Dual Credit opportunities				
	Funding Sources: 199 - General Fund - 0.00						
TEA Priorities Connect high school to career and college 4) Career and Technical Education Pathways will be realigned to new state programs of study and include industry based certification which meet the A-F Accountability requirements. A plan will be implemented that links new pathways to local industry partners to create future ready students.	2.4, 2.4, 2.4, 2.4	Associate Superintendent, Executive Director of Secondary Education, Advanced Academic Coordinator, CCMR Advisor, CTE Coordinator, TLI staff, Campus Administrators, CALS, and Campus Counselors	Increasing the number of partnerships will provide multiple opportunities for students to graduate future ready with as many skills based certificates, licenses and/or certifications as possible				
	Funding Sources: 199 - General Fund - 0.00, 244 - CTE - 0.00						

Strategy Description	ELEMENTS	Staff Responsible for Monitoring	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
TEA Priorities Connect high school to career and college 5) The district will explore options for students to earn an Associate's Degree or a Level I/Level II Certificate from a cooperating community college by the time they graduate from high school as well as enter into higher education.	2.4, 2.4, 2.4, 2.4, 2.5, 2.5, 2.5, 2.5, 2.6, 2.6, 2.6, 2.6	Associate Superintendent, Executive Director of Secondary Education, Advanced Academic Coordinator, CCMR Advisor, CTE Coordinator, TLI staff, Campus Administrators, CALS, and Campus Counselors	New partnership exploration and existing partnership expansion will lead to obtaining a degree or student certificate				
TEA Priorities Connect high school to career and college 6) The district will implement a plan to include Texas College and Career Readiness Standards including cross-disciplinary standards into secondary core subjects.	2.4, 2.4, 2.4, 2.4, 2.5, 2.5, 2.5, 2.5	Associate Superintendent, Executive Director of Secondary Education, TLI Staff, Campus Administrators, and CALS	Students will have a clearer understanding of the knowledge and skills necessary to graduate future ready for college and/or career pathway of choice				
	Funding Sources: 199 - General Fund - 0.00						
7) The district will provide support and resources to REACH Alternative High School as they implement year 2 of the Targeted Improvement Plan to meet Accountability in CCMR on A-F Accountability Ratings.	2.4, 2.4, 2.4, 2.4, 2.5, 2.5, 2.5, 2.5, 2.6, 2.6, 2.6, 2.6, 3.1, 3.1, 3.1, 3.2, 3.2, 3.2	Executive Director of Secondary Education and REACH High School Principal	Meet CCMR accountability measures				
	Funding Sources: 211 - Title I, Part A - IR - 0.00						

Strategy Description	ELEMENTS	Staff Responsible for Monitoring	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
TEA Priorities Connect high school to career and college 8) The district will increase effective and efficient digital communication (Castleberry ISD website, Twitter, and Facebook) with students and parents to increase stakeholder knowledge and awareness of the benefits and availability of college and career readiness opportunities. Examples: dual credit, dual enrollment, OnRamps, and college entrance test preparation sessions.		Associate Superintendent, Executive Director of Secondary Education, Director of Technology, Advanced Academic Coordinator, CTE Coordinator, and College and Career Advisor	Increased student participation and interest in college and career ready courses, college entrance exam test preparation sessions, and college entrance testing				
	Funding Sources: 199 - General Fund - 0.00						

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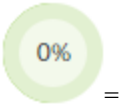

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Goal 1: Transform Teaching and Learning: Student achievement, teacher growth, instructional pedagogy

Performance Objective 3: In Domain 1, the 5 year graduation rate will increase from 95.8% to 96.3% on the 2020 A-F Accountability Ratings.

Evaluation Data Source(s) 3: Leaver Tracking Notebook

Summative Evaluation 3:

Strategy Description	ELEMENTS	Staff Responsible for Monitoring	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) All leavers will be documented according to PEIMS guidelines and potential drop-outs will be monitored during monthly campus leadership team meetings.	2.6, 2.6, 2.6, 2.6	Associate Superintendent, Executive Director of Secondary Education, Management Systems Coordinator, Campus Data Management Specialists, and Campus Administrators	Ensure accuracy of reports to TEA, help recover students with credit recovery options, and provide enrollment options for potential drop-outs				
	Funding Sources: 199 - General Fund - 0.00						
2) Assistant Prinicipals will follow district truancy procedures and implement appropriate truancy prevention measures (TPM's) to engage parents and prevent students from dropping out of school.	2.6, 2.6, 2.6, 2.6, 3.2, 3.2, 3.2	Associate Superintendent, Executive Directors of Elementary and Secondary Education, Coordinator of Research, Evaluations, and Accountability, Campus Attendance Clerks, and Campus Assistant Principals	Increase attendance percentages at each campus and providing intervention for students who are in danger of not being promoted to the next grade level or receiving required credits				
	Funding Sources: 199 - General Fund - 0.00						

Strategy Description	ELEMENTS	Staff Responsible for Monitoring	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
3) Credit recovery opportunities will be offered at both Castleberry High School and REACH High School. Counselors will monitor earned credits and meet with individual students to adjust course selections and graduation plans to ensure students are on track to graduate with their cohort.		Associate Superintendent, Executive Director of Secondary Education, TLI staff, Campus Administrators, and Campus Counselors	Increase student participation and completion of graduation requirements and providing intervention for students who are not on track to graduate with cohort due to credits				
	Funding Sources: 199 - General Fund - 0.00						
4) The district will explore creating a school within a school model at Castleberry High School to give students at-risk of dropping out extra support during the school day.	2.4, 2.4, 2.4, 2.4, 2.5, 2.5, 2.5, 2.5, 2.6, 2.6, 2.6, 2.6	Associate Superintendent, Executive Director of Secondary Education, TLI staff, Campus Administrators, and Campus Counselors	Provide multiple options for at-risk students to recover credits necessary for graduation requirements and for students to graduate with their cohort				
	Funding Sources: 199 - General Fund - 0.00						

= Accomplished = Continue/Modify

= No Progress = Discontinue

Goal 1: Transform Teaching and Learning: Student achievement, teacher growth, instructional pedagogy

Performance Objective 4: In Domain 2, students making a year's worth of academic growth in reading and math will increase from 66% to 71% or the relative performance score will increase from 85 to 91.

Evaluation Data Source(s) 4: Unit Assessments, Curriculum-Based Assessments, Benchmarks, Student Artifacts, and Student Portfolios

Summative Evaluation 4:

Strategy Description	ELEMENTS	Staff Responsible for Monitoring	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) The Teaching, Learning, and Innovation Team will support campus staff in analyzing STAAR Progress Indicators for Fall and Spring Benchmarks to support the development of campus action plans.	2.4, 2.4, 2.4, 2.4, 2.6, 2.6, 2.6, 2.6	Associate Superintendent and Executive Directors of Teaching, Learning, and Innovation	Increase student performance on indicators monitoring student progress (Domain 2)				
	Funding Sources: 199 - General Fund - 0.00						
TEA Priorities Build a foundation of reading and math 2) The district will support reading achievement with the purchase of additional resources that may be utilized at school and home.	2.4, 2.4, 2.4, 2.4	Associate Superintendent, Executive Directors, Finance Department, and Teaching, Learning, and Innovation Staff	Growth in student Lexile levels				
	Funding Sources: 211 - Title I, Part A - 0.00						
TEA Priorities Build a foundation of reading and math 3) Professional learning will be provided on recognizing characteristics of Dyslexia, the process for referral and identification of students with Dyslexia , and interventions to support Dyslexic students with achieving academic success.	2.4, 2.4, 2.4, 2.4, 2.6, 2.6, 2.6, 2.6	Executive Directors, Campus Principals, Dyslexia Therapists, and Reading Specialists	Increased knowledge of the Dyslexia Program and how to support Dyslexic students				
	Funding Sources: 199 - General Fund - 0.00, 211 - Title I, Part A - 0.00						

= Accomplished = Continue/Modify

= No Progress = Discontinue

Goal 1: Transform Teaching and Learning: Student achievement, teacher growth, instructional pedagogy

Performance Objective 5: In Domain 3, 12 out of the 20 sub populations will meet the closing the gap reading and math target on the 2020 A-F Accountability Ratings.

Evaluation Data Source(s) 5: Unit Assessments, Curriculum-Based Assessments, Benchmarks, Student Artifacts, and Student Portfolios

Summative Evaluation 5:

Strategy Description	ELEMENTS	Staff Responsible for Monitoring	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
TEA Priorities Improve low-performing schools 1) Each six weeks, campuses will present data collected during progress monitoring and revise targeted action plans including RTI plans based on data from unit assessments, campus-based assessments, and district benchmarks.	2.4, 2.4, 2.4, 2.4, 2.6, 2.6, 2.6, 2.6	Associate Superintendent, Executive Directors, Campus Principals, and Campus Academic Leaders	Creation of campus action plans based on current data				
	Funding Sources: 199 - General Fund - 0.00, 211 - Title I, Part A - 0.00						
2) The Teaching, Learning, and Innovation Team will provide on-going professional learning for teachers and administrators on how to use STAAR benchmark and unit assessment data to drive instruction and tiered intervention.	2.4, 2.4, 2.4, 2.4, 2.5, 2.5, 2.5, 2.5, 2.6, 2.6, 2.6, 2.6	Associate Superintendent and Executive Directors of Teaching, Learning, and Innovation	Improvement in tier one instruction and the RTI process				
	Funding Sources: 199 - General Fund - 0.00, 211 - Title I, Part A - 0.00						
TEA Priorities Improve low-performing schools 3) The district will review and revise the data walks format to include specific feedback to teachers creating a culture of continuous improvement.	2.4, 2.4, 2.4, 2.4	Superintendent's Cabinet	Provide feedback to teachers for continous improvment in teaching and learning				
	Funding Sources: 199 - General Fund - 0.00						
4) The administrative leadership team will be trained on how to implement and monitor an effective response to intervention (RTI) system to provide support for struggling learners in reading and math.	2.4, 2.4, 2.4, 2.4, 2.5, 2.5, 2.5, 2.5, 2.6, 2.6, 2.6, 2.6	Executive Directors, Campus Principals, and Campus Academic Leaders	Increase support for struggling students				
	Funding Sources: 199 - General Fund - 0.00, 211 - Title I, Part A - 0.00						

Strategy Description	ELEMENTS	Staff Responsible for Monitoring	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
TEA Priorities Build a foundation of reading and math 5) Coordinators will support the implementation of small group instruction, differentiation, and effective instructional practices in all K-12 reading and math classes.	2.4, 2.4, 2.4, 2.4, 2.5, 2.5, 2.5, 2.5	Associate Superintendent and Executive Directors of Teaching, Learning, and Innovation	Increase in STAAR reading and writing scores				
	Funding Sources: 199 - General Fund - 0.00, 211 - Title I, Part A - 0.00						
6) Coordinators, Innovation Team and Campus Academic Leaders will provide on-going professional learning for teachers and administrators on how to use assessment data to drive instruction in small groups, as well as tiered groups for intervention.	2.5, 2.5, 2.5, 2.5	Associate Superintendent, Executive Directors, Teaching, Learning, and Innovation, Principals, and CALs	Increase in STAAR scores in all content areas				
	Funding Sources: 199 - General Fund - 0.00, 211 - Title I, Part A - 0.00						
TEA Priorities Build a foundation of reading and math 7) The Special Populations department will focus on lesson plan design, Co-teach Model, implications of cognitive strengths and weaknesses, Sheltered Instruction, and culturally and linguistic relevant teaching and learning (CLR).		Executive Director of Special Services, Bil/ESL Coordinator and Coach, Campus Diagnosticians, Special Services Specialist/Behavior Specialist	19% of students with disabilities will achieve at the meets and/or masters level as measured in Domain 3				
	Funding Sources: 199 - General Fund: Bilingual Allotment - 0.00, 199 - General Fund: Special Education - 0.00, 263 - Title III, LEP - 0.00						

= Accomplished = Continue/Modify

= No Progress = Discontinue

Goal 1: Transform Teaching and Learning: Student achievement, teacher growth, instructional pedagogy

Performance Objective 6: In Domain 3, 4 out of the 5 sub populations will meet the graduation rate target of 90%.

Evaluation Data Source(s) 6: Leaver Tracking Notebook

Summative Evaluation 6:

Strategy Description	ELEMENTS	Staff Responsible for Monitoring	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) The high school counselors will create a process to monitor the four year graduation cohort target of 90%.	2.4, 2.4, 2.4, 2.4, 2.5, 2.5, 2.5, 2.5, 2.6, 2.6, 2.6, 2.6	Executive Director of Secondary Education	Increase in percentage of students graduating in four years				
	Funding Sources: 199 - General Fund - 0.00						

= Accomplished = Continue/Modify

= No Progress = Discontinue

Goal 1: Transform Teaching and Learning: Student achievement, teacher growth, instructional pedagogy

Performance Objective 7: In Domain 3, English Learners will meet the closing the gap target of 36.

Evaluation Data Source(s) 7: Unit Assessments, Curriculum-Based Assessments, Benchmarks, Student Artifacts, and Student Portfolios

Summative Evaluation 7:

Strategy Description	ELEMENTS	Staff Responsible for Monitoring	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
TEA Priorities Build a foundation of reading and math 1) The district will write K - 5 English Language Arts (ELAR) and Spanish Language Arts (SLAR) curriculum documents and assessments and add transferable skills to facilitate language transfer.		Bilingual/ESL Coach, Bilingual/ESL Coordinator, SLA Coach (intern), ELA Coach and Humanities Coordinator	Students will make the required 1-year progress on language acquisition as measured by TELPAS; There will be an increase in the number of reclassified students				
	Funding Sources: 199 - General Fund - 0.00, 199 - General Fund: Bilingual Allotment - 0.00						
TEA Priorities Build a foundation of reading and math 2) Purchase and implement vocabulary programs and resources for multiple content areas to support ELs. (including but not limited to consultants, instructional resources, instructional programs, professional learning, and conferences).	2.4, 2.4, 2.4, 2.4, 2.6, 2.6, 2.6, 2.6	Bilingual/ESL Coach, Bilingual/ESL Coordinator, Content Coordinators	Students will make the required 1-year progress on language acquisition as measured by TELPAS; There will be an increase in the number of reclassified students				
	Funding Sources: 199 - General Fund: Bilingual Allotment - 0.00, 263 - Title III, LEP - 0.00						
TEA Priorities Build a foundation of reading and math 3) Implement Sheltered Instruction, ESL Certification and ESL professional learning as part of the TEA required Comprehensive Professional Development plan for districts submitting an ESL Waiver.	2.4, 2.4, 2.4, 2.4, 2.6, 2.6, 2.6, 2.6	Bilingual/ESL Coach and Bilingual/ESL Coordinator	Students will make the required 1-year progress on language acquisition as measured by TELPAS; Growth on academic performance as measured by STAAR; Increase in the number of reclassified students				
	Funding Sources: 199 - General Fund: Bilingual Allotment - 0.00						
TEA Priorities Build a foundation of reading and math 4) Provide continuous support on the implementation of the ELPS and various strategies to teach language through content.	2.4, 2.4, 2.4, 2.4	Bil/ESL Coordinator; Bil/ESL Coach; CALs and Academic Principal	Students will make the required 1-year progress on language acquisition as measured by TELPAS				
	Funding Sources: 263 - Title III, LEP - 0.00						

Strategy Description	ELEMENTS	Staff Responsible for Monitoring	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
= Accomplished = Continue/Modify = No Progress = Discontinue							

Goal 1: Transform Teaching and Learning: Student achievement, teacher growth, instructional pedagogy

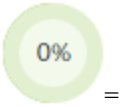
Performance Objective 8: In Domain 3, 7 out of 7 sub populations will meet the closing the gap college, career, and military readiness target on the 2020 Accountability Ratings.

Evaluation Data Source(s) 8: CCMR Tracking Spreadsheet

Summative Evaluation 8:

Strategy Description	ELEMENTS	Staff Responsible for Monitoring	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
TEA Priorities Connect high school to career and college 1) The district will train selected teachers in creating rigorous project-based learning opportunities, which encourages students to use skills from a variety of disciplines and solve complex problems, which can have real world applications thus preparing students to be college ready.	2.5, 2.5, 2.5, 2.5	Executive Directors and Teaching Learning and Innovation Staff	Increase student engagement and college readiness				
	Funding Sources: 199 - General Fund - 0.00						
2) The district will research the implementation of personalized learning opportunities delivered with a blended learning approach along with ways to create innovative learning spaces to meet individual student educational needs.	2.5, 2.5, 2.5, 2.5	Associate Superintendent and Executive Directors of Teaching, Learning, and Innovation, CHS Principal, and CHS Associate Principal	Implementation of blended learning at Castleberry High School				
	Funding Sources: 199 - General Fund - 0.00						
3) The district will utilize the Naviance College and Career Readiness platform as a comprehensive K-12 college and career readiness solution .	3.2, 3.2, 3.2	Advanced Academics Coordinator, CTE Coordinator, CCMR Advisor, Counselors, CTE Instructors, and Campus Counselors	Students will make better informed choices and decisions that will lead to a greater level of post-secondary readiness to include multiple post-secondary options for future success which will improve communication and tracking of student progress toward identified post-secondary goals (Naviance's Alumni Tracker)				
	Funding Sources: 244 - CTE - 0.00						

Strategy Description	ELEMENTS	Staff Responsible for Monitoring	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
4) 2) The district will monitor the School Quality Status (CCMR Target) for each of the following sub populations: All students (47%), Hispanic students (41%), white students (58%), and economically disadvantaged students (39%). Counselors will meet with students who are not on target to meet their CCMR goal to revise the student's graduation plan.	2.4, 2.4, 2.4, 2.4, 2.6, 2.6, 2.6, 2.6	Associate Superintendent, Executive Director of Secondary Education, Advanced Academics Coordinator, CTE Coordinator, CCMR Adviser, Counselors, TLI staff, Campus Administrators, CALS, and Campus Counselors.	Removing barriers preventing students from achieving the CCMR target will enable them to be more successful at the Post-Secondary level and will create a more future ready graduate				
5) The district will increase teacher capacity and student achievement by providing professional learning sessions targeting increased rigor in tier one and small group instruction K-12. Opportunities would include but not limited to Digital Learning Day, PLC topics on campuses, Advanced Placement Summer Institute sessions, book studies, blended learning offerings, and UT OnRamps teacher learning symposiums.		Associate Superintendent, Executive Directors of Elementary and Secondary Schools, Campus Principals, Advanced Academic Coordinator, Elementary and Secondary Academic Coordinators and Campus Academic Leaders	Increase number of students receiving meets and masters on state measured TEKS				
	Funding Sources: 199 - General Fund - 0.00						

= Accomplished = Continue/Modify 

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Goal 1: Transform Teaching and Learning: Student achievement, teacher growth, instructional pedagogy

Performance Objective 9: In Domain 3, the special education population will improve from 17% to 19% as measured by the meets and masters standard in ELA/Reading.

Evaluation Data Source(s) 9: Unit Assessments, Curriculum-Based Assessments, Benchmarks, Student Artifacts, and Student Portfolios

Summative Evaluation 9:

Strategy Description	ELEMENTS	Staff Responsible for Monitoring	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Ongoing professional learning will be provided to special education teachers.		Executive Director of Special Services, Campus diagnosticians, Behavior Specialist	19% of students with disabilities will achieve at the meets/masters level as measured by Domain 3				
	Funding Sources: 224 - IDEA B, Special Education - 0.00						

= Accomplished = Continue/Modify

= No Progress = Discontinue

Goal 2: Facilitate Engagement through Effective Communication

Performance Objective 1: Establish a clear brand identity for the district by increasing participation in all district-level electronic communications from the previous school year.

Evaluation Data Source(s) 1: Facebook, Twitter, Instagram, YouTube, School Messenger, District Website, and Canvas Analytics

Summative Evaluation 1:

Strategy Description	ELEMENTS	Staff Responsible for Monitoring	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Survey or connect with stakeholders for their input.		Associate Superintendent, Web Administrator, and District Translator	Increase in social media, website, and School Messenger reach				
	Funding Sources: 199 - General Fund - 0.00						
2) Market CISD by advertising district strengths to recruit innovative staff.		Associate Superintendent, Web Administrator, and District Translator	Increase in views of district website and social media posts				
	Funding Sources: 199 - General Fund - 0.00						
3) Utilize electronic, print, social, and mass media in both English and Spanish to maximize awareness and support of the district's strategic goals, objectives, and programs.		Associate Superintendent, Web Administrator, and District Translator	Increase in views of district website and social media posts translated in Spanish				
	Funding Sources: 199 - General Fund - 0.00						
4) Limit brand confusion by funneling communications through approved channels or mediums.		Associate Superintendent, Web Administrator, and District Translator	Increase in followers and reach of approved and supported platforms and a decrease in unapproved pages/profiles				
	Funding Sources: 199 - General Fund - 0.00						

Strategy Description	ELEMENTS	Staff Responsible for Monitoring	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June

= Accomplished = Continue/Modify

= No Progress = Discontinue

Goal 2: Facilitate Engagement through Effective Communication

Performance Objective 2: School Climate Surveys will indicate positive connections between campuses and their communities.

Evaluation Data Source(s) 2: Administrator, Teacher, Student, and Parent School Climate Surveys

Summative Evaluation 2:

Strategy Description	ELEMENTS	Staff Responsible for Monitoring	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Implement the 2016-2019 District Communications Plan.		Associate Superintendent, Web Administrator, District Translator, Executive Director of Human Resources & Operations, and Director of Student Services	Clear communications delivered in various print and electronic media				
	Funding Sources: 199 - General Fund - 0.00						
2) Increase campus participation in and ownership of official district communications.		Campus Principals	School climate survey will show more positive connections between campuses and their community				
	Funding Sources: 199 - General Fund - 0.00						

= Accomplished = Continue/Modify

= No Progress = Discontinue

Goal 2: Facilitate Engagement through Effective Communication

Performance Objective 3: Employee surveys will indicate district internal communications are rated satisfactory.

Evaluation Data Source(s) 3: Employee Communications Surveys

Summative Evaluation 3:

Strategy Description	ELEMENTS	Staff Responsible for Monitoring	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Additional electronic resources for employees will be posted on the district website.		Central Office	District Website will provide employee resources				
	Funding Sources: 199 - General Fund - 5000.00						
TEA Priorities Recruit, support, retain teachers and principals 2) Establish clear and firm procedures and channels for internal communications.		Executive Director of Human Resources and Operations	Employee surveys will indicate satisfactory internal communications				
	Funding Sources: 199 - General Fund - 0.00						

= Accomplished = Continue/Modify

= No Progress = Discontinue

Goal 2: Facilitate Engagement through Effective Communication

Performance Objective 4: Have clear and operable written internal and external communications practices.

Evaluation Data Source(s) 4: Submission of Articles, Procedures for Posting Calendar of Events, Procedures for Social Media, Employee Communications Surveys, and Flow Map updates in the 2016-2019 Communications Plan

Summative Evaluation 4:

Strategy Description	ELEMENTS	Staff Responsible for Monitoring	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Review and revise all communication flow maps to ensure procedures are in place for sharing district and campus information and events.		Associate Superintendent, Web Administrator, District Translator, and Human Resources Department	Updated flow maps are uploaded to the 2016-2019 Communications Plan				
	Funding Sources: 199 - General Fund - 0.00						
2) Train all staff involved in deploying communications to the community on the procedures for sharing district and campus information and events.		Associate Superintendent, Web Administrator, and District Translator	Staff members following guidelines for all methods of communication and providing information in a timely manner according to communications flow maps				
	Funding Sources: 199 - General Fund - 0.00						
3) Effectively use the tools and resources available, such as School Messenger and Skyward Message Center, to communicate to parents and guardians about important events and activities happening at the campus and district level.		Web Administrator. MIS Coordinator	Timely communications delivered in various print and electronic media				

= Accomplished = Continue/Modify

= No Progress = Discontinue

Goal 3: Optimize Resources to Sustain and Enhance Effective and Efficient Operations

Performance Objective 1: Allocate funds and resources to operate and renovate existing and future facilities that will provide quality learning spaces for all CISD students within the next five years.

Evaluation Data Source(s) 1: 1. Investigate and explore funding resources (grants, e-rates, & state programs) for safety & security educational programs and for future growth.
2. Research and create partnerships with non-profit organizations and private businesses.
3. Implement, adhere, and monitor progress on Long Range Strategic Plan, Capital Improvements Projects Lists, Master Plan Data (Long Range Replacement Purchases/ Frequency).

Summative Evaluation 1:

Strategy Description	ELEMENTS	Staff Responsible for Monitoring	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Investigate and explore funding resources (grants, E-rate, and state programs) for future growth.		Financial Services and Cabinet	Balanced budget, Title funding, NOGA, renovated facilities, existing facilities operate at optimal level				
	Funding Sources: 211 - Title I, Part A - 0.00						
2) Develop partnerships with non-profit organizations and private businesses.		Financial Services, Human Resources	Balanced budget, Title funding, NOGA, renovated facilities, existing facilities operate at optimal level				
3) Implement and monitor progress on Capital Improvement Projects, Designated Projects, and the Strategic Plan.		Financial Services, Operations Services, and Cabinet	Updated facilities, new facilities, learning spaces for all students				
	Funding Sources: 199 - General Fund - 0.00						

= Accomplished = Continue/Modify

= No Progress = Discontinue

Goal 3: Optimize Resources to Sustain and Enhance Effective and Efficient Operations

Performance Objective 2: Design and create active flexible learning spaces which will also include extracurricular facilities and venues to support learning, teaching, and student engagement within the next five years.

Evaluation Data Source(s) 2: 1. Maximize district facilities by continuing programing (in coordination with WRA Architects), practices, and energy savings procedures (CISD Energy Management Plan in conjunction with Ideal Impact).
2. Acquire student, staff, parent/ community (steering committees) feedback, relevant district data, and current instructional trends to assist in the design of appropriate learning spaces.

Summative Evaluation 2:

Strategy Description	ELEMENTS	Staff Responsible for Monitoring	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Refine how district facilities continue programming, practices, and energy saving procedures.		Student Services and Operations	Lower energy expenses and effective operation of facilities				
	Funding Sources: 199 - General Fund - 0.00						
2) Acquire student/staff feedback, relevant district data, and current instructional trends to assist in the design of appropriate learning spaces.		Human Resources, Student Services and Operations, Teaching, Learning, and Innovation Leaders, Superintendent	Collection of survey data, instructional practices, facility needs				
	Funding Sources: 199 - General Fund - 0.00						

= Accomplished = Continue/Modify

= No Progress = Discontinue

Goal 3: Optimize Resources to Sustain and Enhance Effective and Efficient Operations

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

Evaluation Data Source(s) 3: 1. Review, monitor, and revise the Master Plan (Long Range Replacement Purchases/ Frequency).
2. Review, monitor and revise the CISD Energy Management Plan.
3. Continue to provide state of the art technology throughout the district.

Summative Evaluation 3:

Strategy Description	ELEMENTS	Staff Responsible for Monitoring	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Review, monitor, and revise the CISD Energy Management Plan.		Students Services and Operations	Efficient Energy Bills, Facilities, and Operations				
	Funding Sources: 199 - General Fund - 0.00						
2) Continue to provide state of the art technology throughout the district.		Teaching, Learning, and Innovation Team, and Operations	Age of staff and student technology devices are within the 5 year replacement cycle				
	Funding Sources: 199 - General Fund - 285000.00						

= Accomplished = Continue/Modify

= No Progress = Discontinue

Goal 3: Optimize Resources to Sustain and Enhance Effective and Efficient Operations

Performance Objective 4: Promote and maintain a safe and healthy environment that fosters security and wellness at school and district events for all students, staff and the community on a daily basis.

Evaluation Data Source(s) 4: 1. Continue to be active (visible) on all campuses and facilities through various usage of security (CISD Police Department) and safety personnel.
2. Schedule, implement, review and evaluate all campus drills and safety equipment.
3. Review, monitor, and revise the Standard Response Protocol and pertinent safety information to all stakeholders.
4. Conducted an external safety & security audit in 2018-19. Reviewed audit with key district and campus personnel in order to make the necessary safety adjustments and to help devise and modify a five year safety plan.
5. Implement, adhere, and revise protocols for bag checks (search) for extracurricular activities (UIL Athletics).
6. Increased district focus on mental health awareness with increased educational training associated with key personnel (teachers, counselors, social workers, police officers, and administrators).

Summative Evaluation 4:

Strategy Description	ELEMENTS	Staff Responsible for Monitoring	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Continue to be active and visible on district campuses and facilities through various usage of safety and security personnel.		Cabinet	Positive feedback from students, parents, community, and district surveys				
	Funding Sources: 199 - General Fund - 0.00						
2) Review, monitor, and revise the Standard Response Protocol and Emergency Procedures Handbook; as well as inserting parental notification procedures related to suicide prevention, self-harm and other maltreatment of children.		Student Services and Operations, Campus Administrators and Campus Counselors.	Completion of campus safety drills, management guide, procedures handbook, and timely campus safety reports				
	Funding Sources: 199 - General Fund - 0.00						
3) Implement, review, and evaluate campus drills and safety equipment.		Student Services and Operations	Completion of campus safety drills, management guide, procedures handbook, and timely campus safety reports				
	Funding Sources: 199 - General Fund - 0.00						

Strategy Description	ELEMENTS	Staff Responsible for Monitoring	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
4) Provide services to address areas such as homelessness, pregnancy related services, dropout recovery, and students in alternative discipline settings.		Student Services and Operations, School Counselors, Principals, Special Education Department, Cabinet	Annual attendance goals met				
	Funding Sources: 199 - General Fund - 0.00						
5) Provide accelerated instructional opportunities such as summer school and credit recovery programs.	2.4, 2.4, 2.4, 2.4, 2.5, 2.5, 2.5, 2.5, 2.6, 2.6, 2.6, 2.6	Executive Directors, Cabinet	Increase in credits recovered, so students graduate within their graduation cohort				
	Funding Sources: 199 - General Fund - 20000.00						
6) Continue to offer more made-from-scratch recipes to students and staff while providing nutrition education about their daily food choices to encourage a healthy lifestyle.	2.6, 2.6, 2.6, 2.6	Child Nutrition Director and District Chef	Increase in the amount of healthy meals served				
	Funding Sources: 199 - General Fund - 0.00						
7) Monitor campus discipline management plans for clear expectations, establishment of routines and procedures, and consistent expectations in commons areas and classrooms.	2.6, 2.6, 2.6, 2.6	Executive Directors, Campus Principals, Campus Assistant Principals, and Counselors	Lower number of student discipline referrals				
8) Promote conflict resolution, healthy relationships, dating violence prevention through the use of classroom guidance lessons, Lion's Quest character development program, school-wide awareness/prevention activities (Red Ribbon Week, Cyberbully Prevention, etc.) and crisis prevention responsive services.	2.5, 2.5, 2.5, 2.5, 2.6, 2.6, 2.6, 2.6	Executive Directors of Elementary & Secondary Education, Director of Special Education, TLI Staff, Campus Principals, Administrators and Counselors	Reduction of student referrals for violent and/or socially irresponsible behavior				

= Accomplished = Continue/Modify

= No Progress = Discontinue

Goal 3: Optimize Resources to Sustain and Enhance Effective and Efficient Operations

Performance Objective 5: Increase and optimize resources to sustain and enhance district operations including teacher retention by at least 15%, salaries in the top 5%, and providing key personnel and monitoring at all district levels by the beginning of every school year.

Evaluation Data Source(s) 5: 1. Provide competitive salaries and funds that impact professional learning, technology, new certifications, and increase teacher retention.
2. Provide competitive salaries in the area of Auxiliary and Paraprofessional staff by completing a TASB Salary Study.
3. Provide staff that can assist campuses with creative scheduling that improves teacher and student performance by providing response to intervention, classroom and program assistance.
4. Provide funds and personnel to renovate and operate new, expanded, or remodeled facilities in order to provide quality learning spaces.

Summative Evaluation 5:

Strategy Description	ELEMENTS	Staff Responsible for Monitoring	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Provide competitive salaries and funds that impact professional learning, technology, new certifications, and increase teacher retention by at least 10 percent.		Human Resources, Financial Services, Superintendent	Teacher retention, higher salaries in region, professional learning plans				
	Funding Sources: 199 - General Fund - 0.00, 211 - Title I, Part A - 0.00, 263 - Title III, LEP - 0.00, 255 - Title II, Part A TPTR - 0.00						
2) Provide staff that can assist with creative scheduling that improves teacher and student performance by providing response to intervention, classroom, and program assistance.		Human Resources, Financial Services, Teaching, Learning, and Innovation Team	Increased student performance on assessments, highly qualified staff				
	Funding Sources: 199 - General Fund - 0.00						
3) Provide funds and personnel to renovate and operate new, expanded, or remodeled facilities in order to provide quality learning spaces.		Student Services and Operations, Human Resources, Financial Services	Provice quality facilities, operations, and learning spaces				
	Funding Sources: 199 - General Fund - 0.00						

= Accomplished = Continue/Modify

= No Progress = Discontinue

Goal 3: Optimize Resources to Sustain and Enhance Effective and Efficient Operations

Performance Objective 6: Maintain materials, resources and general supplies necessary for the effective and efficient operation of the Teacher Resource Room and supply closet at the administration building.

Evaluation Data Source(s) 6: PO for materials and supplies, teacher sign-in sheet for the Teacher Resource Room

Summative Evaluation 6:

Strategy Description	ELEMENTS	Staff Responsible for Monitoring	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Maintain laminating materials, poster paper, color cartridges and other specialty materials necessary to maintain the Teacher Resource Room.		Executive Secretary for Teaching, Learning, and Innovation	Teachers using the Teacher Resource Room to create displays for their classroom, Teacher Sign- In Sheets				
	Funding Sources: 199 - General Fund - 0.00, 211 - Title I, Part A - 10000.00						
2) Maintain a supply of paper (white and color) and card stock (white and color). Materials will be used by administration for the dissemination of information to staff, as well as for documentation or reports. Materials will also be used by teachers in the creation of instructional materials through the use of the Teacher Resource Room.		Executive Secretary of Teaching, Learning, and Innovation Financial Services	PO for paper, copy machine log teacher sign-in sheets				
	Funding Sources: 199 - General Fund - 0.00, 211 - Title I, Part A - 5000.00						
3) Maintain office supplies such as pens, pencils, paper clips, staplers and staples, tape, etc. A supply closet will be set up at the administration building and maintained by the Financial Services Department. By having a stock of supplies on hand it will reduce the number of orders being placed and will be a more efficient use of time.		Financial Services Department	Reduced orders placed for supplies, sign-out sheets documenting supplies taken from the closet				
	Funding Sources: 199 - General Fund - 0.00, 211 - Title I, Part A - 0.00						
4) Install and maintain new Ricoh copy machines. The district will maintain the machines and keep toner and other supplies on hand to ensure the copier stays in good working order.		Financial Services	POs for copier supplies, documentation of the number of copies made, reduction in the down time, and need for repairs to be made				

= Accomplished = Continue/Modify

= No Progress = Discontinue

Goal 4: Increase Participation in Parent and Family Engagement Activities

Performance Objective 1: Increase community, family engagement, and parent involvement from the previous year.

Evaluation Data Source(s) 1: Attendance sign-in sheets
Surveys
Parents Enrolled and Graduated - Parent University

Summative Evaluation 1:

Strategy Description	ELEMENTS	Staff Responsible for Monitoring	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Parent University will hold 13-week class sessions with a participant graduation each semester.	3.2, 3.2, 3.2	Coordinator of Research, Evaluation, and Accountability	Student academic growth, increased attendance, decreased discipline problems				
	Funding Sources: 211 - Title I, Part A - 0.00						
2) District and campuses will plan activities increasing parent involvement while complying with ESSA Title I, Part A Requirements.	3.1, 3.1, 3.1, 3.2, 3.2, 3.2	Coordinator of Research, Evaluation, and Accountability	Increased parent and family involvement, increased student performance, decreased truancy				
	Funding Sources: 211 - Title I, Part A - 0.00						
3) District CCMR staff will engage parents, students and community by hosting informational events related to graduation requirements, endorsements, course selections, advanced academics, dual credit, OnRamps, and college admission timelines; to include Chart Your Course, Financial Aid workshops, Fish Camp, and Senior Summit.		Director of College, Career & Guidance Services, CTE/CCR Counselor, Director of Fine Arts/UIL Academics, TLI staff, Campus Principals, Administrators, CALS, Campus Counselors, Coordinator of Research, Evaluation, and Accountability	Students and parents will have additional information to make informed choices and selections related to their academic plans during their time in CISD, which will increase their post-secondary opportunities and future successes.				
	Funding Sources: 199 - General Fund: High School Allotment - 0.00, 199 - General Fund - 0.00						

Strategy Description	ELEMENTS	Staff Responsible for Monitoring	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
4) Implement the use of Standards Based-Report Cards in pre-kindergarten-second grade to provide parents with more detailed information regarding student performance.	2.4, 2.4, 2.4, 2.4	Executive Director of Elementary Education, Management Information Systems Coordinator, Campus Principals,	Parents will be able to better support students with academic development because of the increased detail regarding progress presented in Standards-Based Report Cards				
	Funding Sources: 199 - General Fund - 0.00						
5) CISD will hold three 10-week Bilingual Stories class sessions with parents. Parents will learn literacy strategies and language (English & Spanish).		Bil/ESL Coordinator, Bil/ESL Coach	Student academic growth, increased attendance, decreased discipline problems				
	Funding Sources: 263 - Title III, LEP - 0.00						
6) CISD will hold Special Populations Lunch and Learn sessions for the community.		Executive Director of Special Populations, Bil/ESL Coordinator	Parents will be able to better support students with academic and emotional development				
	Funding Sources: 263 - Title III, LEP - 0.00						

= Accomplished = Continue/Modify

= No Progress = Discontinue

Campus Funding Summary

199 - General Fund					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	1			$0.00
1	1	2			$0.00
1	1	4			$0.00
1	1	5			$0.00
1	1	6			$0.00
1	1	8			$0.00
1	1	13			$0.00
1	2	1			$0.00
1	2	2			$0.00
1	2	3			$0.00
1	2	4			$0.00
1	2	6			$0.00
1	2	8			$0.00
1	3	1			$0.00
1	3	2			$0.00
1	3	3			$0.00
1	3	4			$0.00
1	4	1			$0.00
1	4	3			$0.00
1	5	1			$0.00
1	5	2			$0.00

199 - General Fund					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	5	3			$0.00
1	5	4			$0.00
1	5	5			$0.00
1	5	6			$0.00
1	6	1			$0.00
1	7	1			$0.00
1	8	1			$0.00
1	8	2			$0.00
1	8	5			$0.00
2	1	1	none		$0.00
2	1	2			$0.00
2	1	3			$0.00
2	1	4			$0.00
2	2	1			$0.00
2	2	2			$0.00
2	3	1			$5,000.00
2	3	2			$0.00
2	4	1			$0.00
2	4	2			$0.00
3	1	3			$0.00
3	2	1			$0.00
3	2	2			$0.00
3	3	1			$0.00
3	3	2			$285,000.00
3	4	1			$0.00

199 - General Fund					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
3	4	2			$0.00
3	4	3			$0.00
3	4	4			$0.00
3	4	5			$20,000.00
3	4	6			$0.00
3	5	1			$0.00
3	5	2			$0.00
3	5	3			$0.00
3	6	1			$0.00
3	6	2			$0.00
3	6	3			$0.00
4	1	3			$0.00
4	1	4			$0.00
				Sub-Total	$310,000.00

199 - General Fund: High School Allotment					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
4	1	3			$0.00
				Sub-Total	$0.00

199 - General Fund: Special Education					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	5	7			$0.00
				Sub-Total	$0.00

211 - Title I, Part A					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	3			$0.00

211 - Title I, Part A					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	6			$0.00
1	1	11			$0.00
1	1	14	Training, Intervention Materials		$10,000.00
1	4	2			$0.00
1	4	3			$0.00
1	5	1			$0.00
1	5	2			$0.00
1	5	4			$0.00
1	5	5			$0.00
1	5	6			$0.00
3	1	1			$0.00
3	5	1			$0.00
3	6	1			$10,000.00
3	6	2			$5,000.00
3	6	3			$0.00
4	1	1			$0.00
4	1	2			$0.00
				Sub-Total	$25,000.00

224 - IDEA B, Special Education					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	9	1			$0.00
				Sub-Total	$0.00

244 - CTE					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	2	4			$0.00

244 - CTE					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	8	3			$0.00
				Sub-Total	$0.00

255 - Title II, Part A TPTR					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	7			$0.00
3	5	1			$0.00
				Sub-Total	$0.00

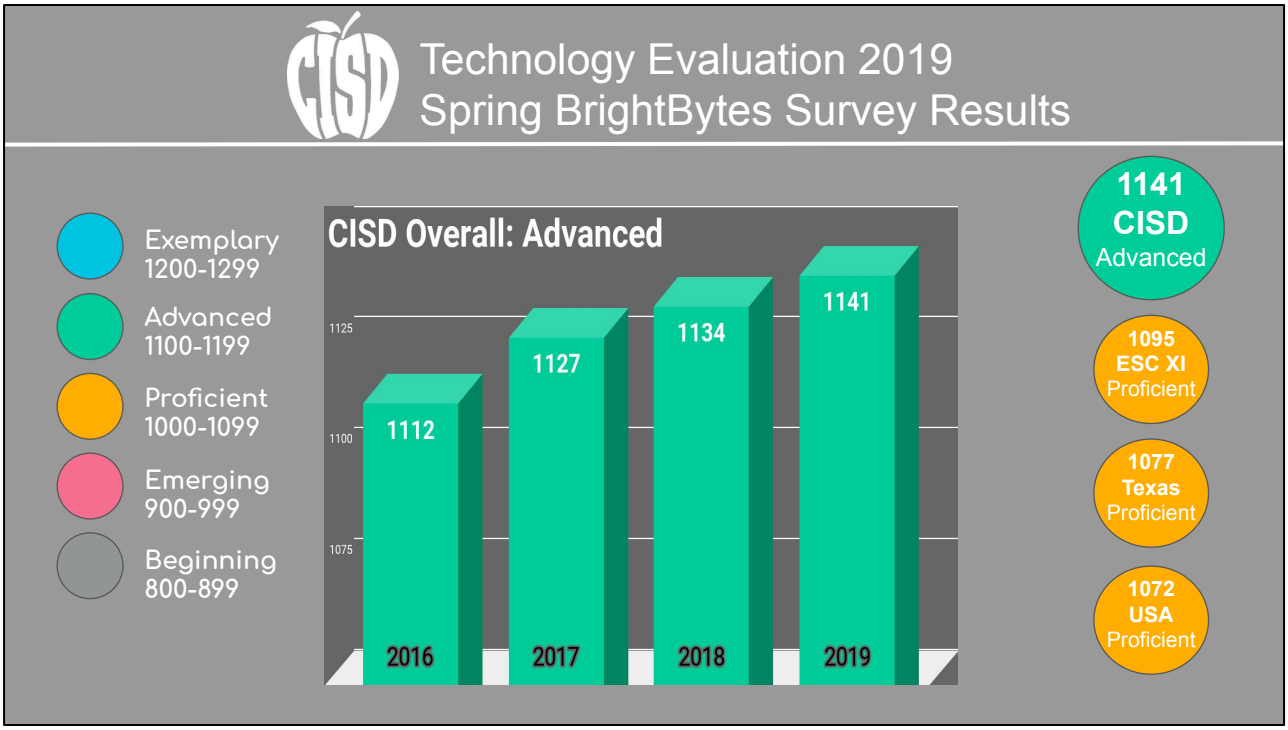
263 - Title III, LEP					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	5	7			$0.00
1	7	2			$0.00
1	7	4			$0.00
3	5	1			$0.00
4	1	5			$0.00
4	1	6			$0.00
				Sub-Total	$0.00

199 - General Fund: Bilingual Allotment					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	5	7			$0.00
1	7	1			$0.00
1	7	2			$0.00
1	7	3			$0.00
				Sub-Total	$0.00

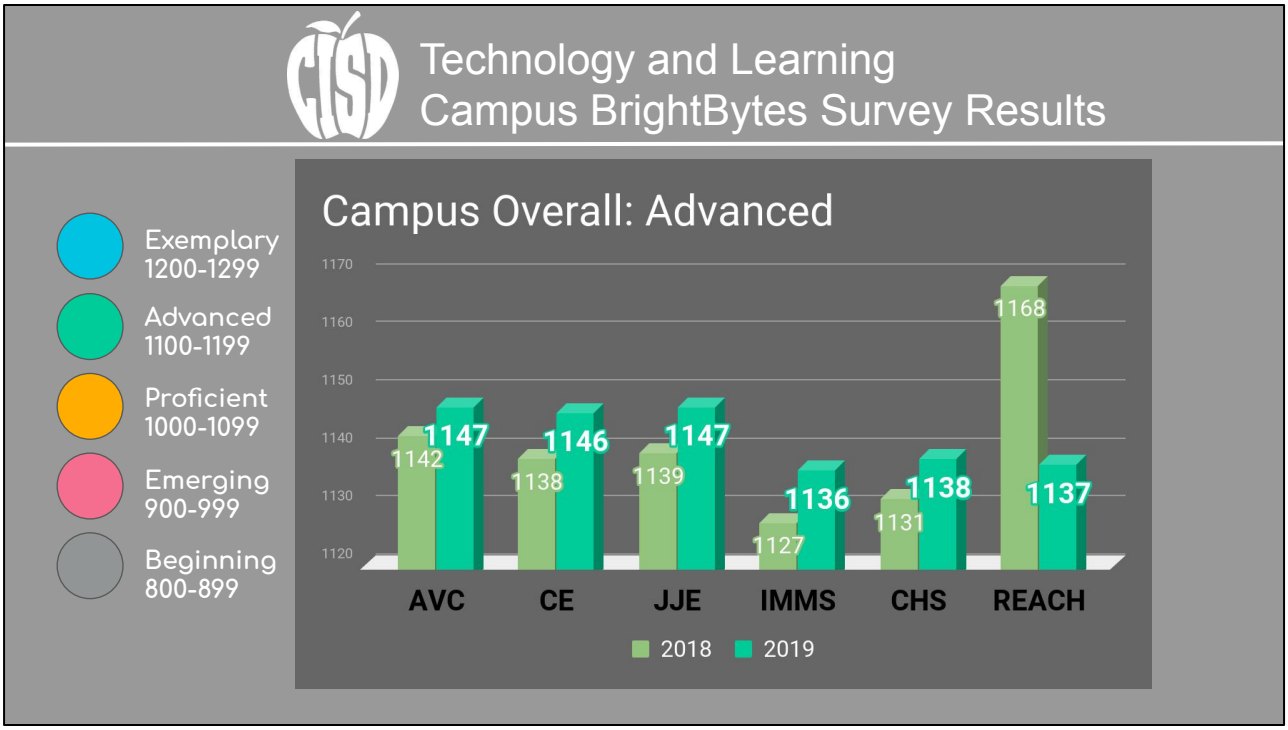
410- IMA					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	9			$0.00
				Sub-Total	$0.00

211 - Title I, Part A - IR					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	15			$0.00
1	2	7			$0.00
				Sub-Total	$0.00
				Grand Total	$335,000.00

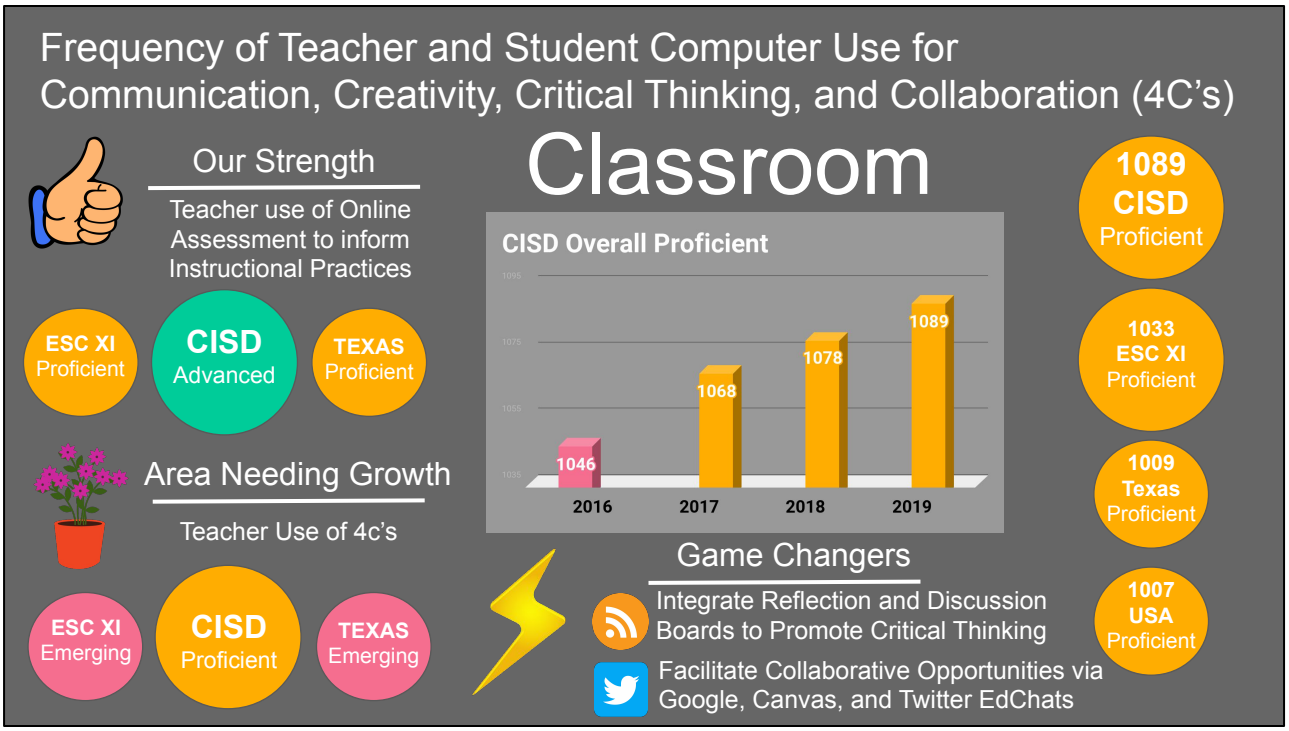
Addendums



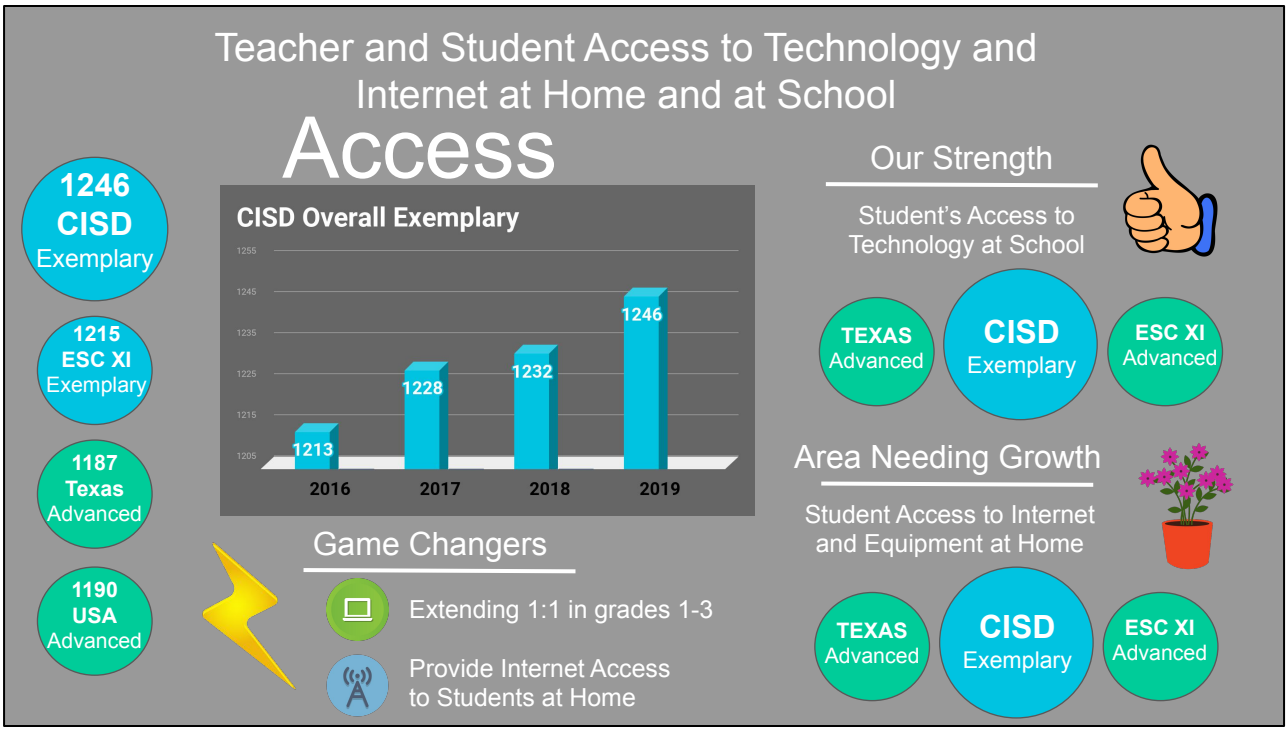
Welcome, and thank you for reviewing the Spring 2019 BrightBytes Survey presentation. This year, CISD made steady gains as indicated in the chart with an overall score of 1141. In looking at the bubbles to the right, CISD's overall score remains ahead of the scores for schools across the nation.



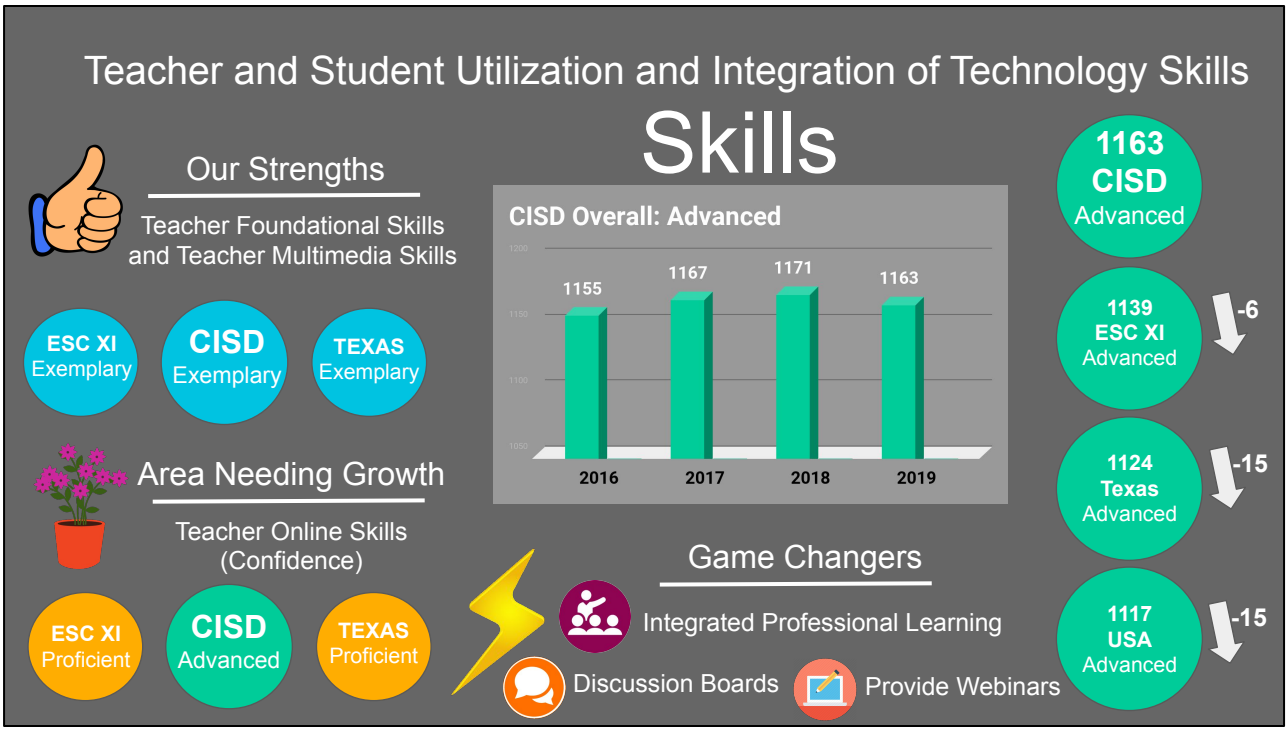
As you can see in this chart, all CISD campuses, with the exception of REACH, made gains overall and all campuses remain at the advanced level for Technology and Learning



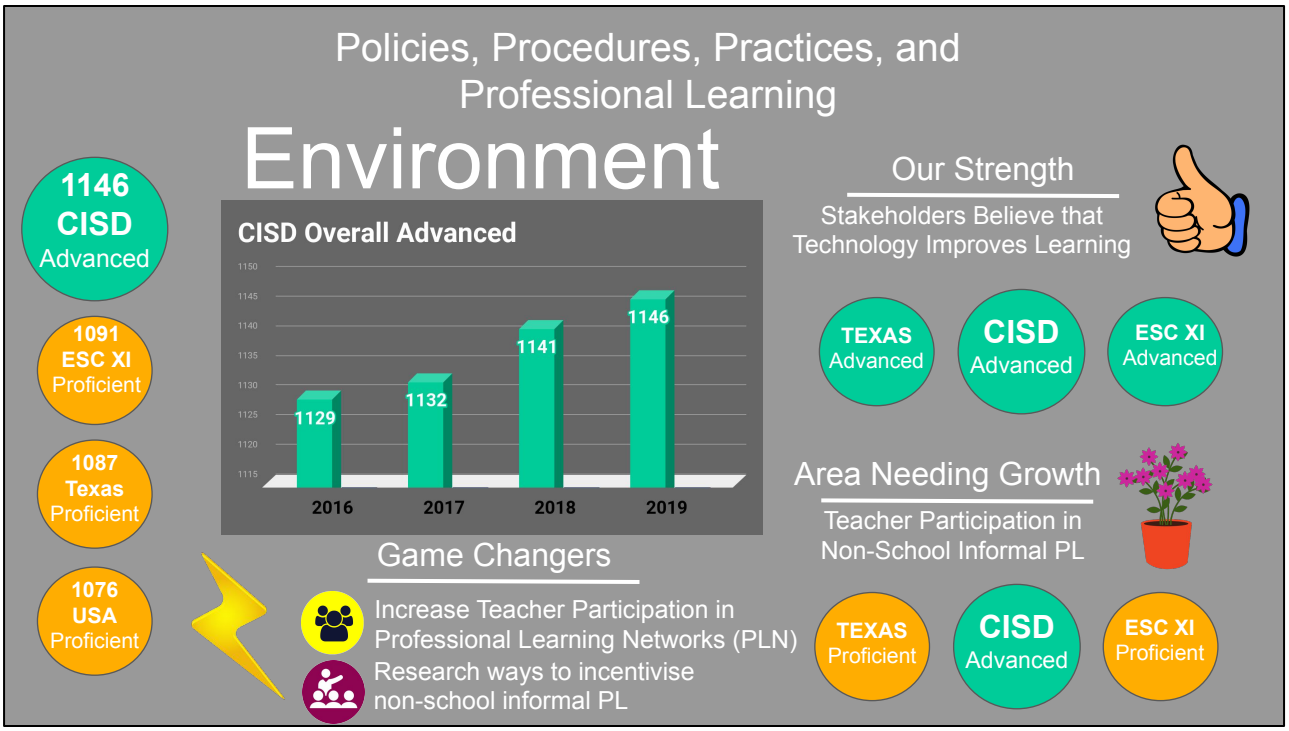
Overall in the Classroom, the survey shows that our teachers and students continue to raise the rigor of lessons through the use of technology. Overall, the district is proficient in this area, and still scores ahead of other schools in our area, state and nation. In this section of the survey, our strength is in the teacher's use of online assessments to change instructional practice where teachers scored in the advanced range. Although teachers scored in the proficient range for use of the 4C's (communication, collaboration, critical thinking, and creativity), this was the area that still needs the most growth. A couple of strategies that can be game changers in this area are one - to integrate reflection and discussion boards to promote critical thinking and two - to facilitate collaborative opportunities via Google, Canvas, and Twitter EdChats.



In looking at teacher and student access to technology at school as well as home, CISD once again scored in the Exemplary range. This far outreached other schools in the area, state and nation. Compared to these schools, the strength of CISD was teacher and student access to technology at school, which remains exemplary. With the CISD Connected Learning Program, students now have access to equipment at home, but still need access to the Internet. Thanks to the implementation of the Digital equity 4 All program, this will surely be a game changer in the area of access.



In the area of technology skills, teachers and students scored in the Advanced range, with scores continuing to be ahead of other schools in the area, state, and nation. For teachers in CISD, their strength was their foundational skills, which scored in the exemplary range. However, as an area needing growth, students need additional opportunities to work online to become more confident in their online skills. Several strategies that can be utilized to help increase in this area are one - to incorporate blogging and online writing more in the classroom, and two - to incorporate peer to peer commenting and feedback online.



Finally, in the section for environment that encompasses policies, procedures, practices and professional learning, CISD scored in the Advanced range. In this area, CISD continues to be ahead other schools in the area, state, and nation, who are all still at the proficient level. As a strength, all CISD stakeholders continue to believe that technology improves learning. Based on the survey results, the one area that still needs some growth is teacher participation in non-school informal professional learning, even though CISD scored in the advanced range. Two targets for next year that are game changers in this area are to one - encourage teacher participation in their own professional learning networks and two -increase teacher participation in the CISD Twitter EdChats held throughout the year.

As CISD continues to grow in teaching and learning, the BrightBytes survey provides the district with a quick snapshot of where we are and how we can continue to grow as we strive to become exemplary in all areas: the classroom, access to technology, technology skills, and the environment within the district.

The 21st Century Learning Suite

CASTLEBERRY INDEPENDENT SCHOOL DISTRICT, TX

NEEDS

To expand the walls of the classroom by providing greater Internet access to students at home

CHALLENGES

After several years of successful technology integration, including data-driven technology plans and strategic PD efforts, CISD educators discovered their costly hotspot initiative had gaps and students at home had limited access.

RATIONALE

The Technology & Learning module, one of three solutions available in the BrightBytes 21st Century Learning suite, uses research-based framework to measure and analyze the impact technology has on student learning outcomes. The dashboard provides school-by-school comparisons, trends, and reports so stakeholders can easily measure effectiveness of technology-related initiatives.

RESULTS

Data from the Technology & Learning module helped CISD to:

- Improve student access at home by shifting from a mobile hotspot solution to erecting cell towers
- Anticipate 99% access to Internet at home for all stakeholders
- Reallocate resources for technology equity and connectivity
- Grow 4Cs skills and meaningful technology integration
- Secure reputation as a thought leader of transformative solutions for technology infrastructure

Castleberry Independent School District Uses Data to Ensure Students Have Equity in Access

Castleberry Independent School District (CISD) is located in Northeast Texas, west of downtown Fort Worth. The district's area is just over seven square miles, making it, geographically, one of the smallest public districts in the entire state. Although smaller than other nearby districts, Castleberry is densely populated, and over 500 dedicated staff serve a diverse student body of approximately 4,000 students. Across seven campuses, educators work everyday to provide the finest education to Castleberry students. Through this learning process, they prepare students to be lifelong learners in a diverse, changing world and competitive workplace.

An innovative district, CISD's Teaching, Learning, and Innovation department has a vision to revolutionize learning through the power of technology by providing ongoing, individualized staff development; facilitating community access to information; cultivating strategic partnerships; broadening access to technology; and maximizing utilization, so that all students effectively use technology in an increasingly information-rich society. It is this work that drives the district's mission to design a digitally rich environment that empowers all members to be actively engaged in limitless learning. In order to measure these aggressive goals, CISD leverages data from the BrightBytes Technology & Learning module. The district adopted the module in 2015 to understand how technology influences teaching and learning and focus on improving the technology environments that provide meaningful learning experiences.

RESULTS

Over the last three years, CISD educators have turned to the Technology & Learning data to measure progress on their technology initiatives. Due to data-driven strategic planning, targeted PD, and thoughtful technology integration, this work has been very successful, and educators have been able to validate their approach by examining continued growth across all domains. For Castleberry educators, learning is central to technology initiatives, and they believe that by monitoring growth and identifying areas of focus, district leaders can ensure that students' digital learning moves beyond point and click interactions, into engaging and transformative learning. The district has made especially impressive strides in the Classroom domain. Data from the platform

indicated that both student and teacher use of the 4Cs has improved, with Teacher use of 4Cs improving by over 80 points from 2015 to 2018.

The team attributes this growth to a combination of several areas. For example, after defining an annual goal to have staff use technology beyond substitution in 2015, the district strategically worked to increase the rigor of the instructional strategy through the use of technology. These efforts had a positive impact on many areas and informed a shift in the organization's structure. In 2017, The Curriculum and Instruction department and the Instructional Technology department joined forces to form the Teaching, Learning, and Innovation department. The combined expertise of these teams has proven very valuable, as it has provided teachers better support, and fostered new practices in which it is now mandatory for the instructional technologists to work hand-in-hand with curriculum coordinators as innovation leaders.

"BrightBytes was able to help us pinpoint exactly where we needed to improve in all aspects of technology integration. Although we had many technology initiatives, we were unsure of the impact on classroom instruction and student achievement."

KELLI KELSOE
Director of Innovation,
Castleberry ISD, TX

The district has also provided concerted efforts across PD to better inform 4Cs development and growth. In 2016, CISD began offering two full days of professional learning that included 4Cs strategies and trained educators on how to ensure technology would enhance these strategies. In addition to the annual standard professional learning, in 2019, the district held their first annual Digital Learning Day. The event entirely focused on how the affordances of technology can increase the rigor of every lesson.

Data from the Technology & Learning module has also helped leaders identify areas to improve. The district believes that equity for all technology initiatives is mandatory, and educators want to be certain that all students have access to devices, connectivity, and the instruction necessary to thrive. To inform these efforts, site leaders explored the student data in the Access domain. In 2015, the district had an Exemplary score for Access overall of 1206. The data indicated that student access at school was advanced, but only 79% of students reported having access to Internet or wireless at home. This data was a critical area of focus because it provided insight into the efficacy of a recent initiative. In 2014, CISD had been awarded a grant that provided 84 Internet hotspots, available for check out for students without Internet access at home. The district continued to build their inventory of hotspots in order to help ensure students were able to get online from home.

While hotspot availability did improve student access at home to an extent (82% of students reported access at home in 2016), there were still some gaps in connectivity, and the solution was very costly. District leaders hoped to find a more cost-effective, reliable solution. In 2017, the technology team reviewed their data and discovered that despite the expense of hotspots, student access at home had only improved 1%. CISD leaders started to research alternative solutions.

The district began looking for a solution to broadcast safe and filtered Internet to students at home. During TCEA in 2017, they began conversations with M&A Technologies and realized that their solution was not only affordable, but sustainable as well. With this information. the technology committee made a strategic and inspired decision to erect their own cell towers. The team

discovered that this would be a massive savings, and the solution would provide consistent Internet access to nearly all of their students.

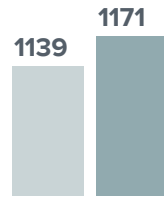
After achieving buy in and approval from key stakeholders, members of the technology department began to implement their plan. In winter 2018 the first cell tower was installed, then a second tower in March 2019. A third tower is also in the pipeline. After this project is complete, CISD leaders estimate that 98-99% of their students will have access at home, and a greater ability to learn any time, any place.

The results of CISD's tireless efforts extend far beyond higher access scores. The improved connectivity has allowed several high school students to complete courses for credit recovery outside of the school day with the use of a router at home. This transformative shift has also improved student lives in seemingly simple ways. District leaders shared that the student in the running for Valedictorian had no access at home and this student had to complete Online college classes and other tasks, such as applying for college and scholarships at school. Now, this student is able to use the towers to plan his/her future anywhere. CISD's innovative approach to equity of access has inspired nearby schools to explore this solution as a possibility. Recently, thought leaders have reached out to learn how CISD was able to successfully develop and execute the tower project.

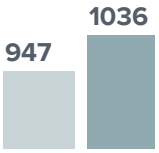
Transform learning in your district with the Technology & Learning module, available in the 21st Century Learning suite!

Learn more! Visit brightbytes.net/suite-21century learning

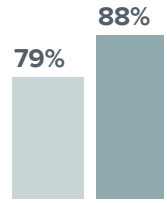
CASTLEBERRY ISD 21ST CENTURY LEARNING GROWTH



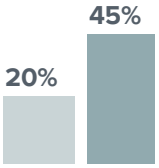
Skills Domain



Teacher Use of 4Cs



Students Have Access to Internet and Wireless at Home



Teachers report over 33 hours per year participating in school-sponsored PD

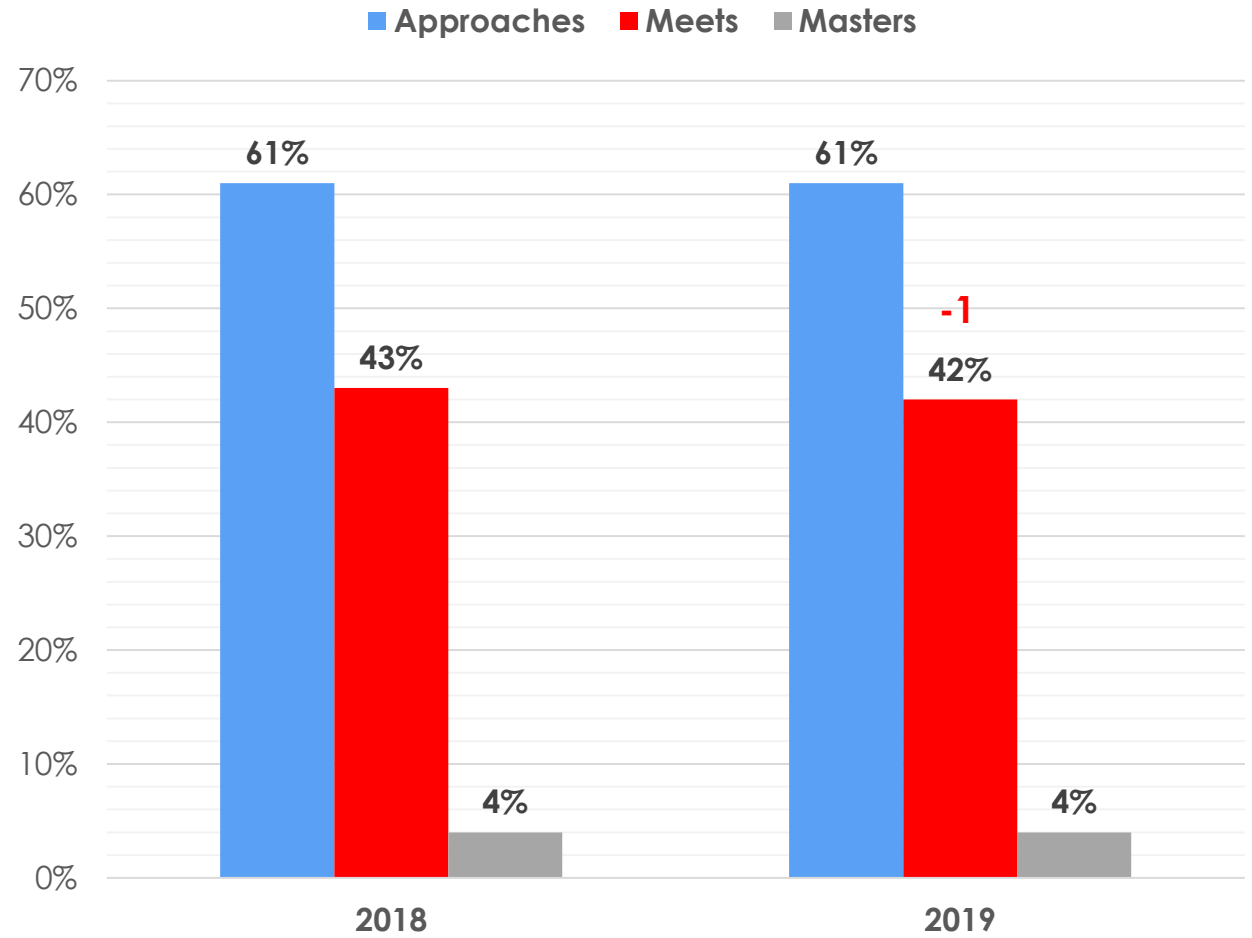
Spring 2015 Spring 2018

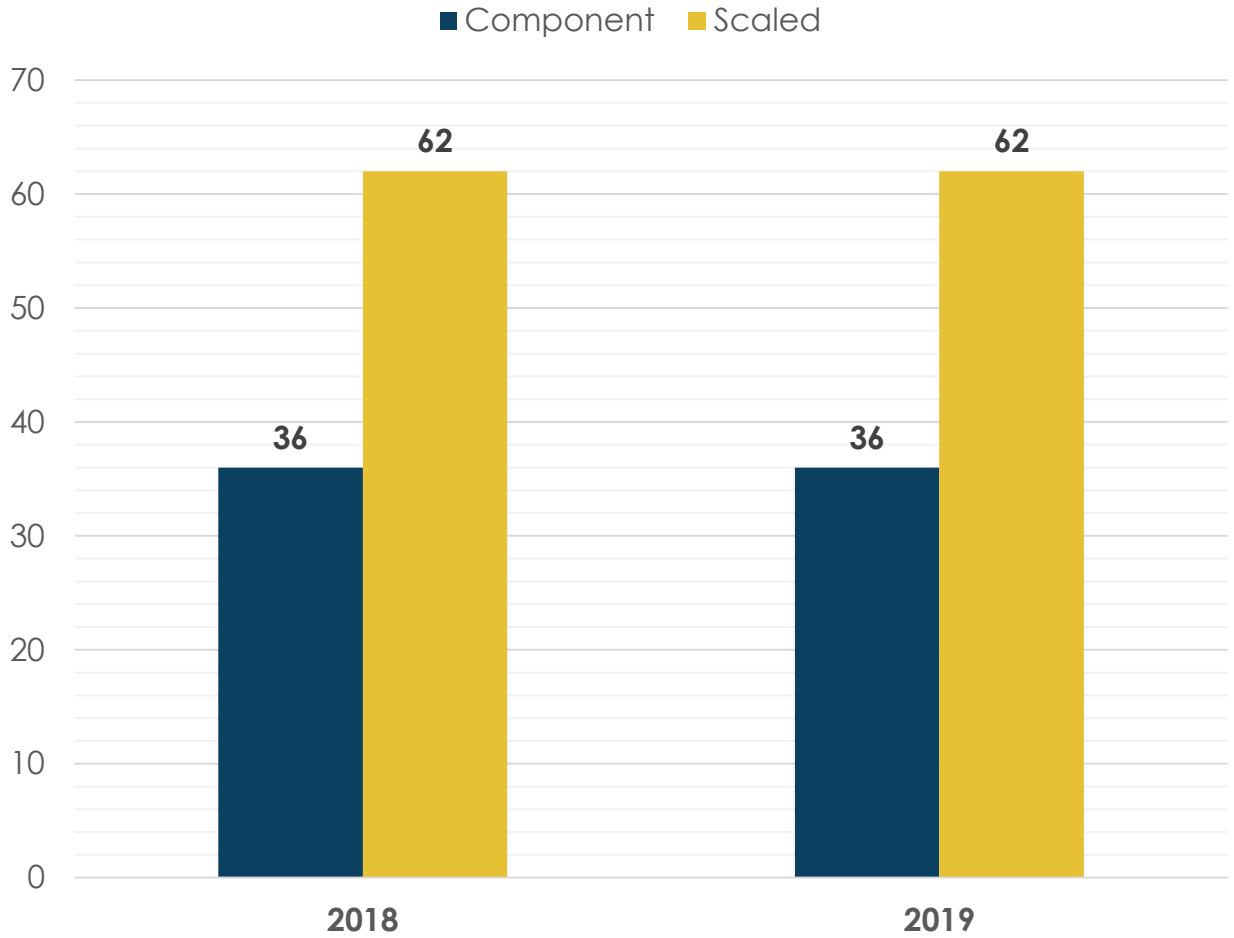
Castleberry ISD STAAR Summary Results

GRADES 3-8 AND EOC

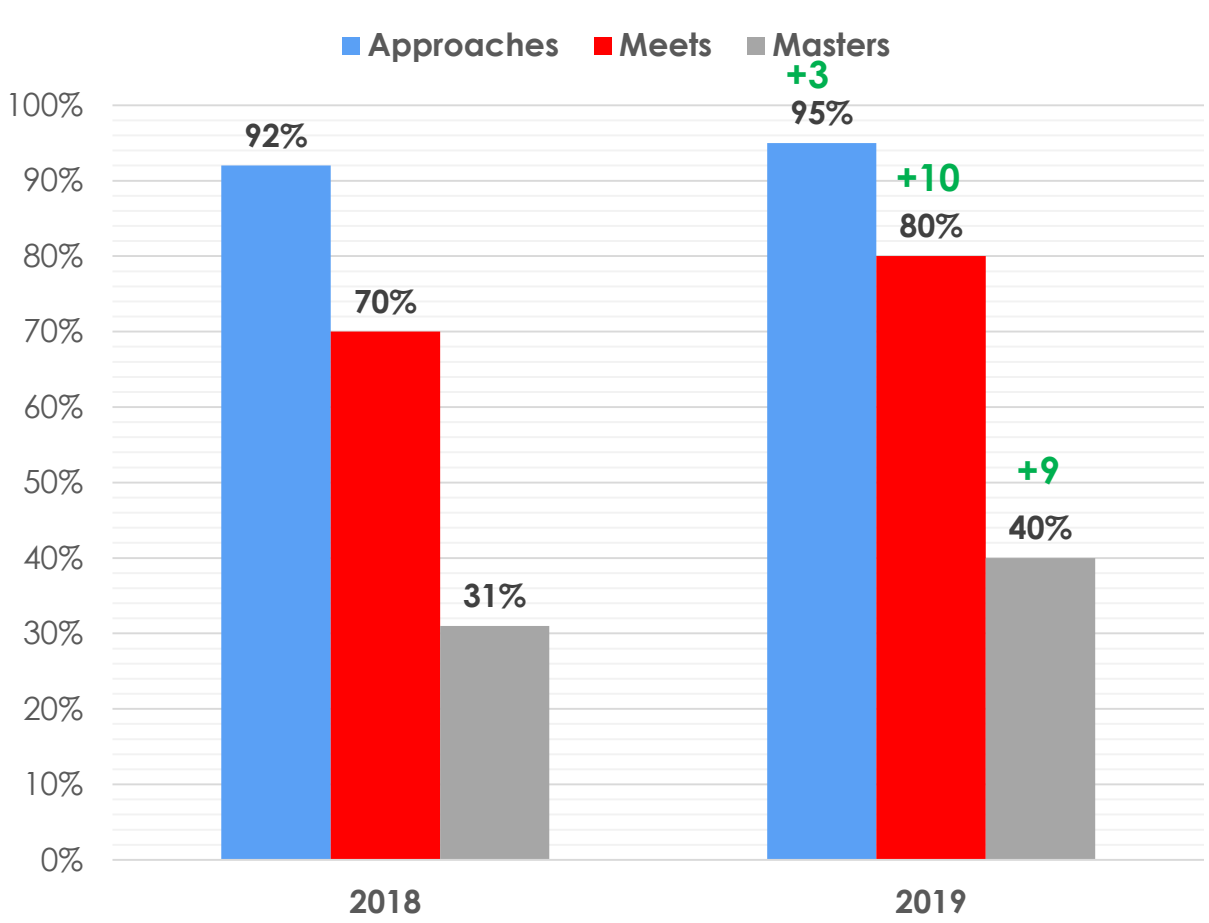
APRIL-MAY 2019

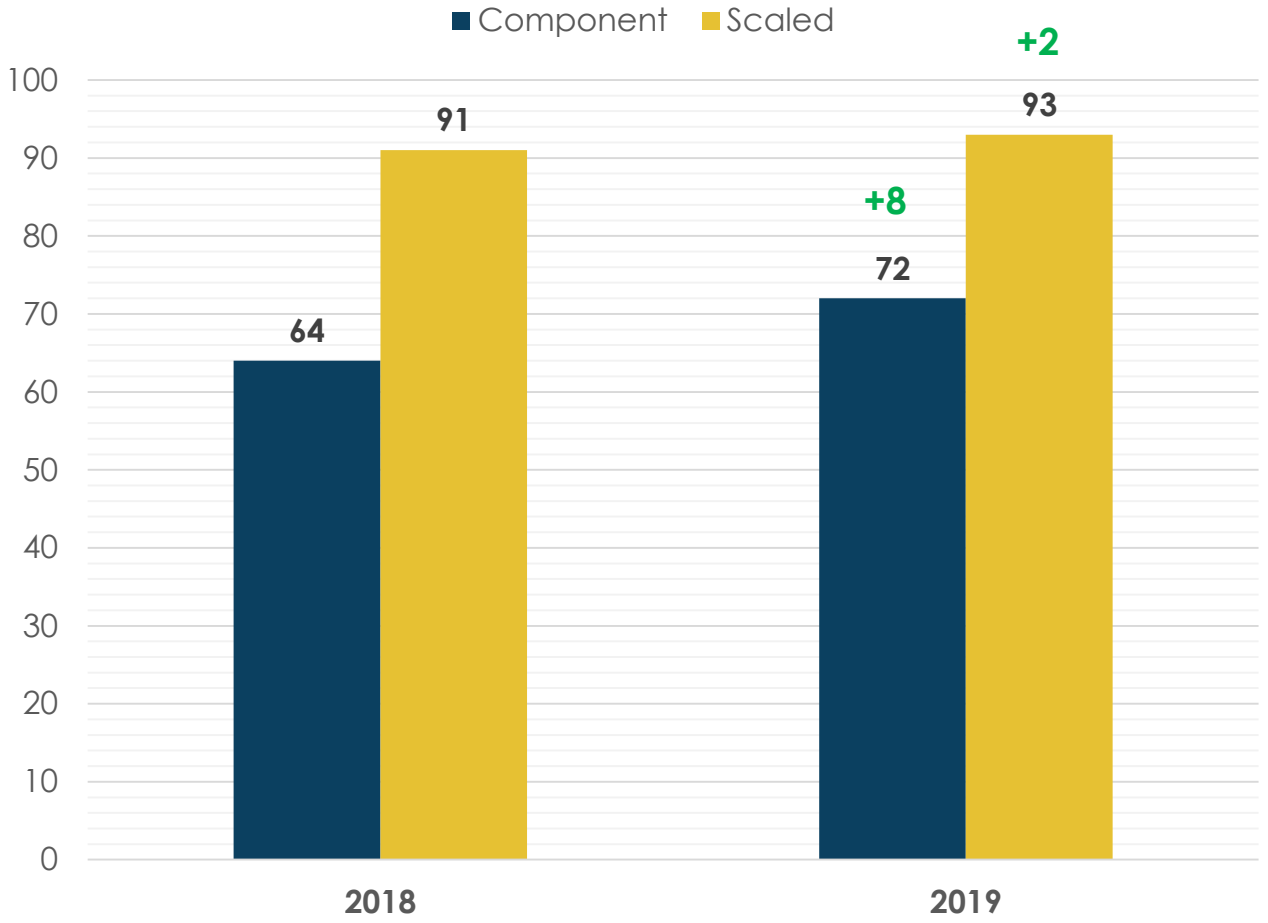
English 2 – Year to Year Component/Scaled



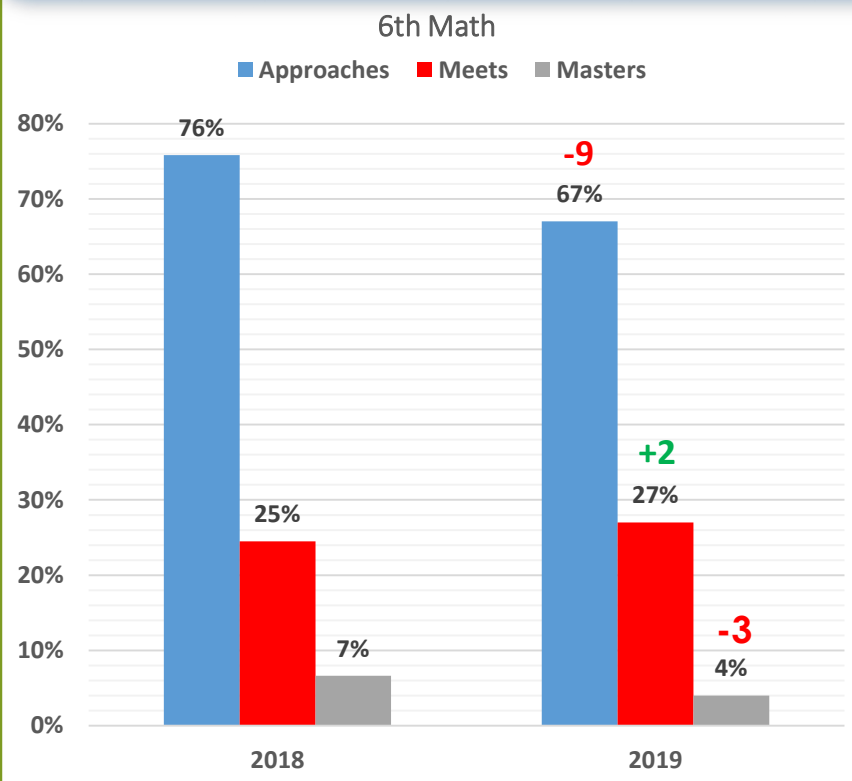


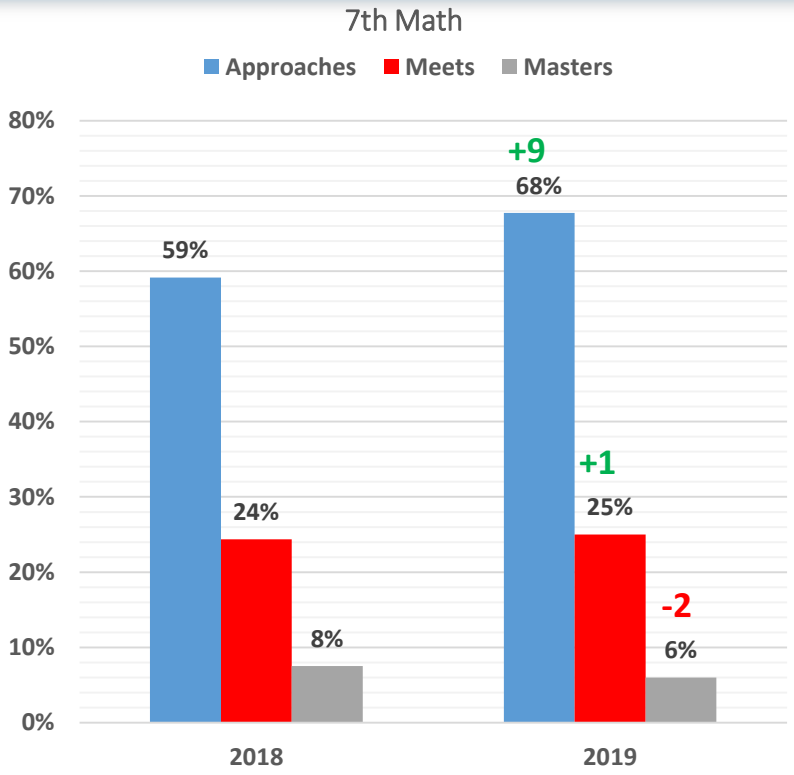
US History – Year to Year Component/Scaled

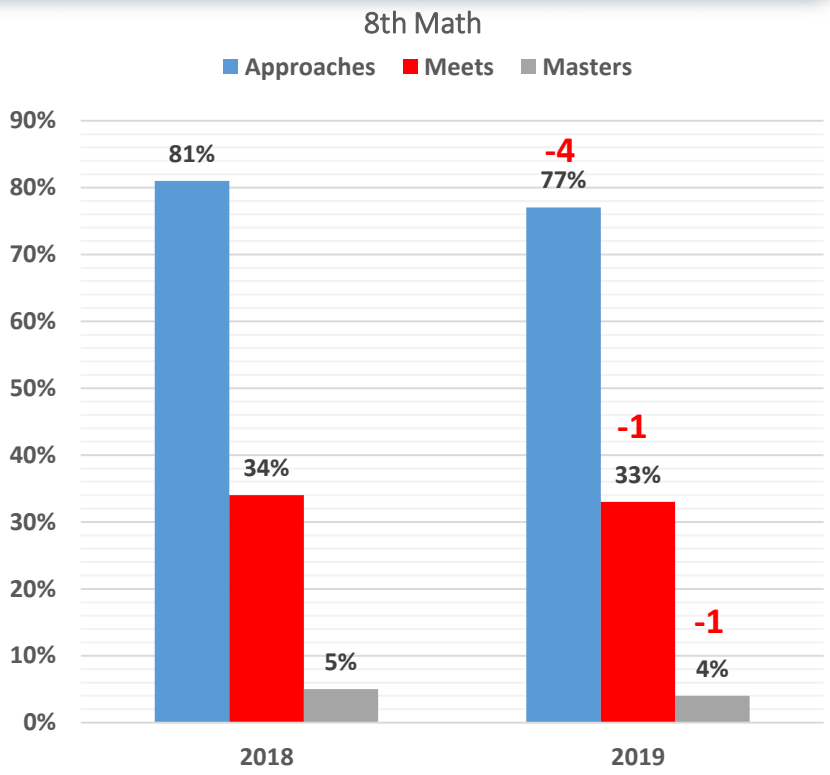


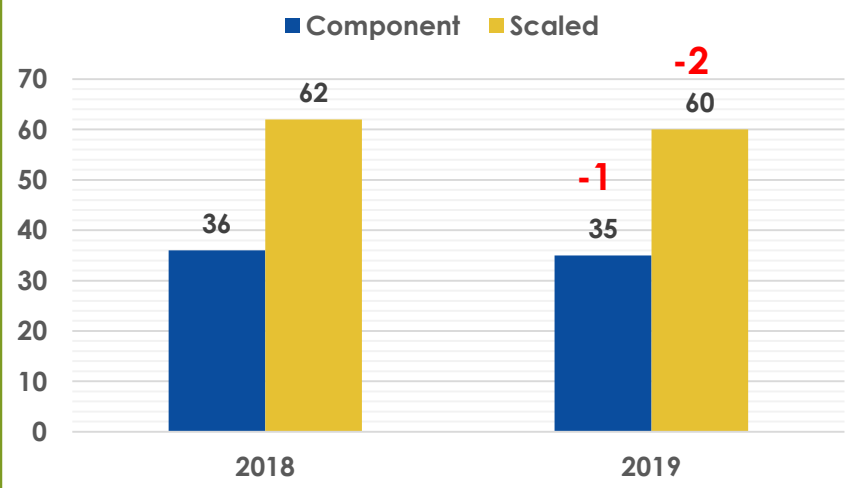


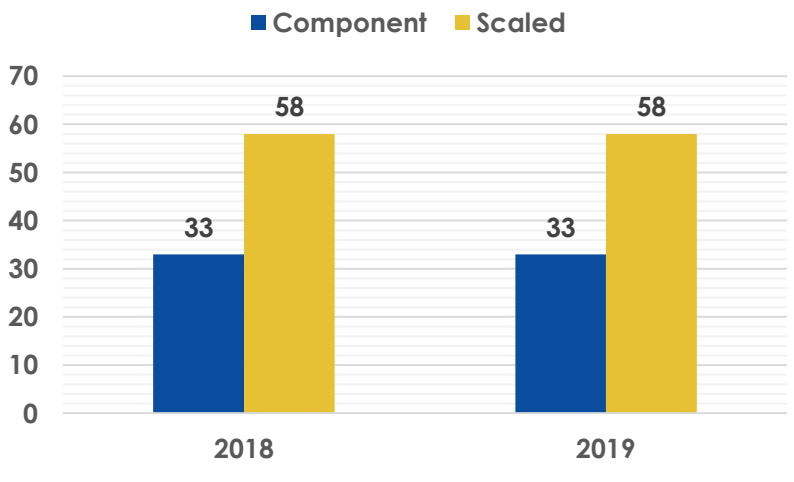
Irma Marsh Middle School– Math Year to Year Component/Scaled Scores

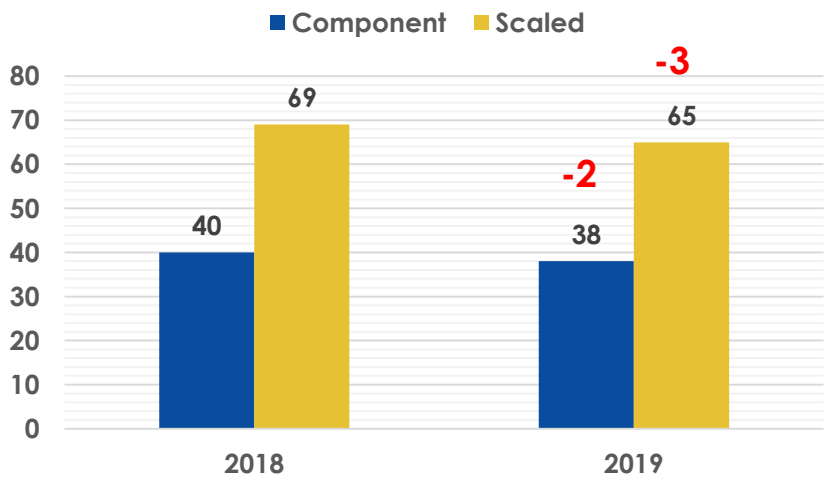




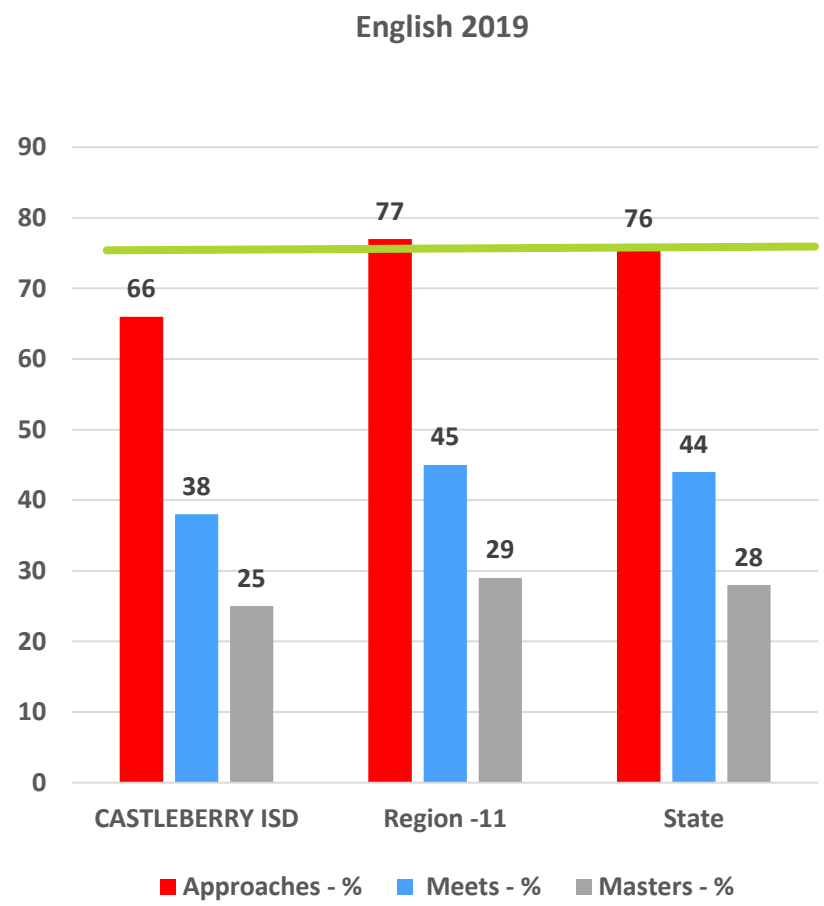


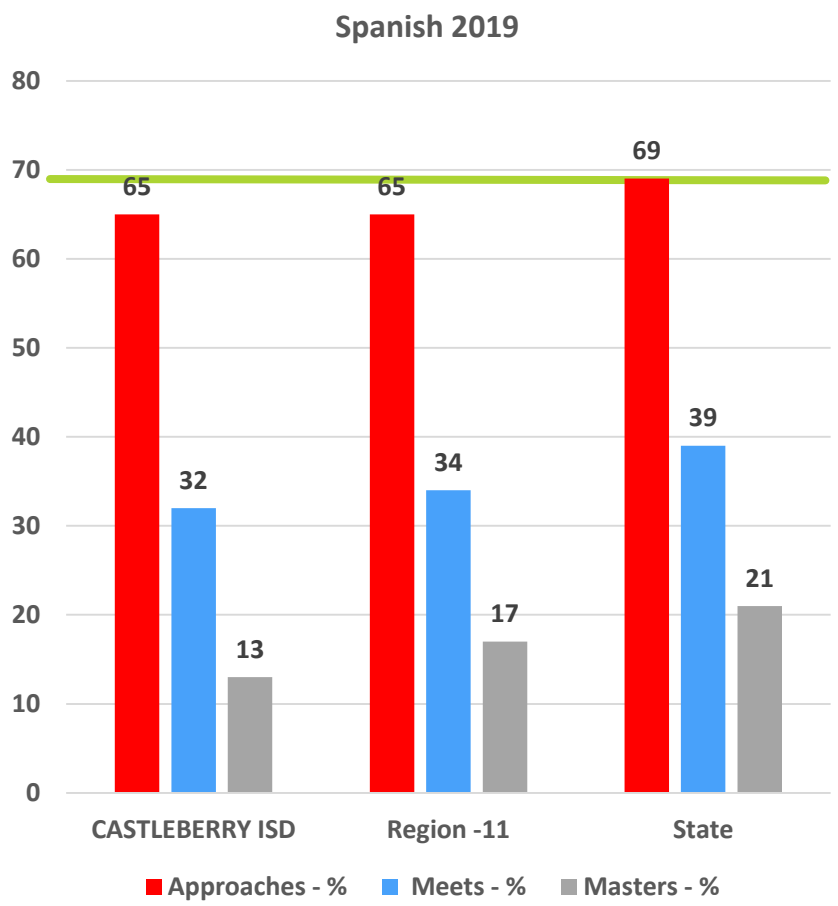


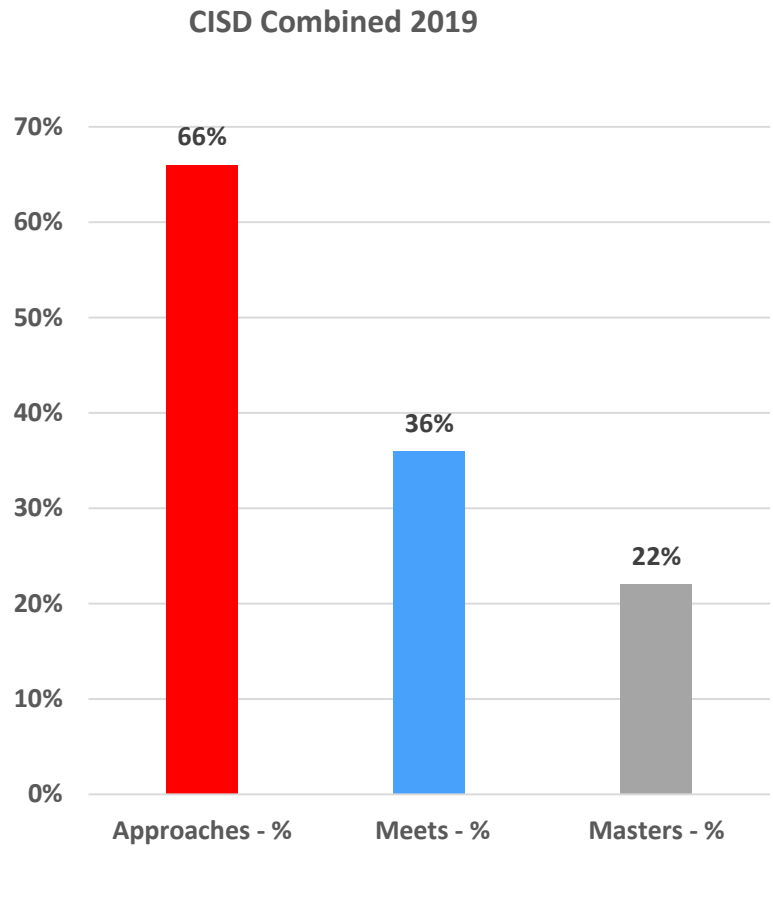




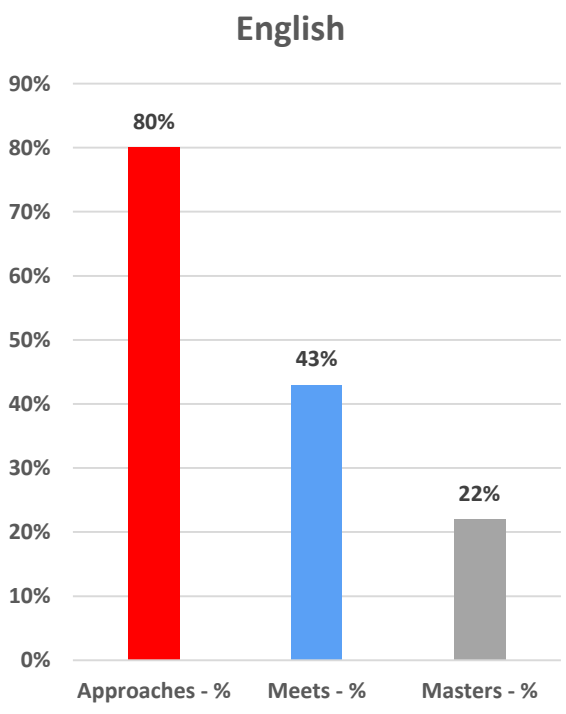
District STAAR Reading 3rd Grade



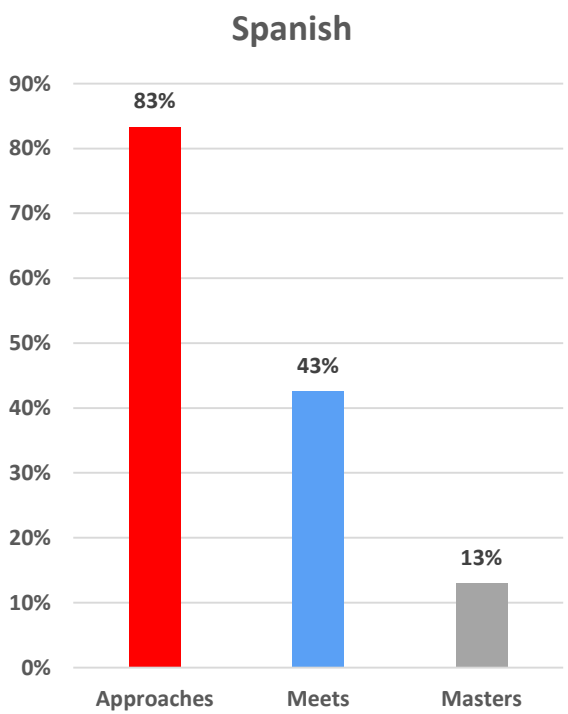




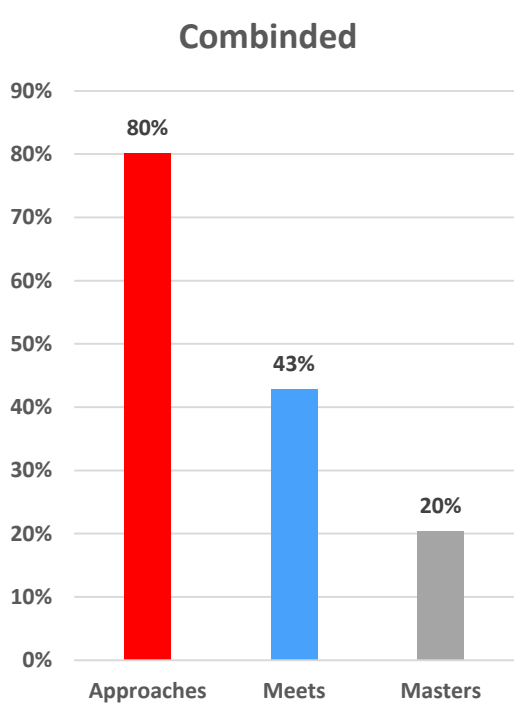
District STAAR Reading 5th Grade



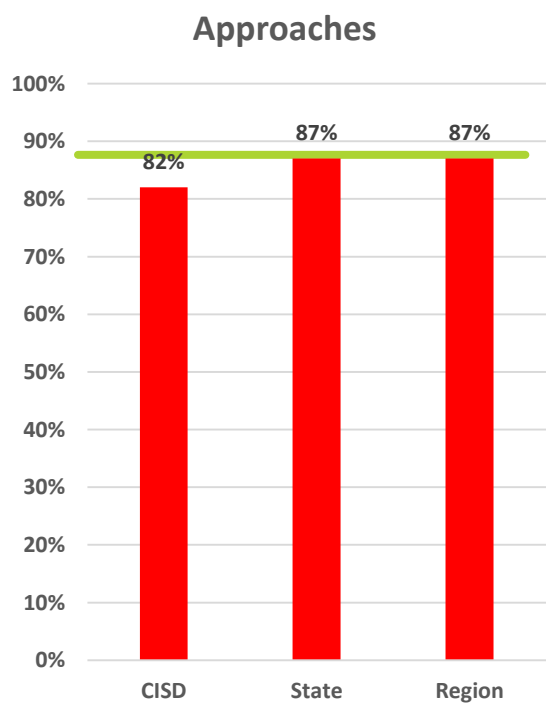
April & May Combined



April & May Combined

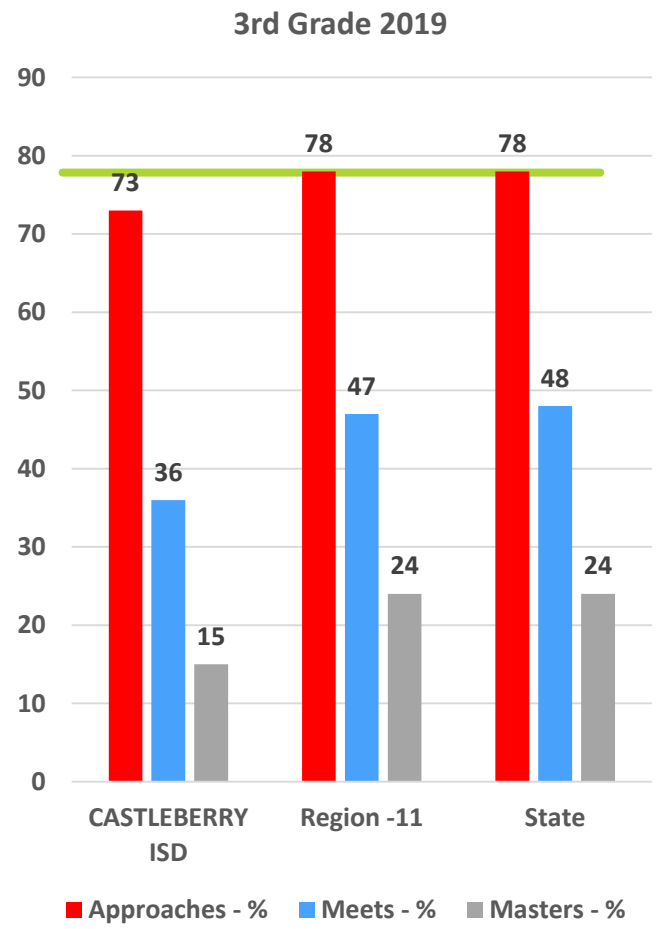


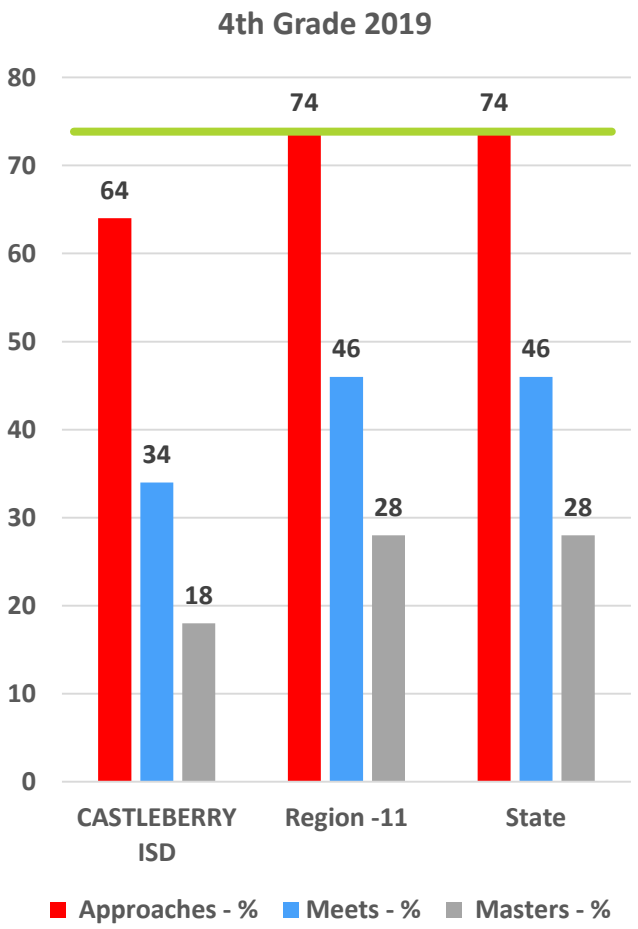
April & May Combined

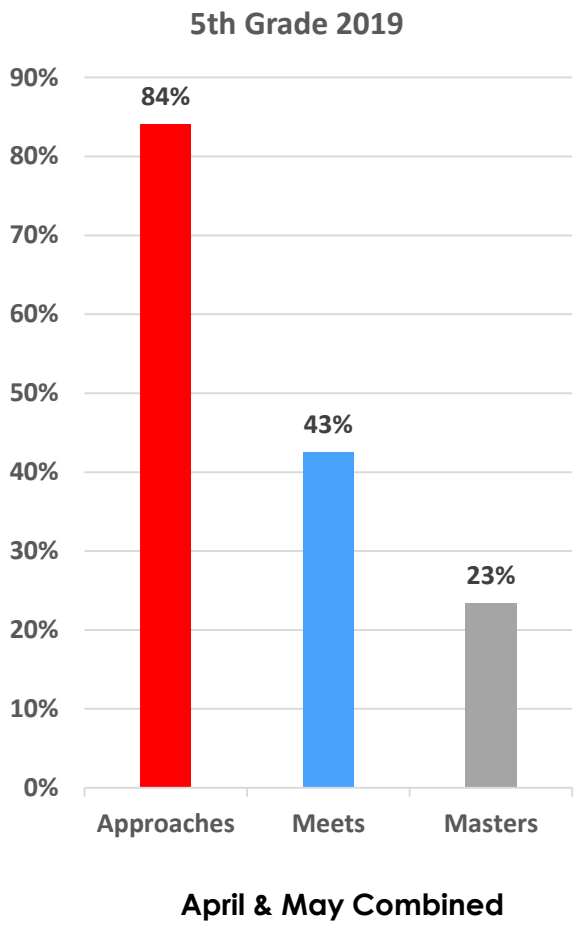


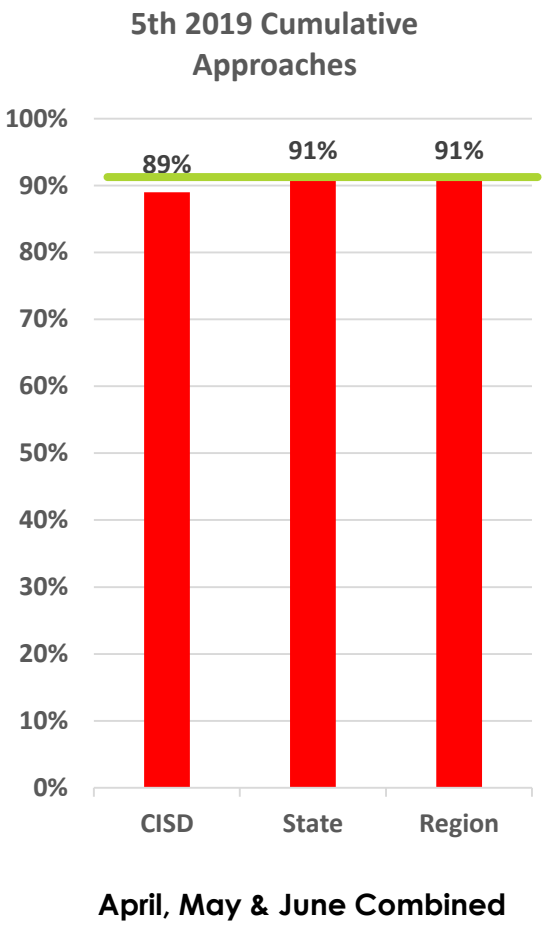
April, May & June Combined

District STAAR Math 3-5 Grade

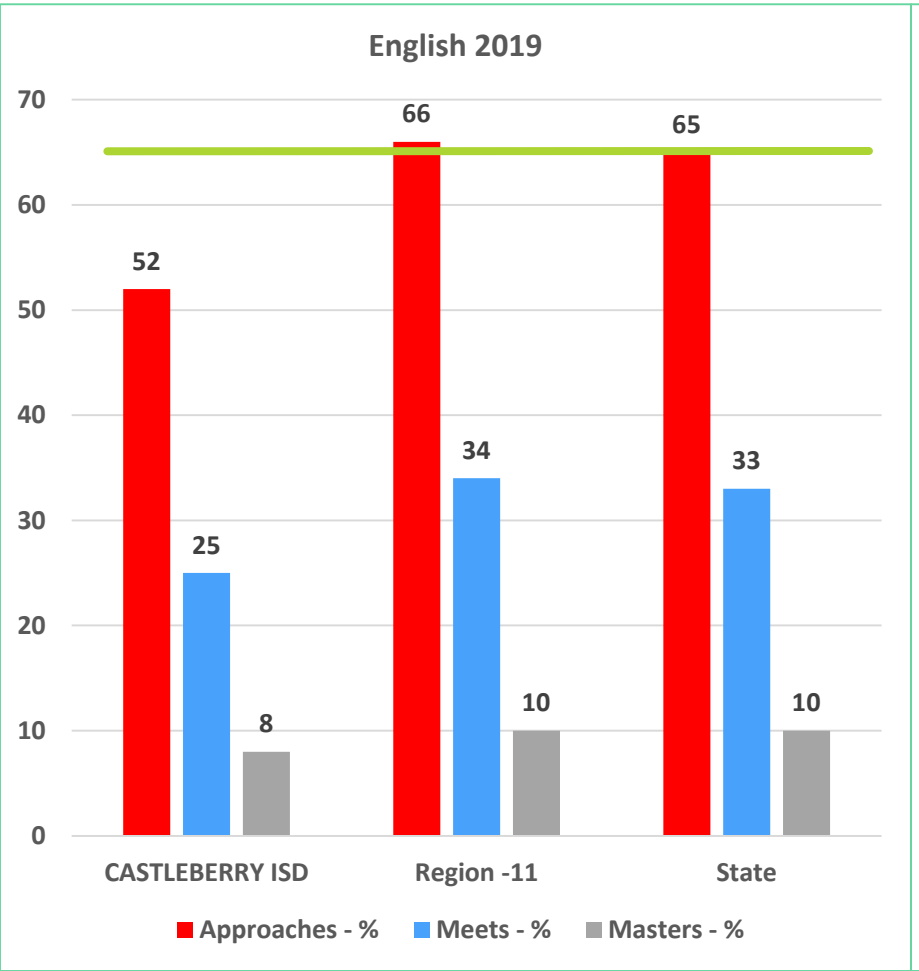


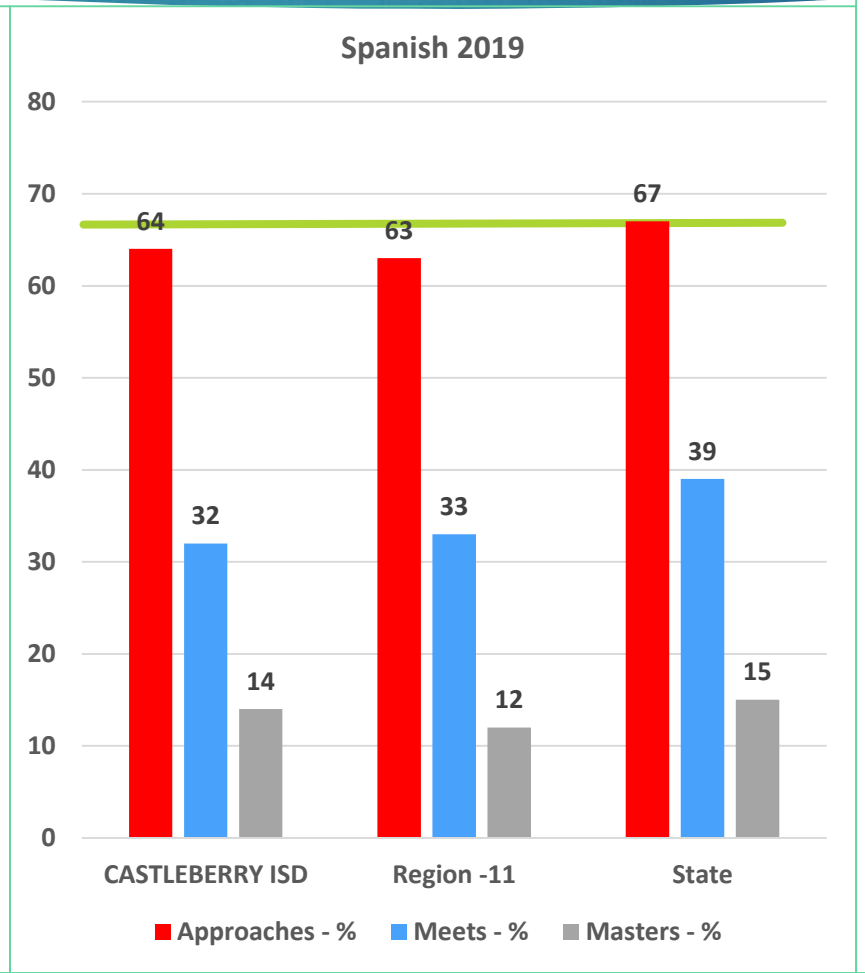


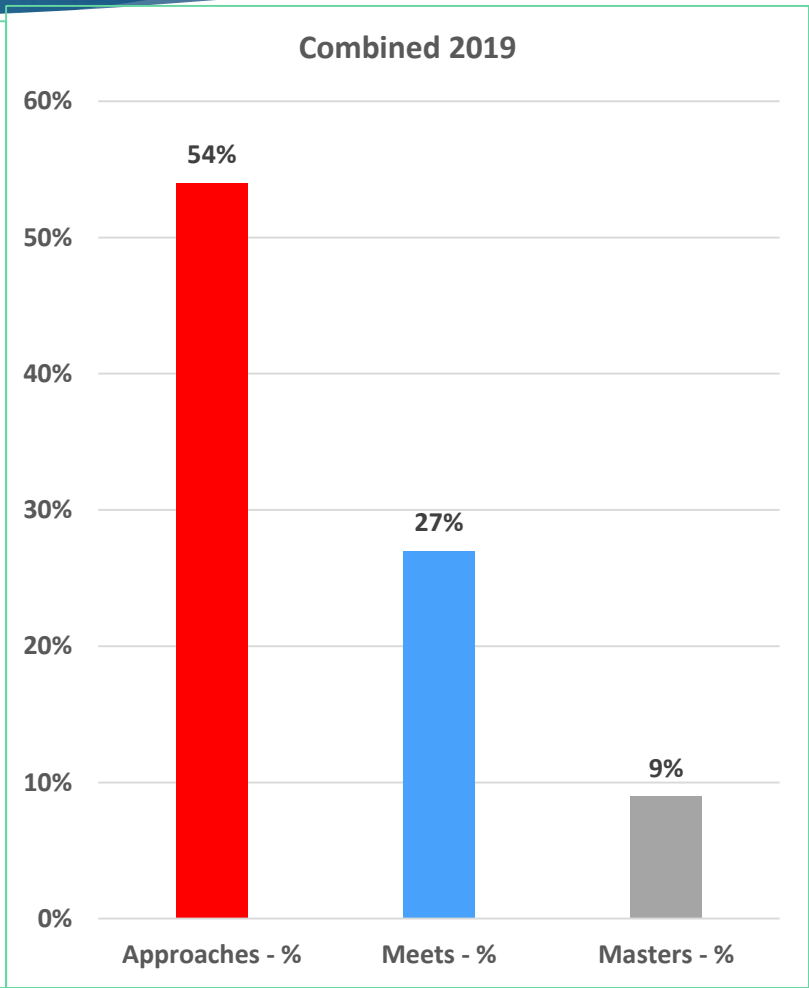




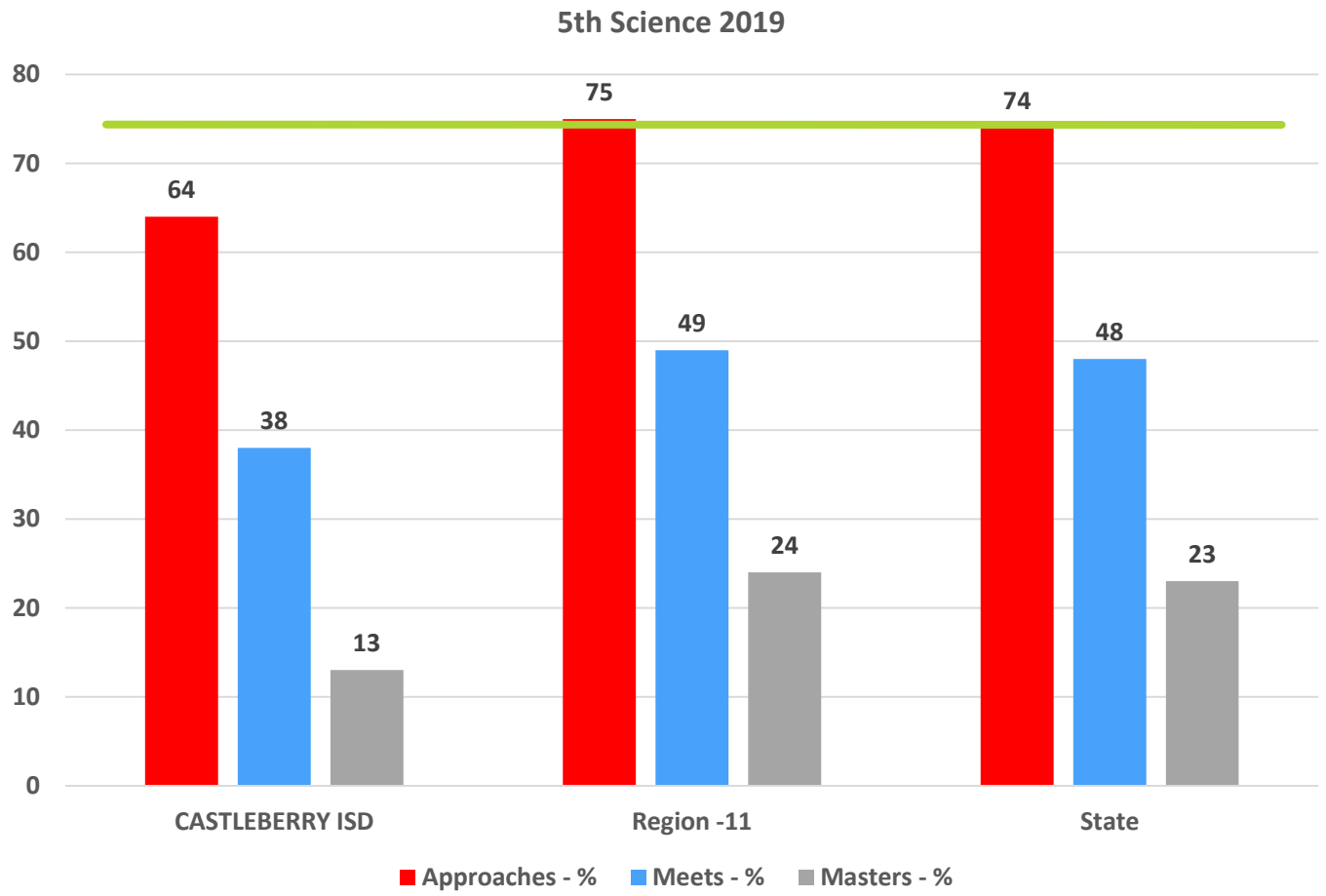
District STAAR Writing 4th Grade



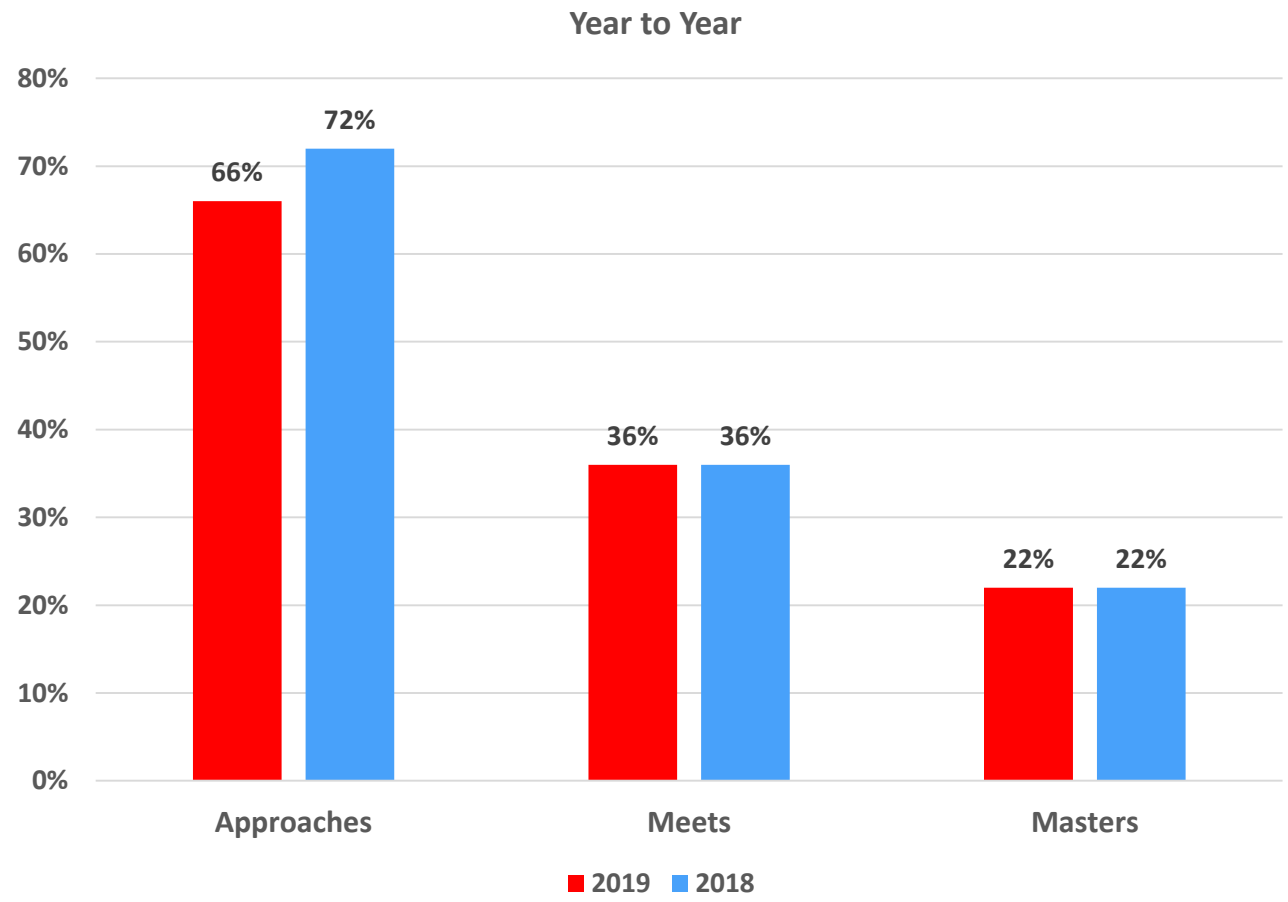


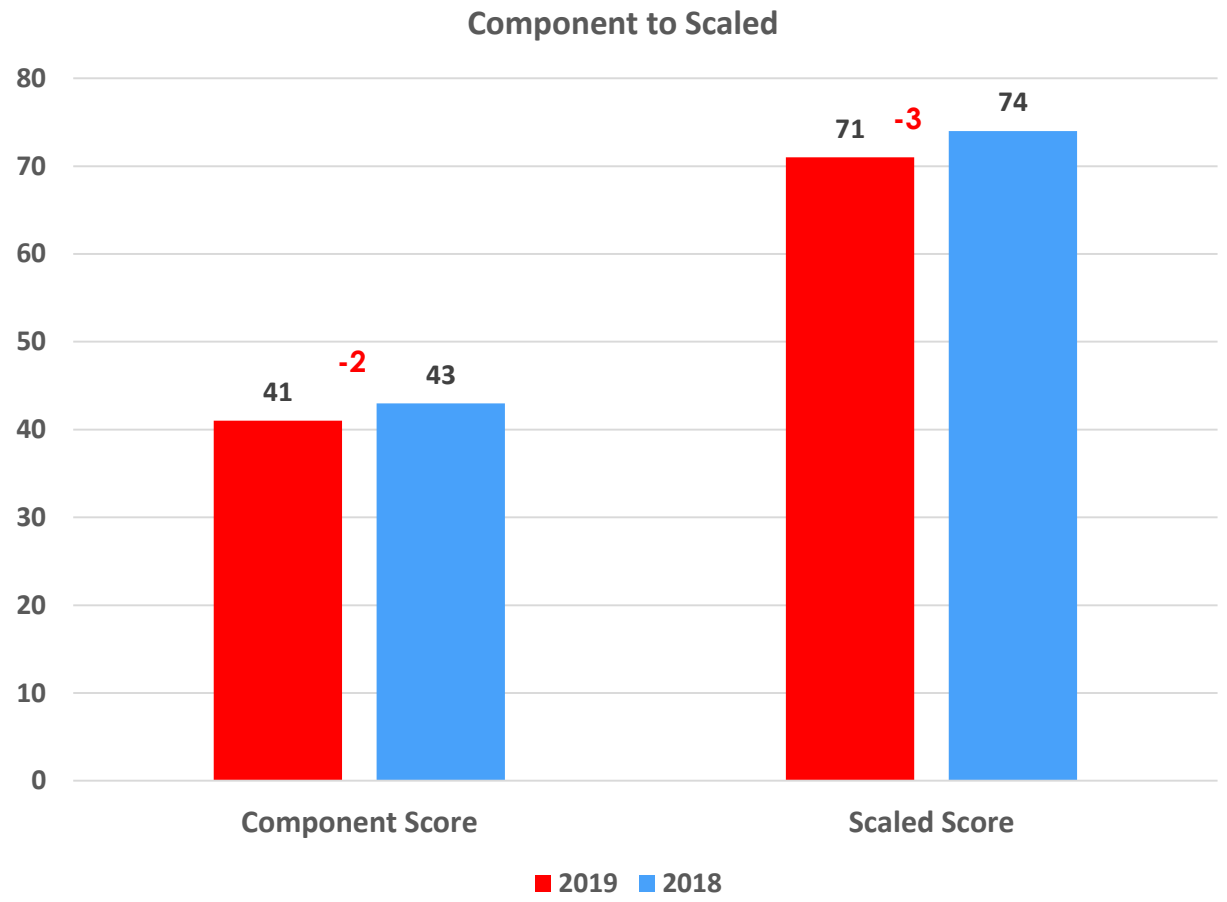


District STAAR Science 5th Grade

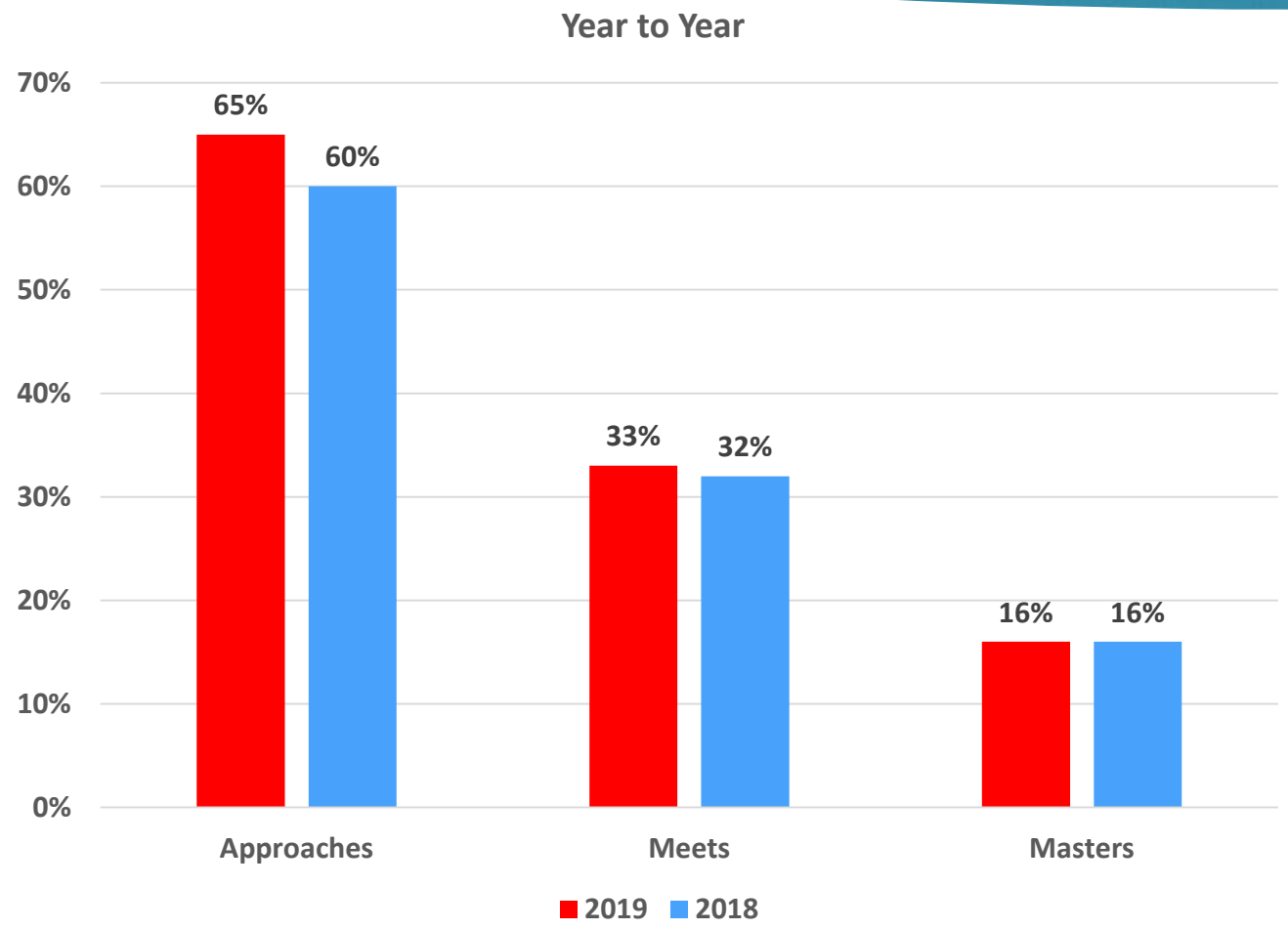


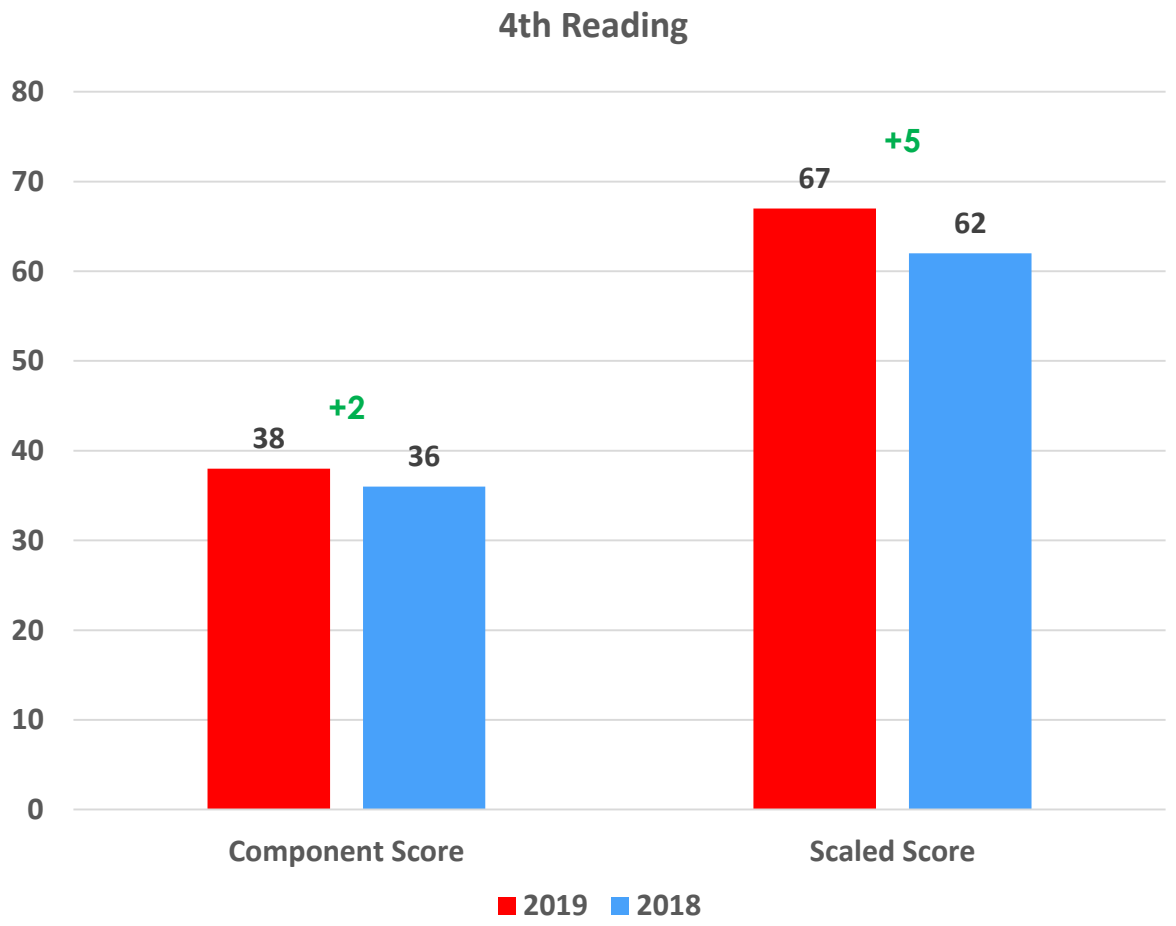
District STAAR Reading 3rd Grade Year to Year Component/Scaled



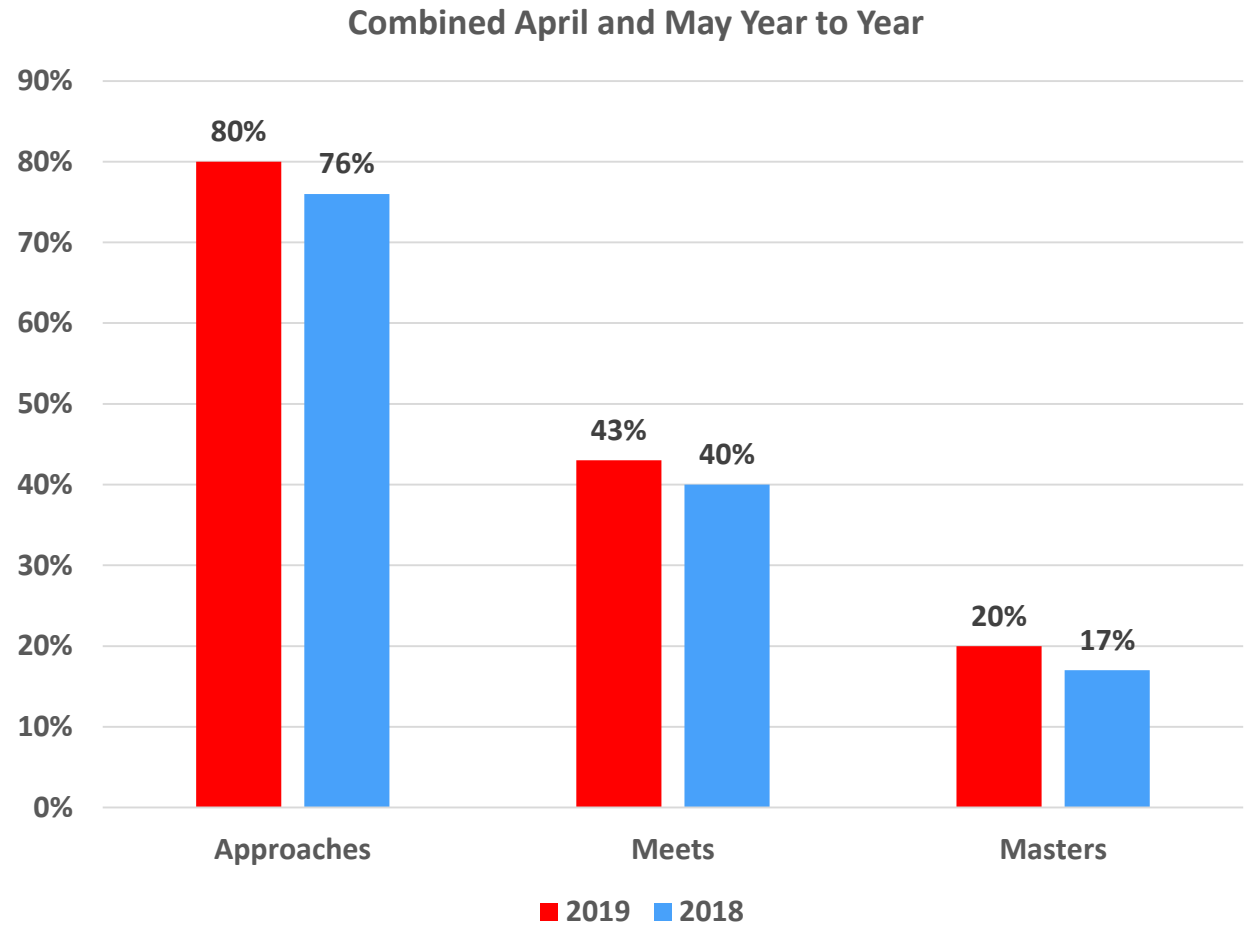


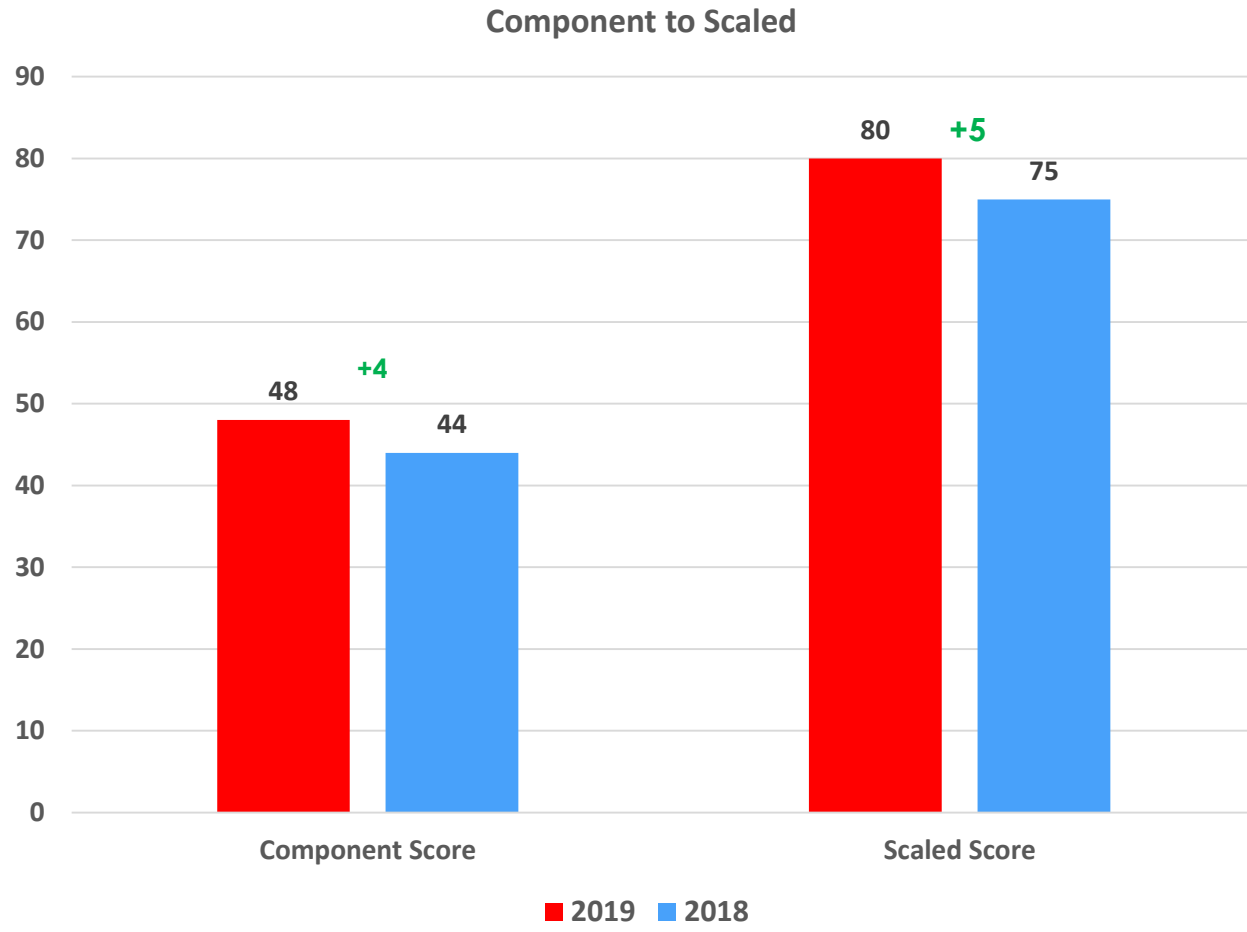
District STAAR Reading 4th Grade Year to Year Component/Scaled



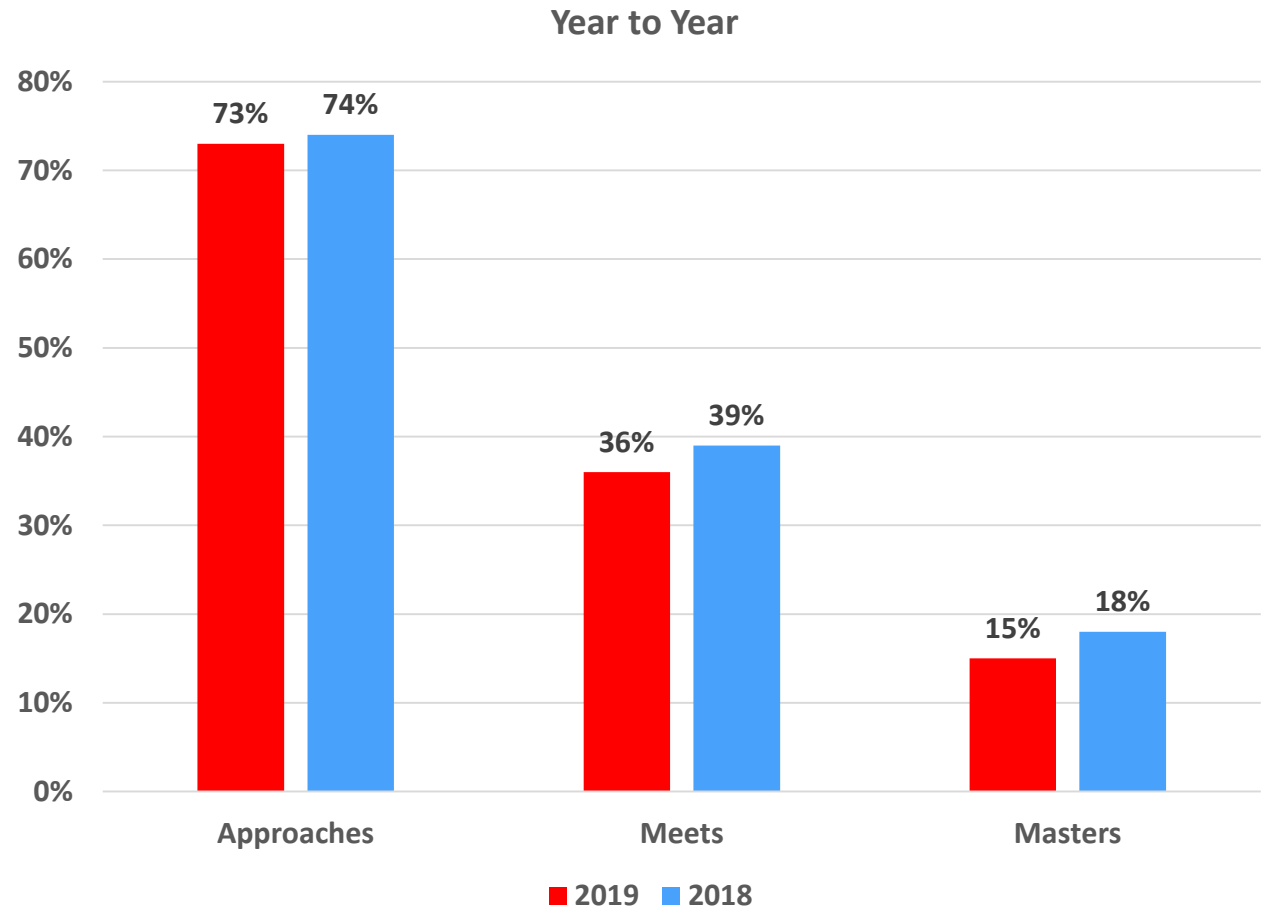


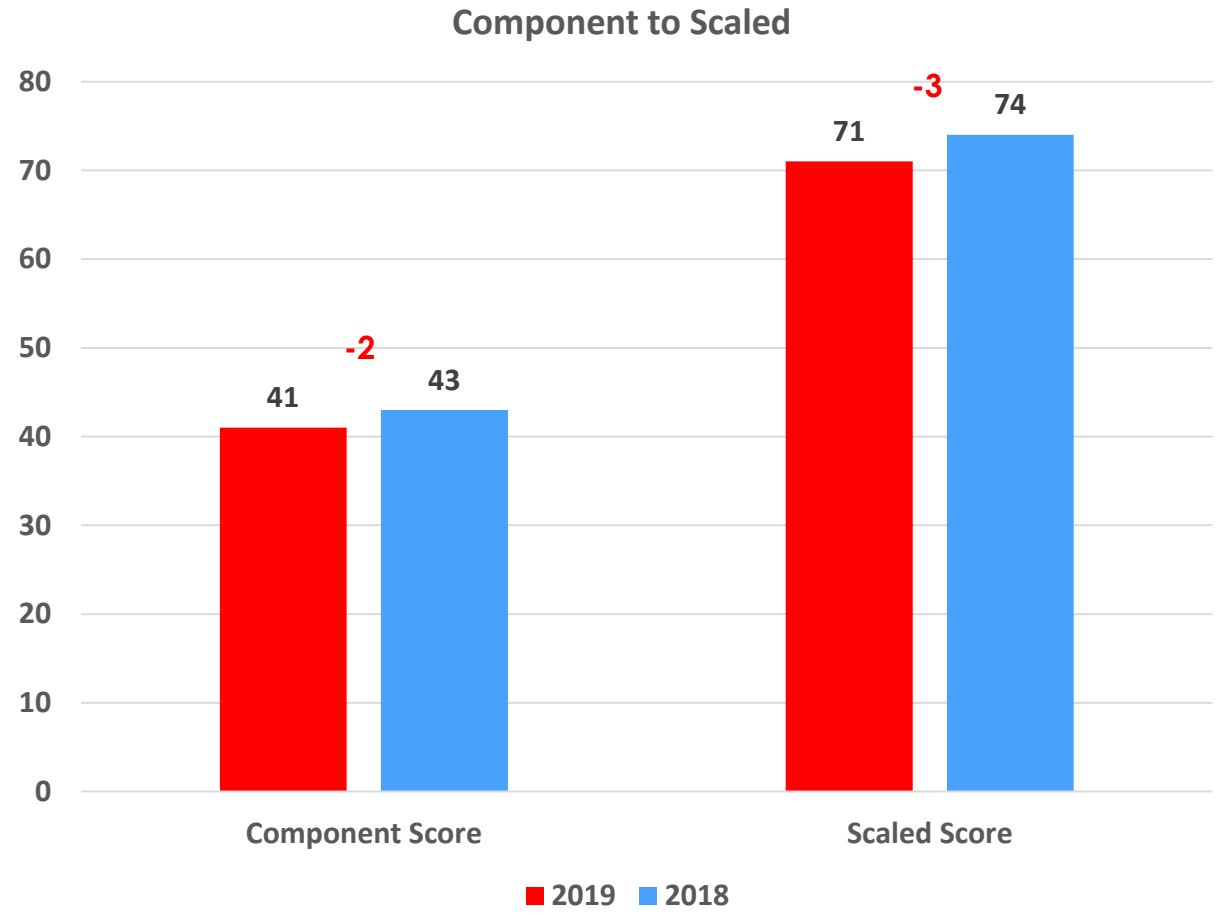
District STAAR Reading 5th Grade Year to Year Component/Scaled



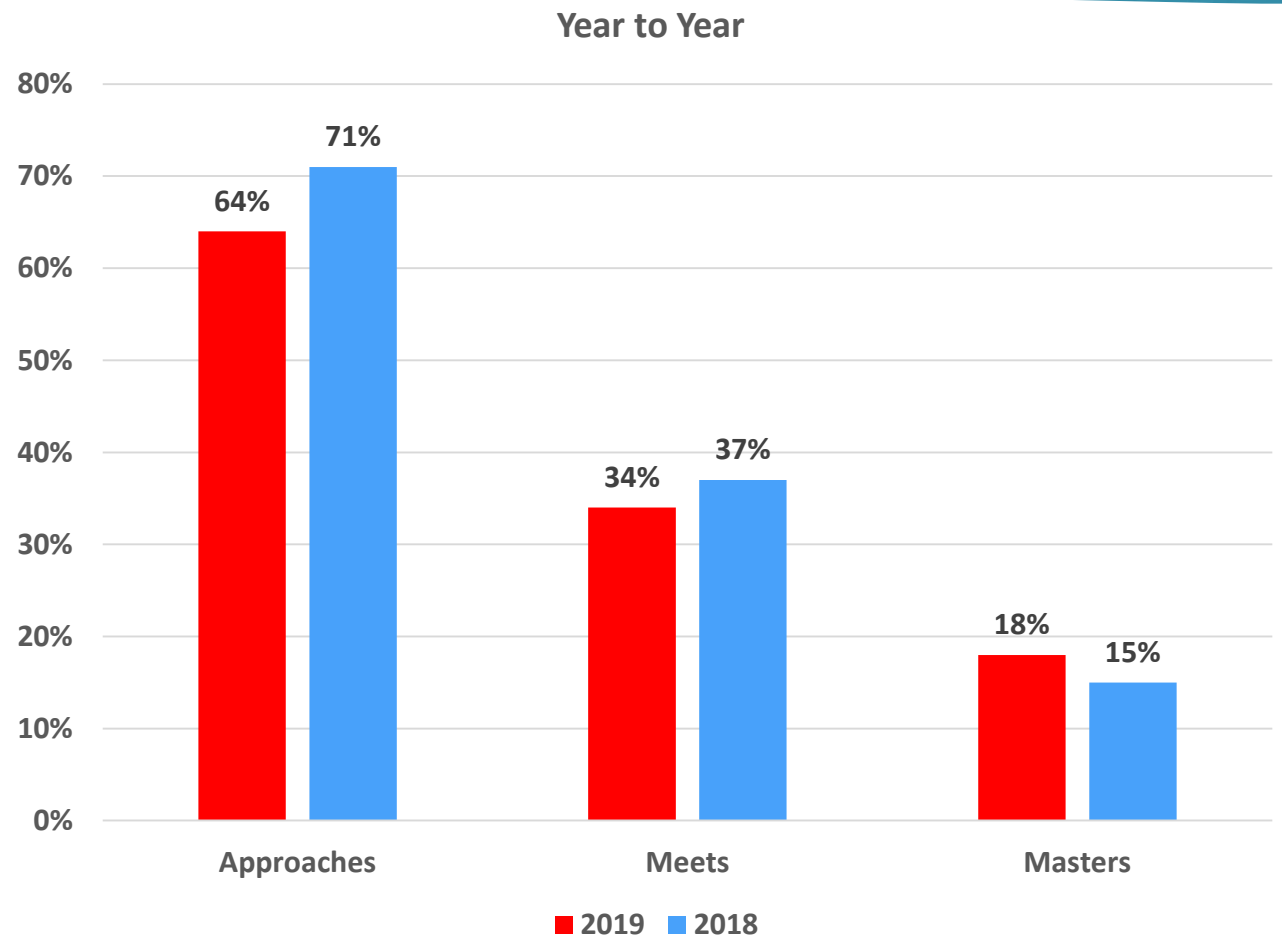


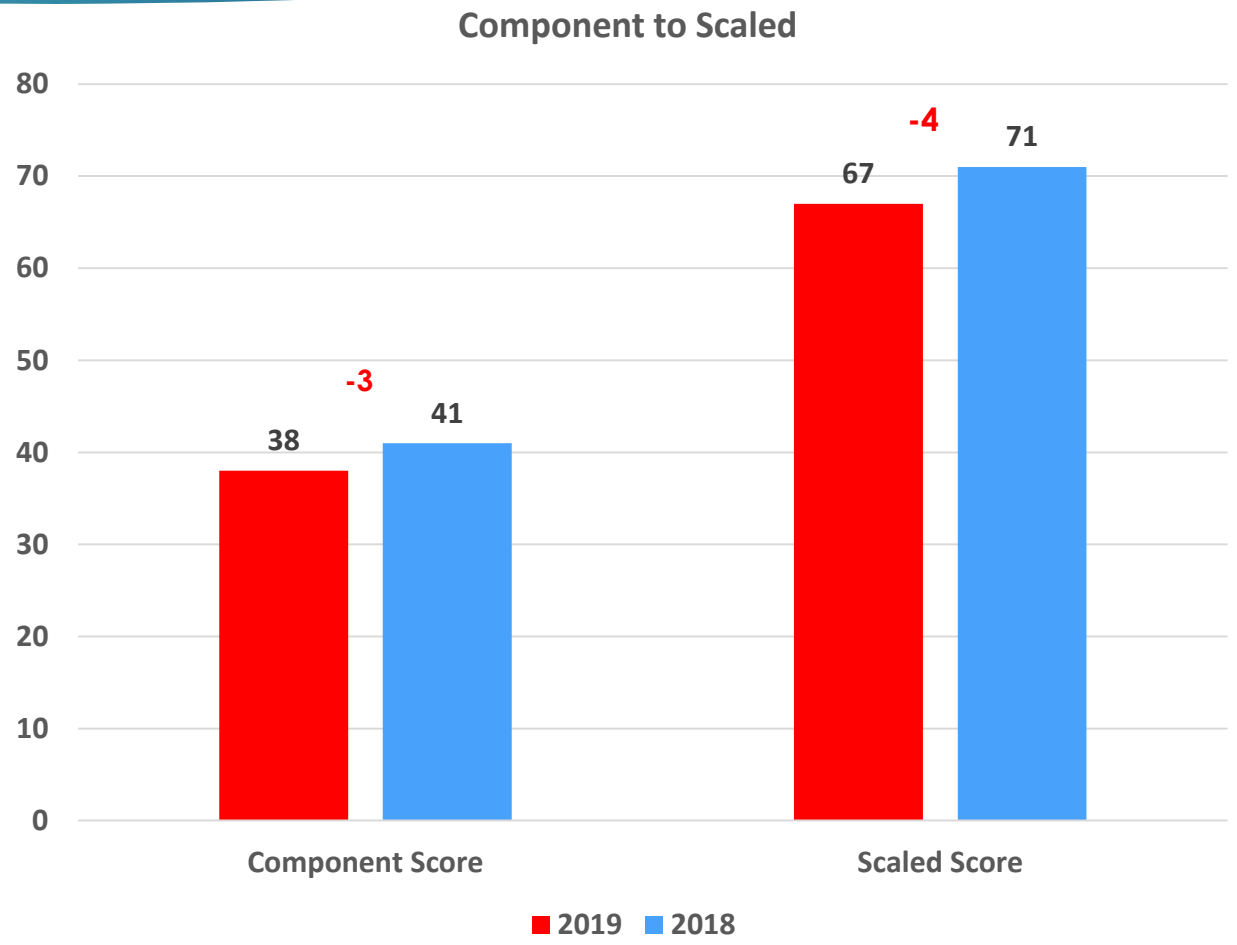
District STAAR Math 3rd Grade Year to Year Component/Scaled



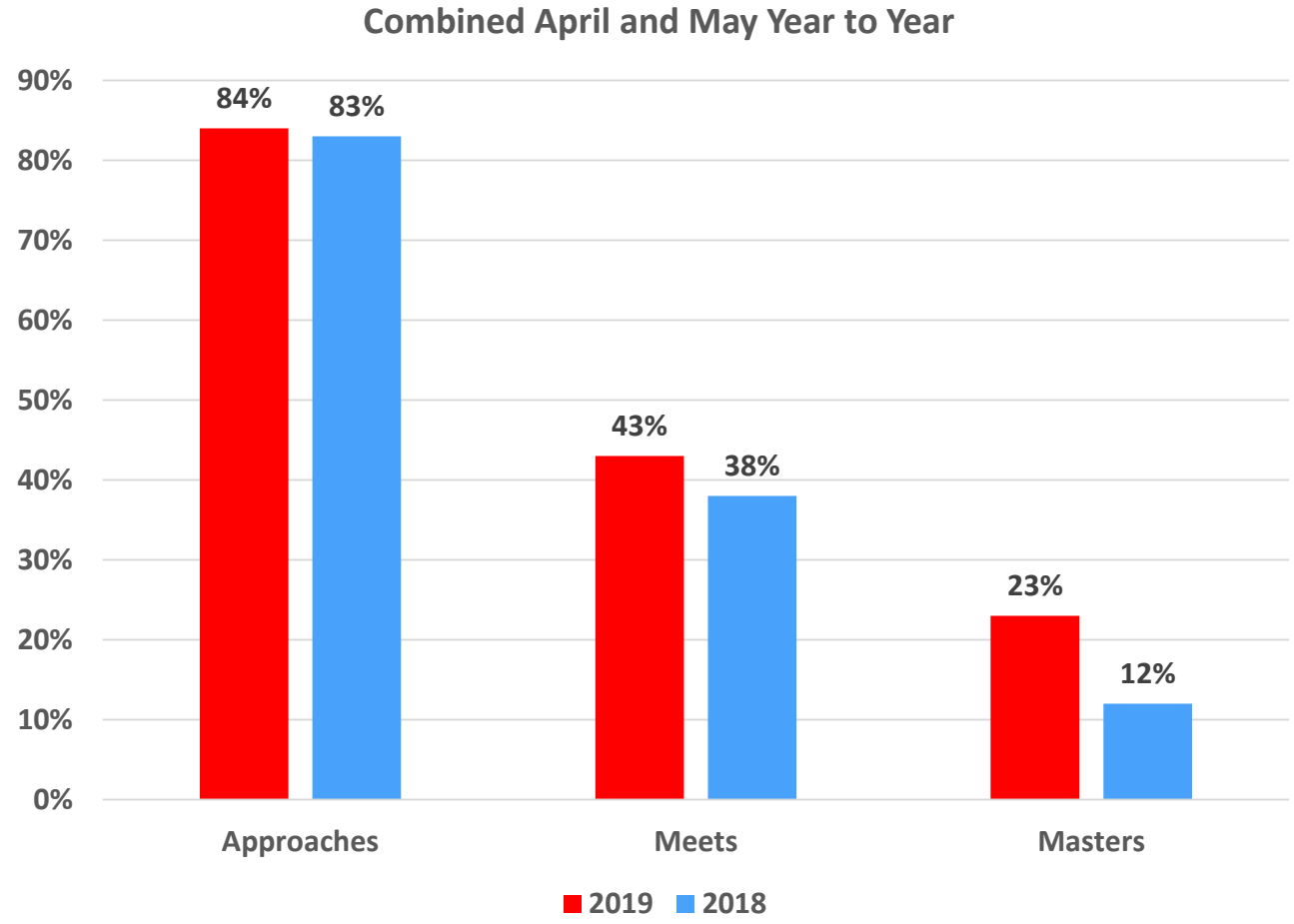


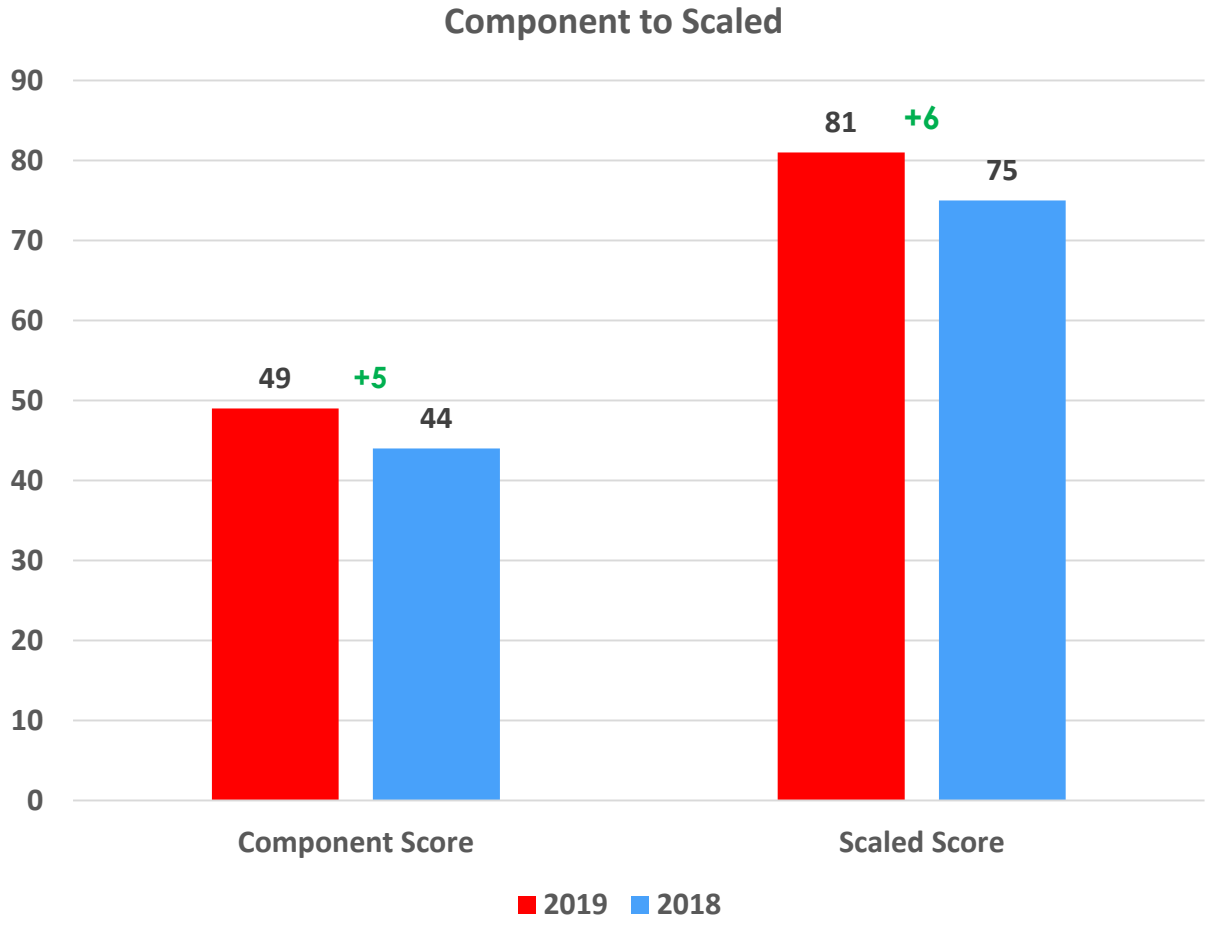
District STAAR Math 4th Grade Year to Year Component/Scaled



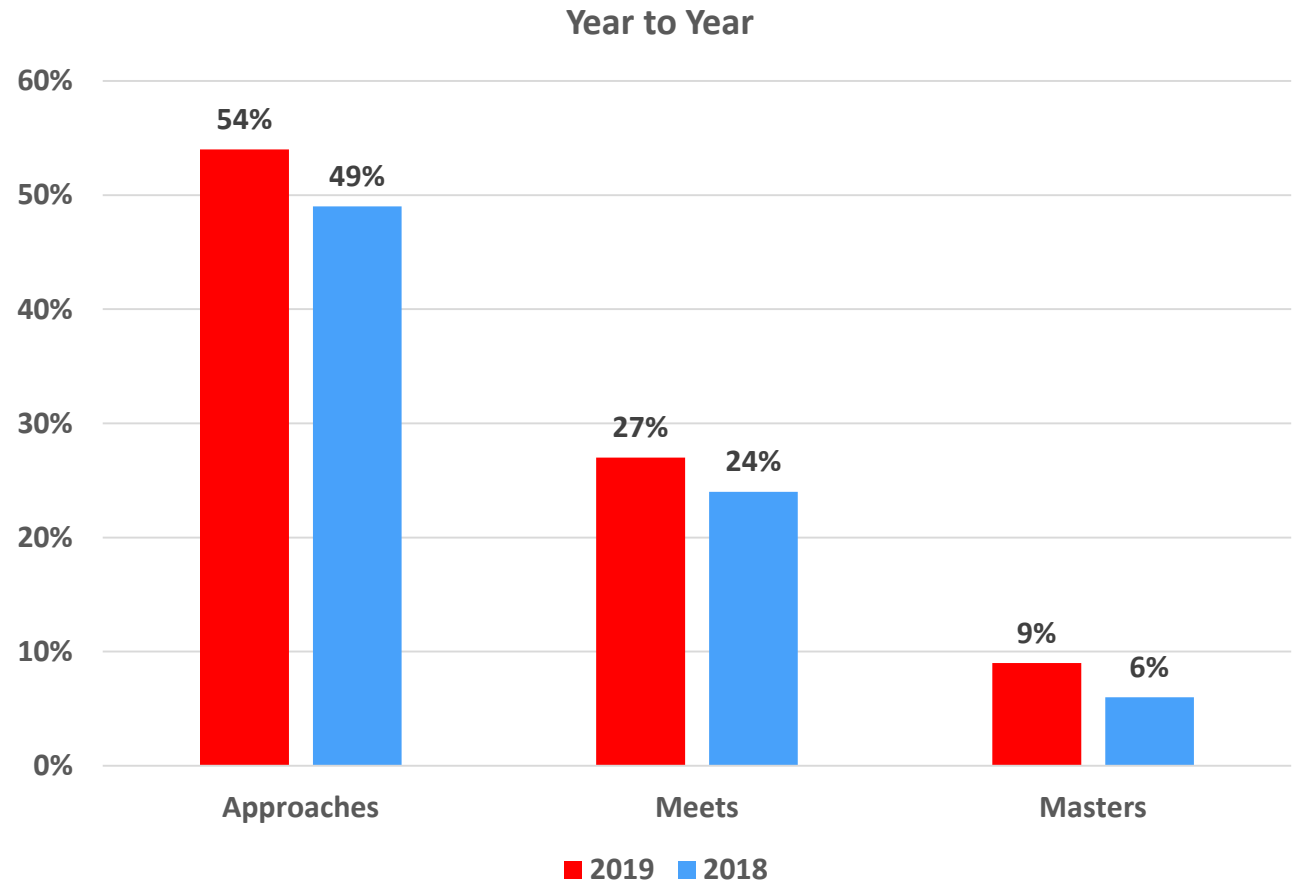


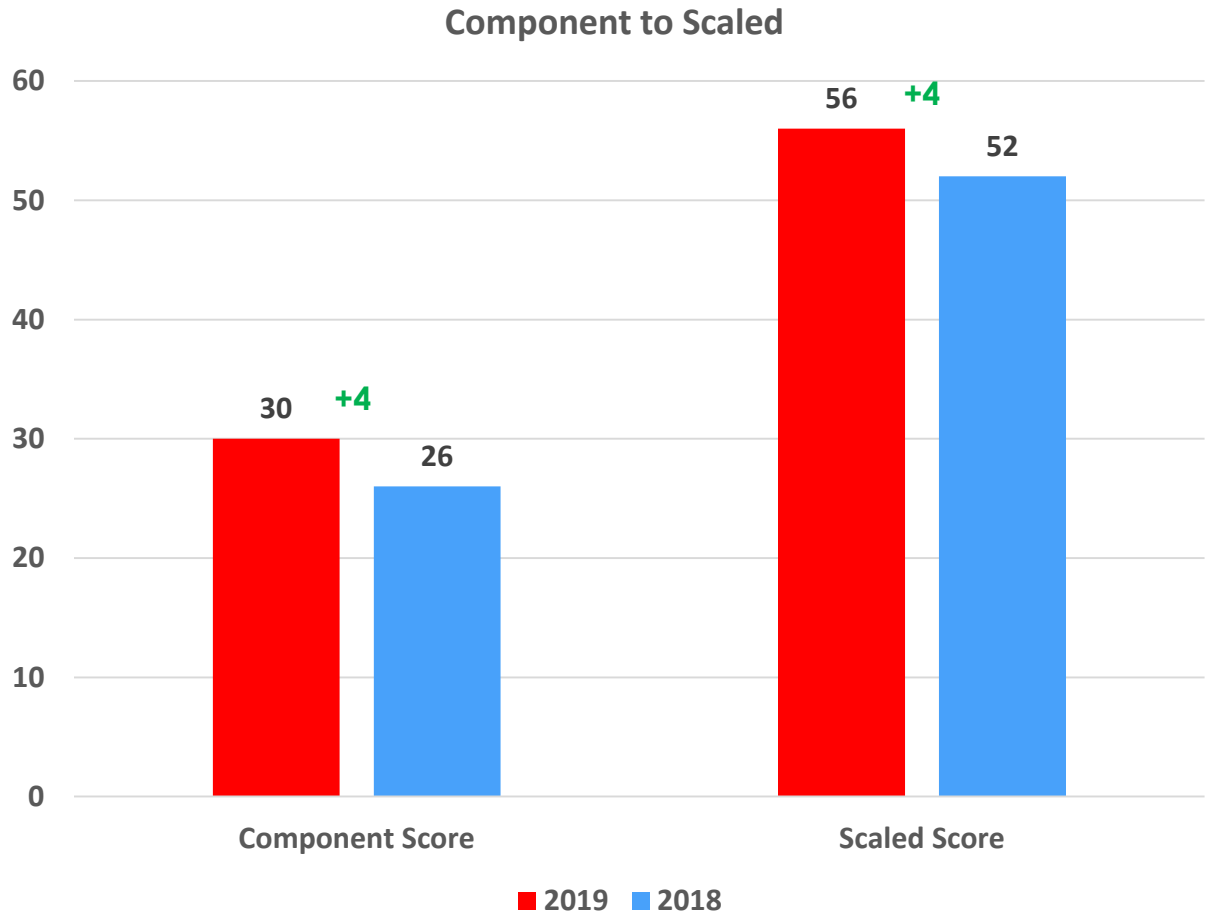
District STAAR Math 5th Grade Year to Year Component/Scaled



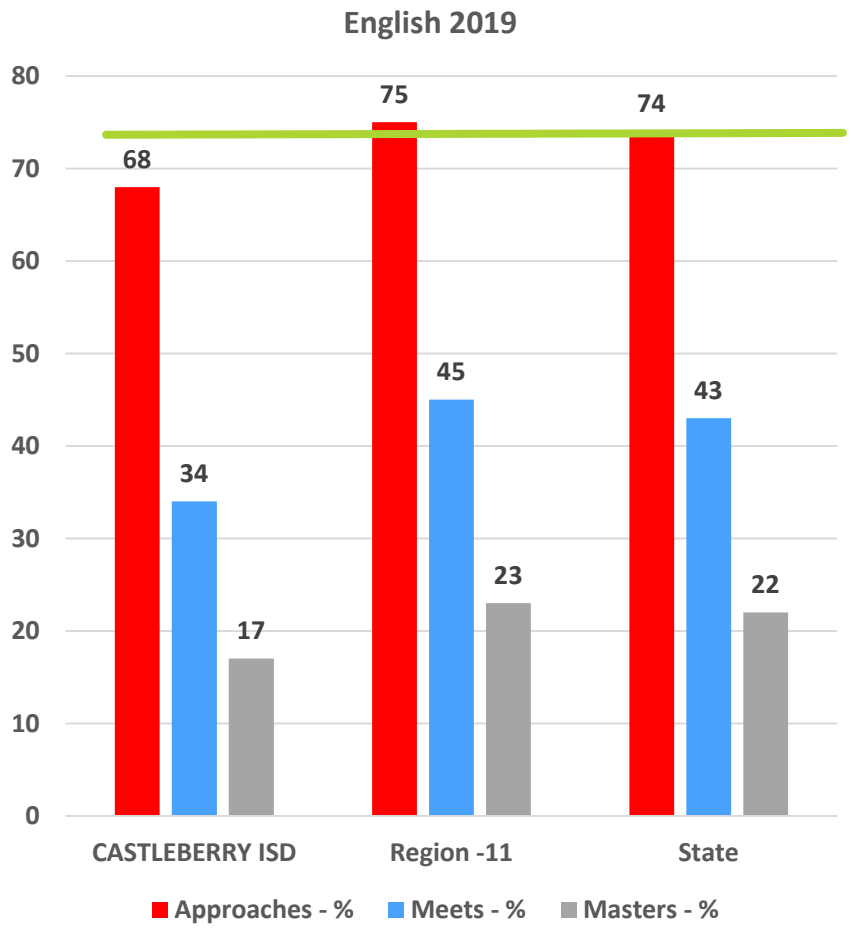


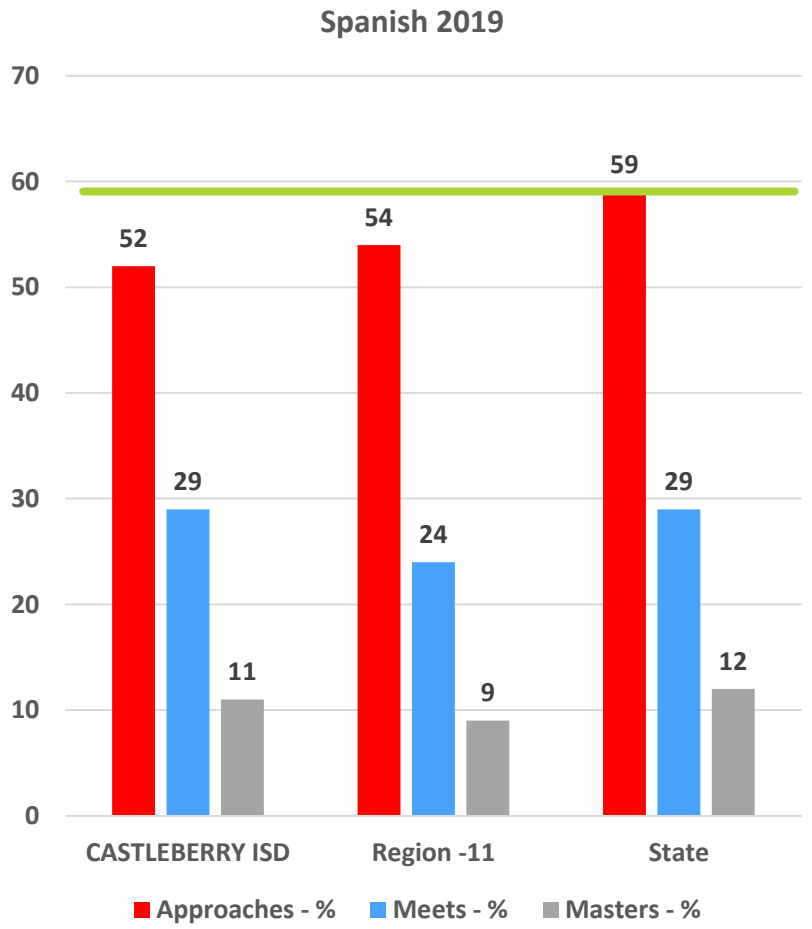
District STAAR Writing 4th Grade Year to Year Component/Scaled

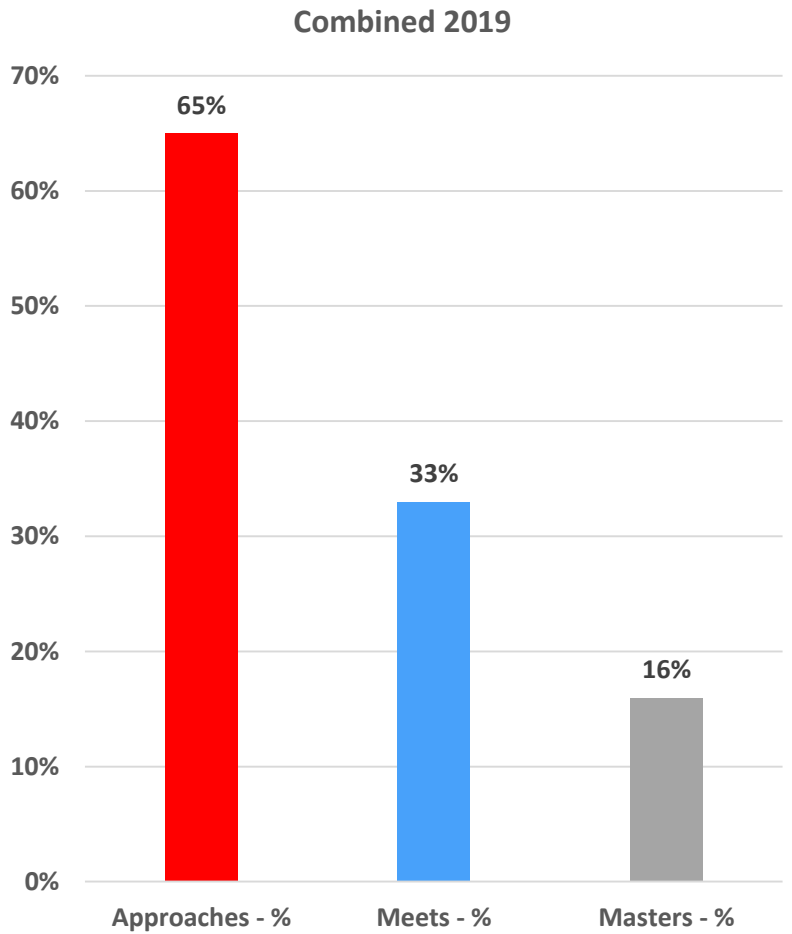




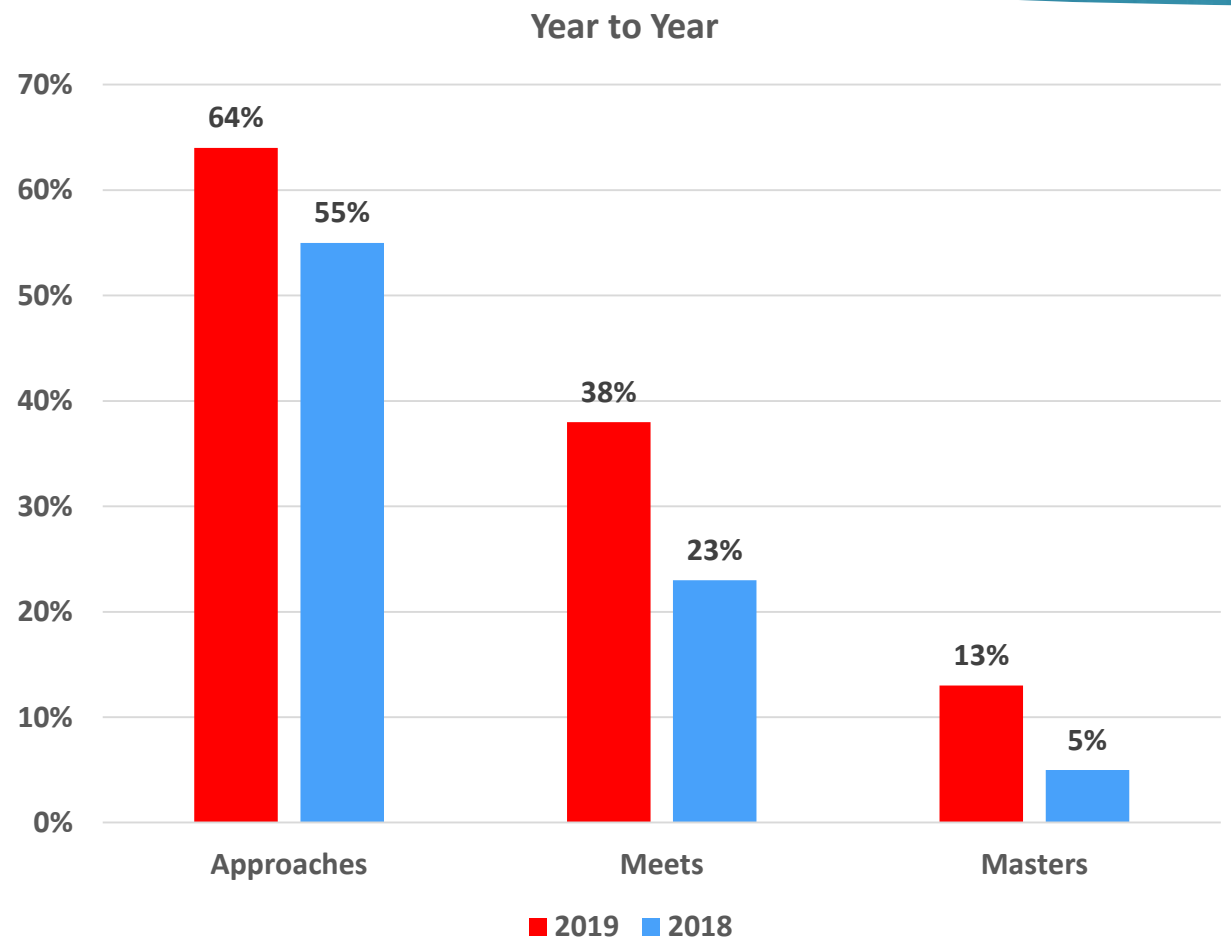
District STAAR Reading 4th Grade

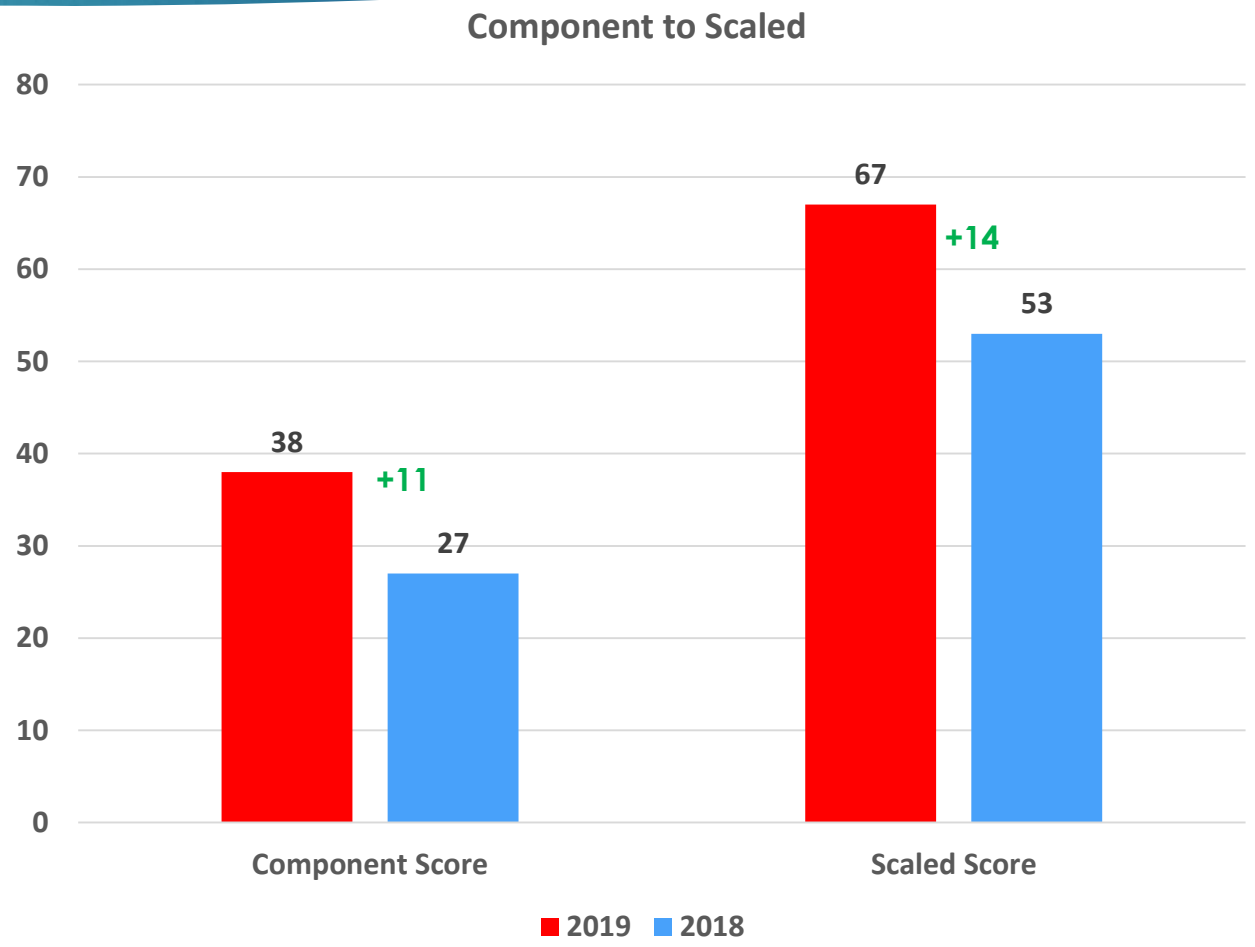






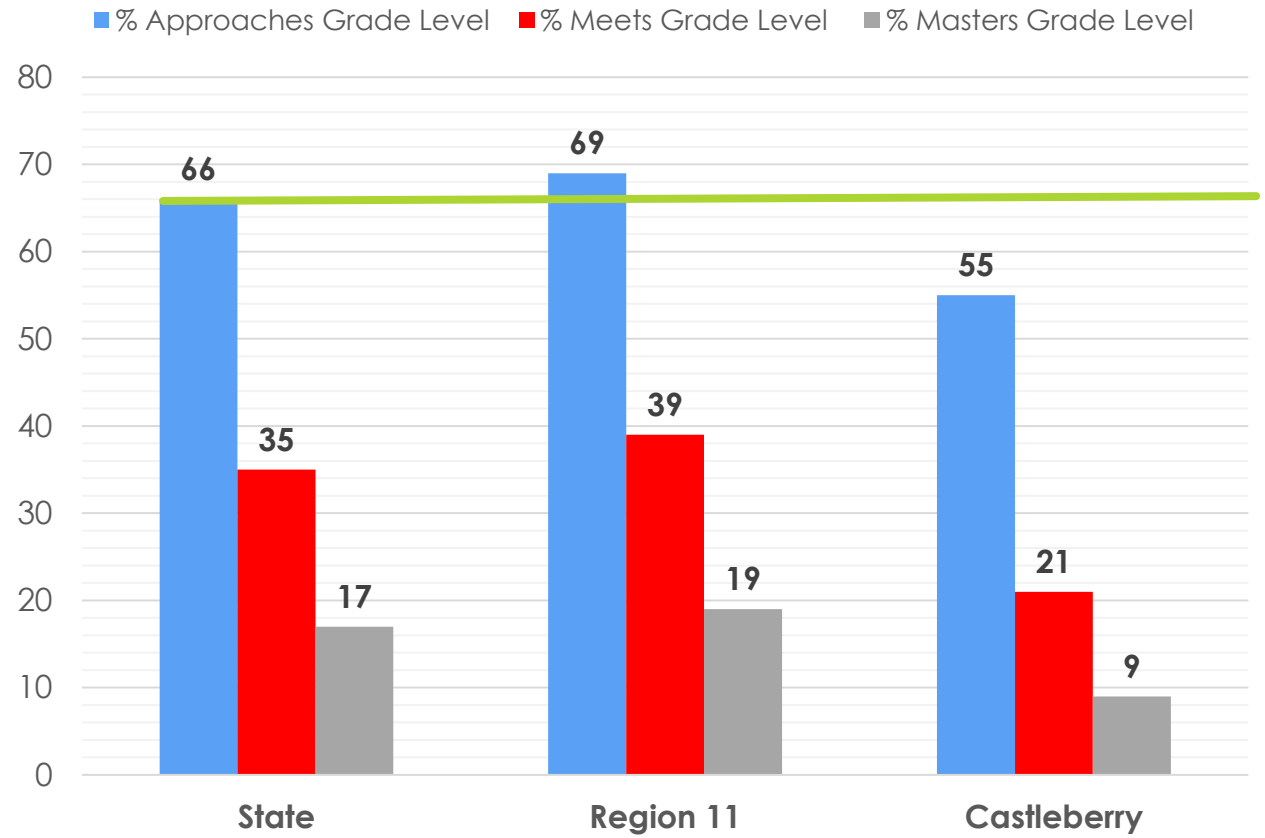
District STAAR Science 5th Grade Year to Year Component/Scaled



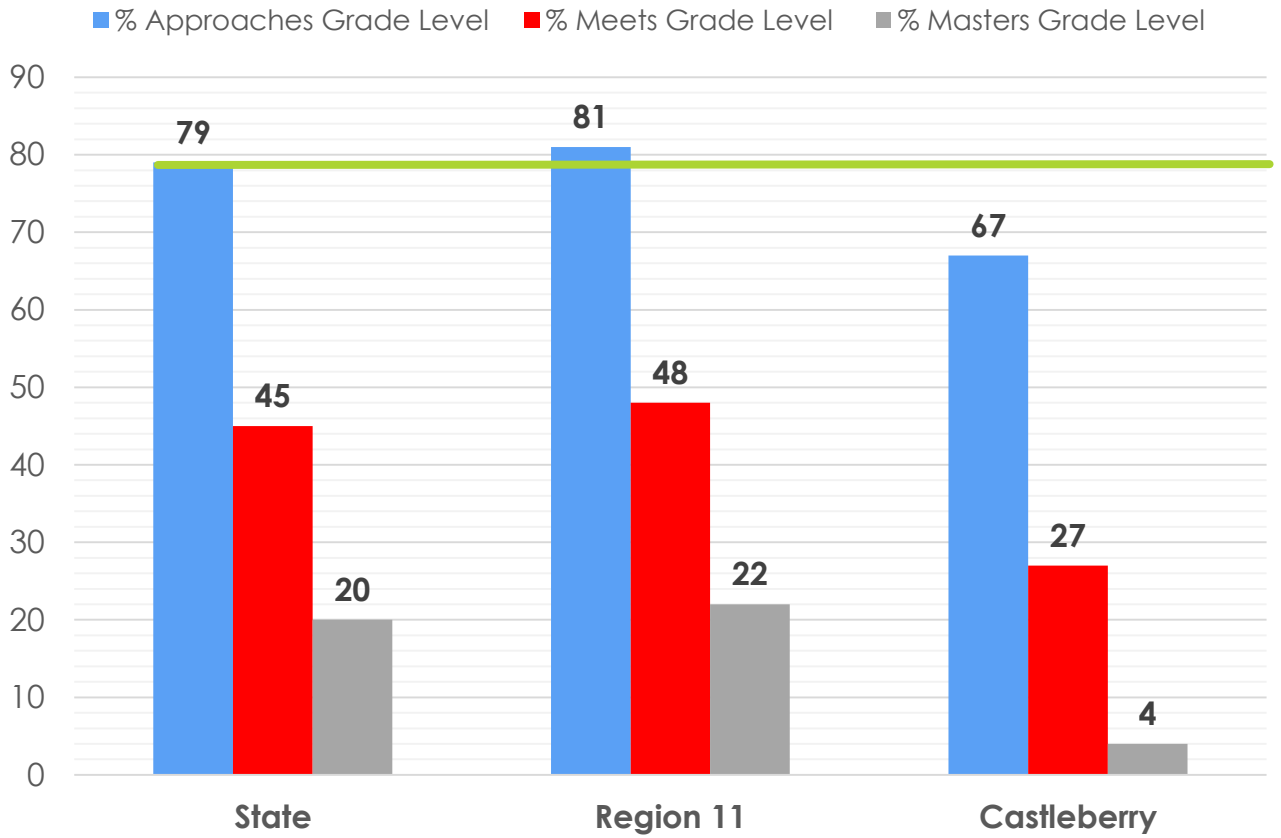


Irma Marsh Middle School
6th Grade

6th Grade Reading

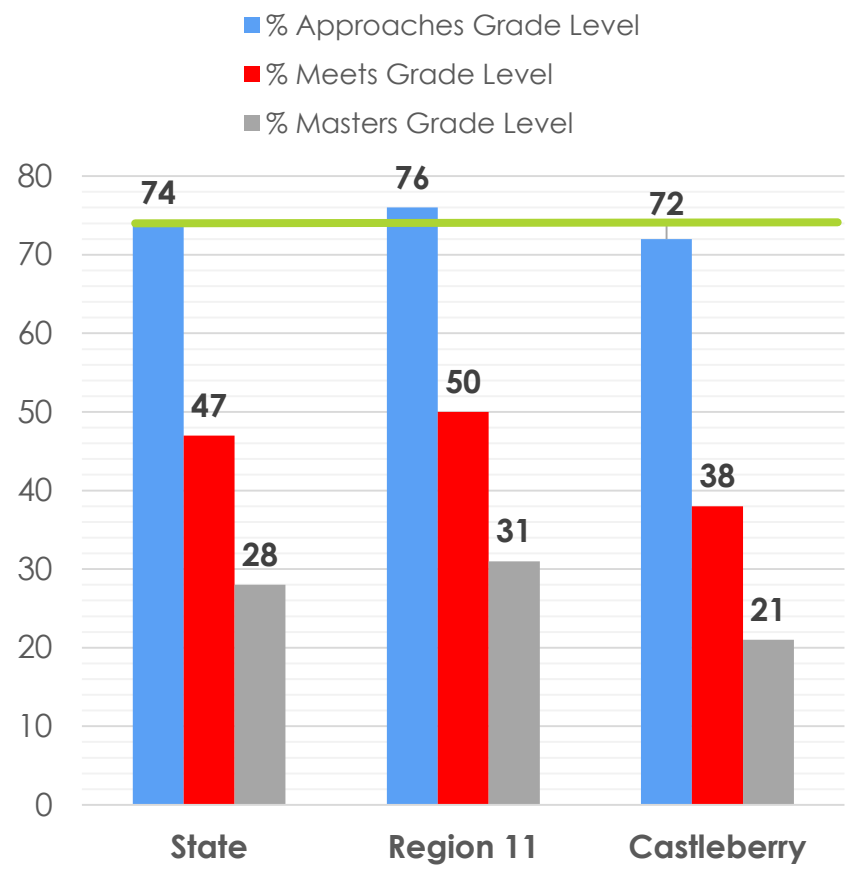


6th Grade Math

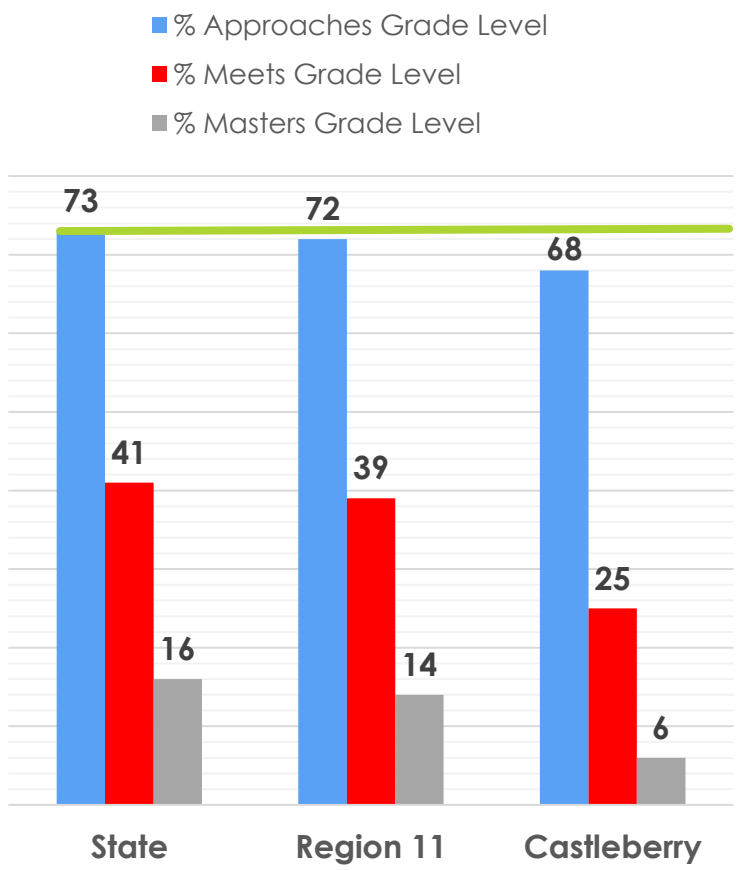


Irma Marsh Middle School
7th Grade

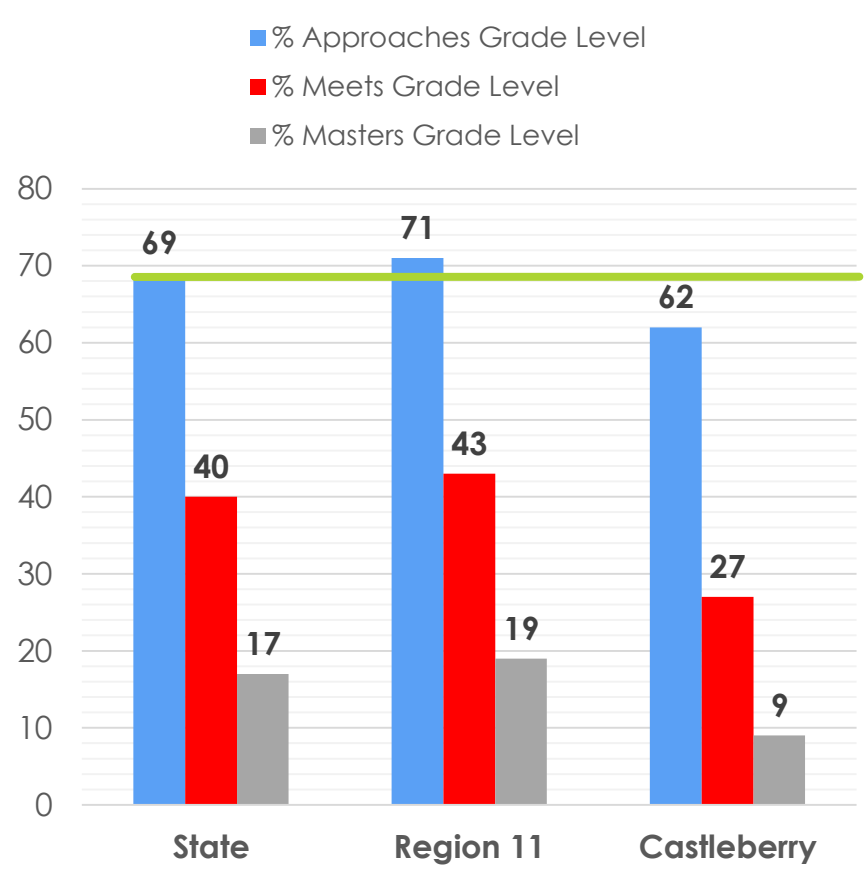
7th Grade Reading



7th Grade Math



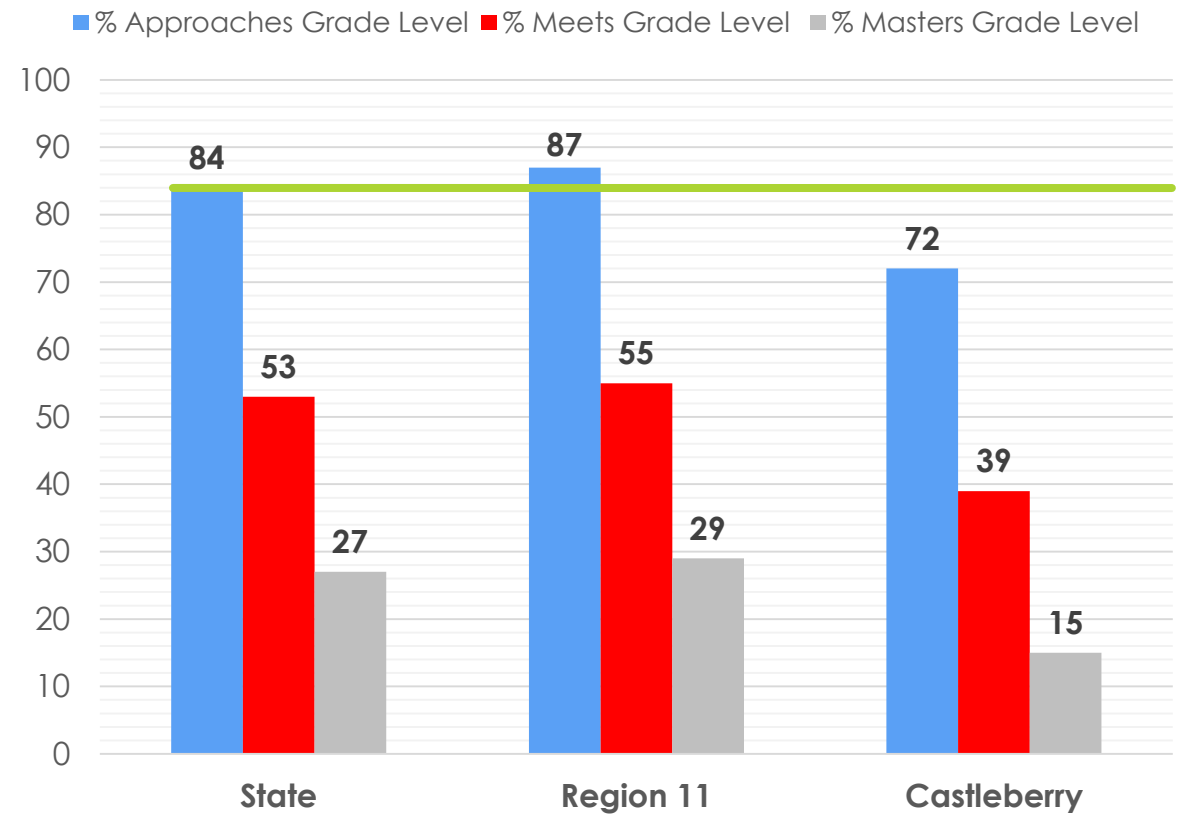
7th Grade Writing



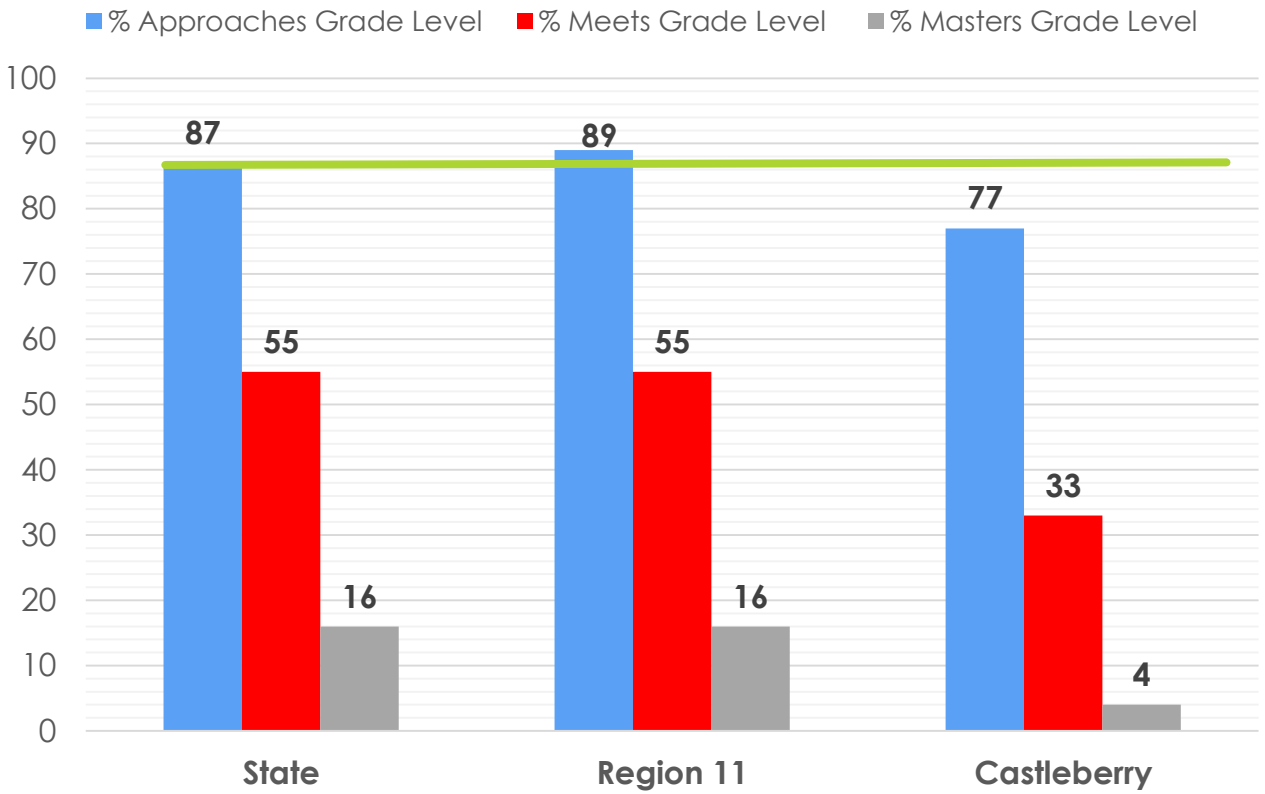
Irma Marsh Middle School
8th Grade

8th Math and Reading combined April and May Administration

8th Grade Reading April/May

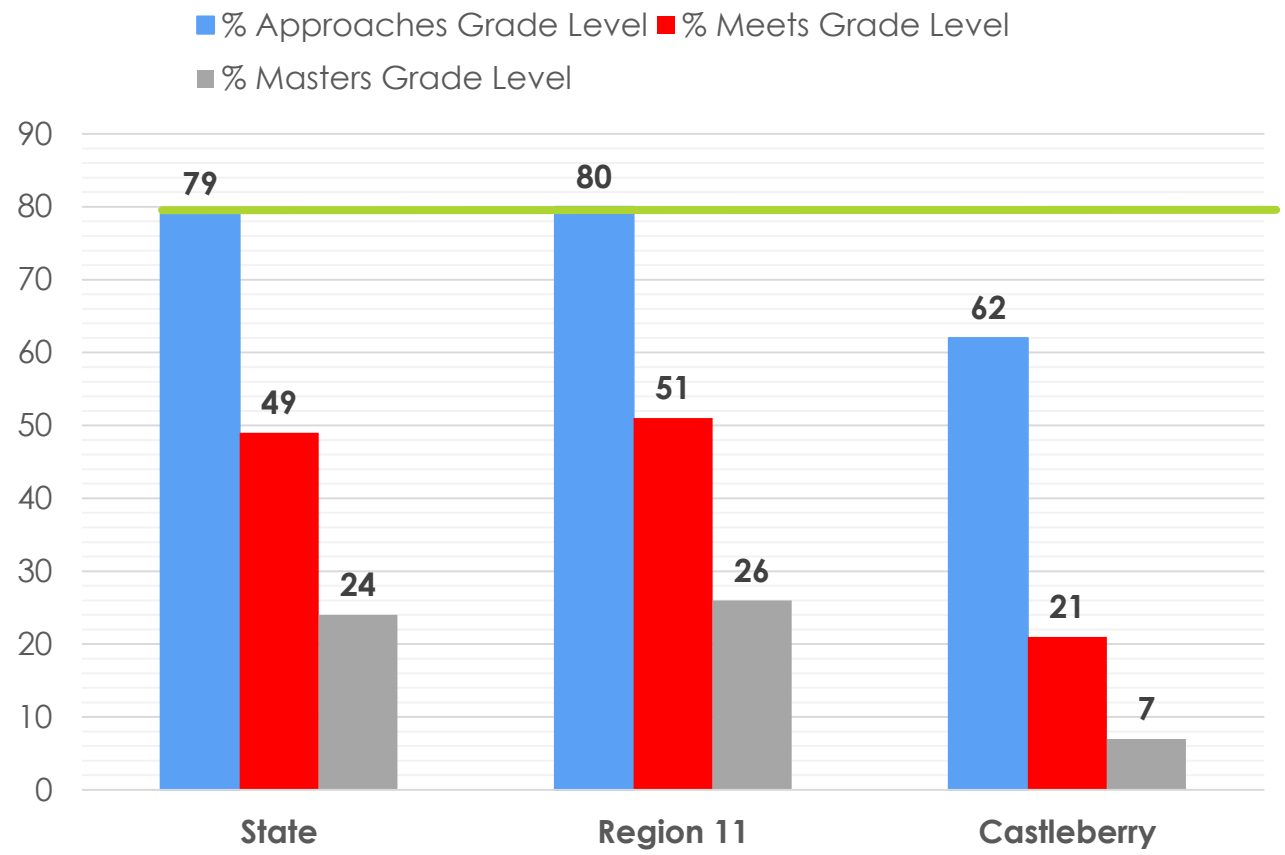


8th Grade Math April/May

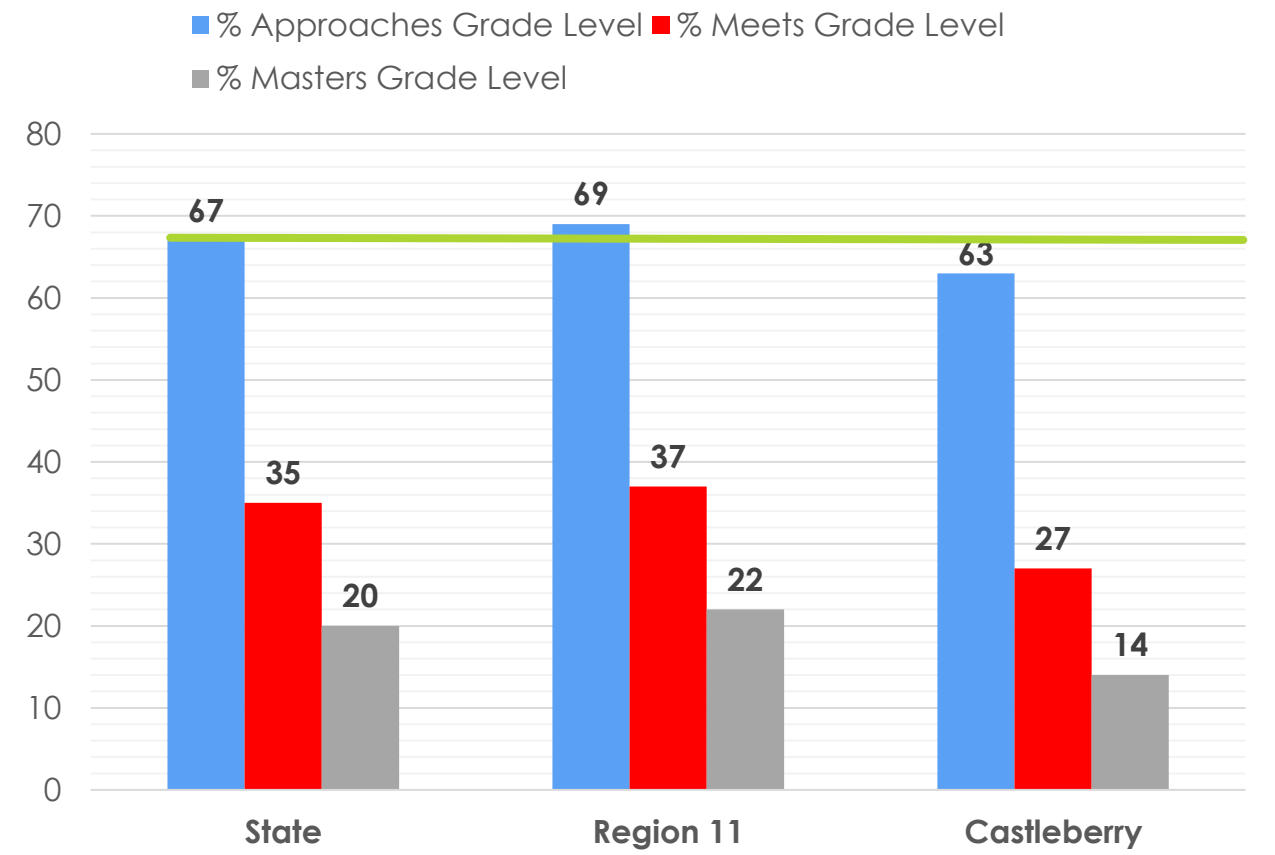


Irma Marsh Middle School
8th Grade

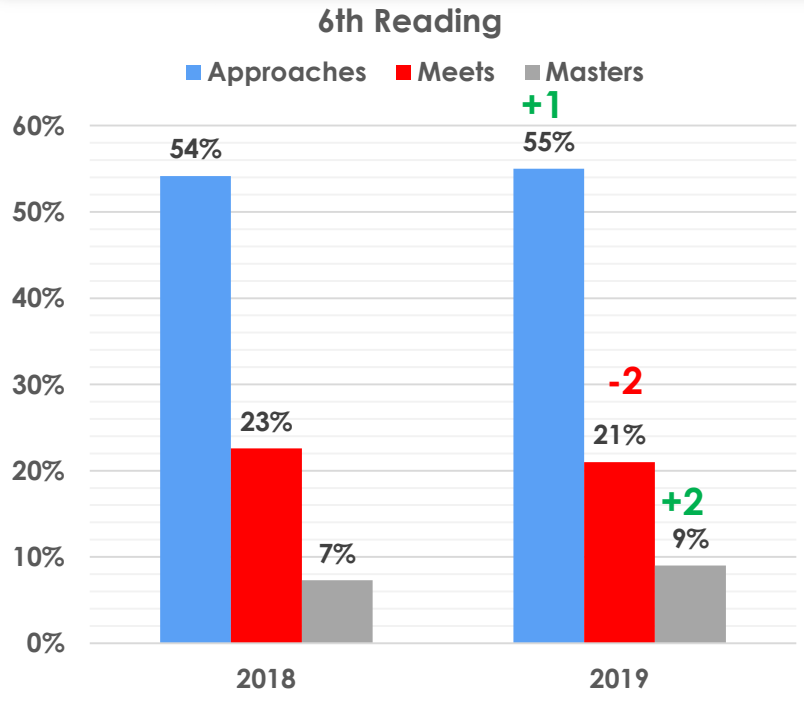
8th Grade Science

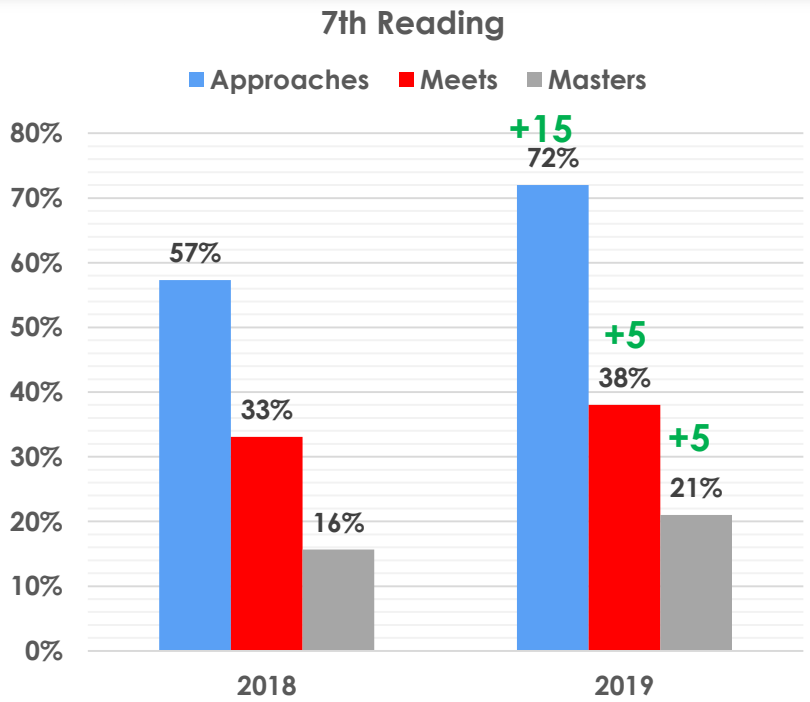


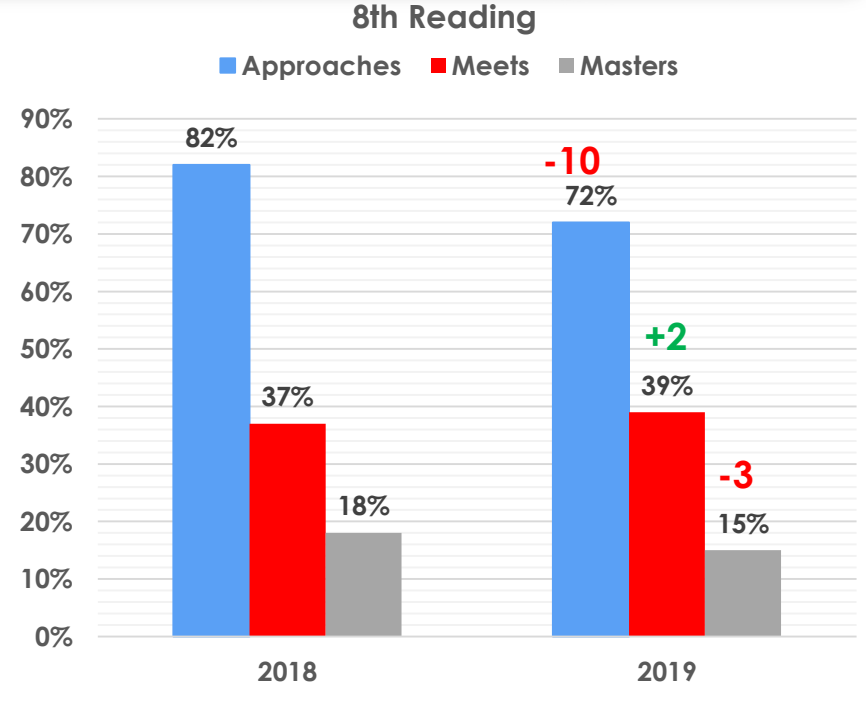
8th Grade Social Studies

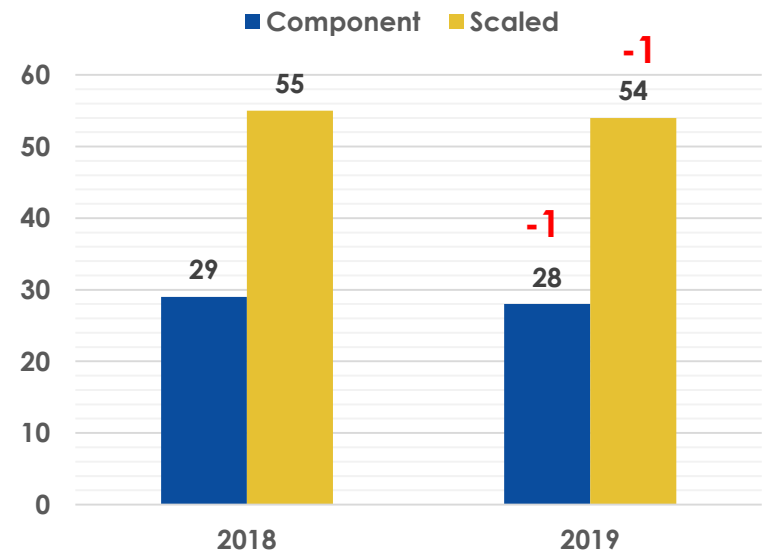


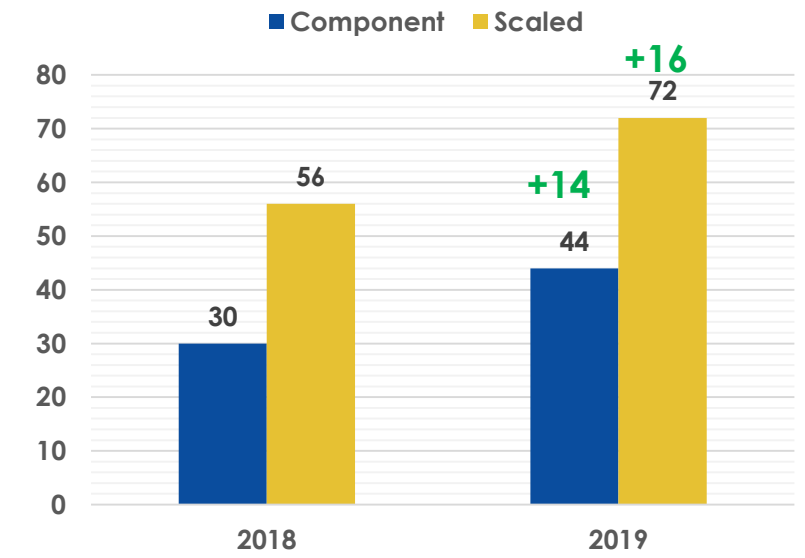
Irma Marsh Middle School– Reading Year to Year Component/Scaled Scores

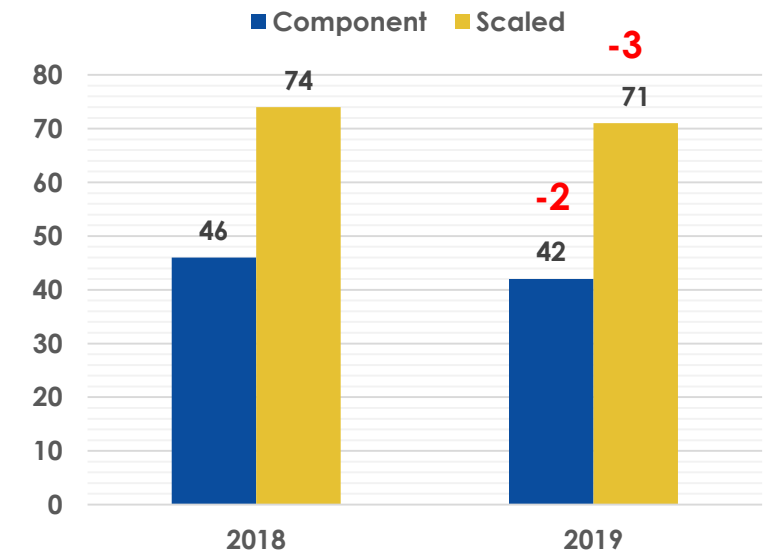




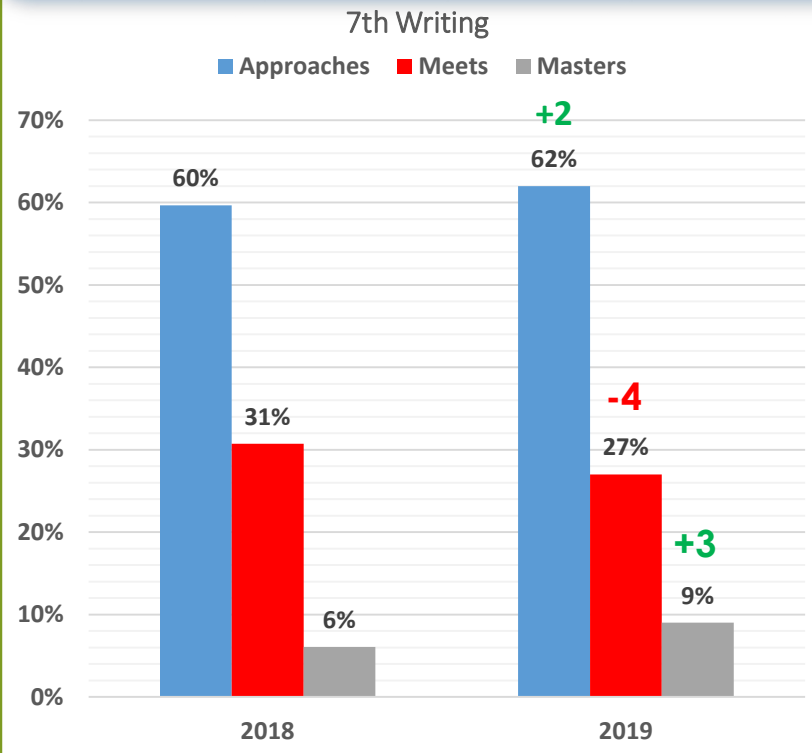


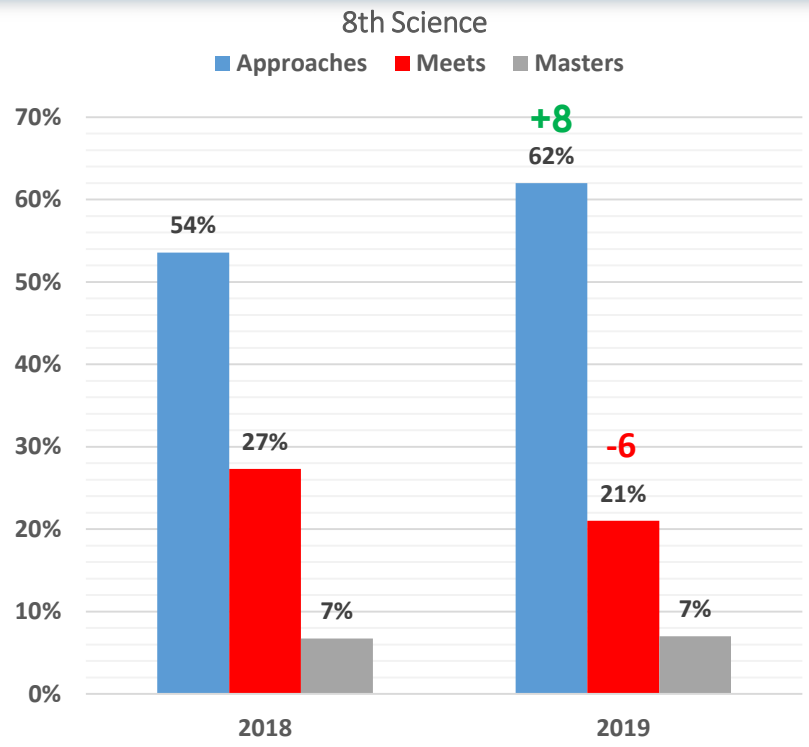


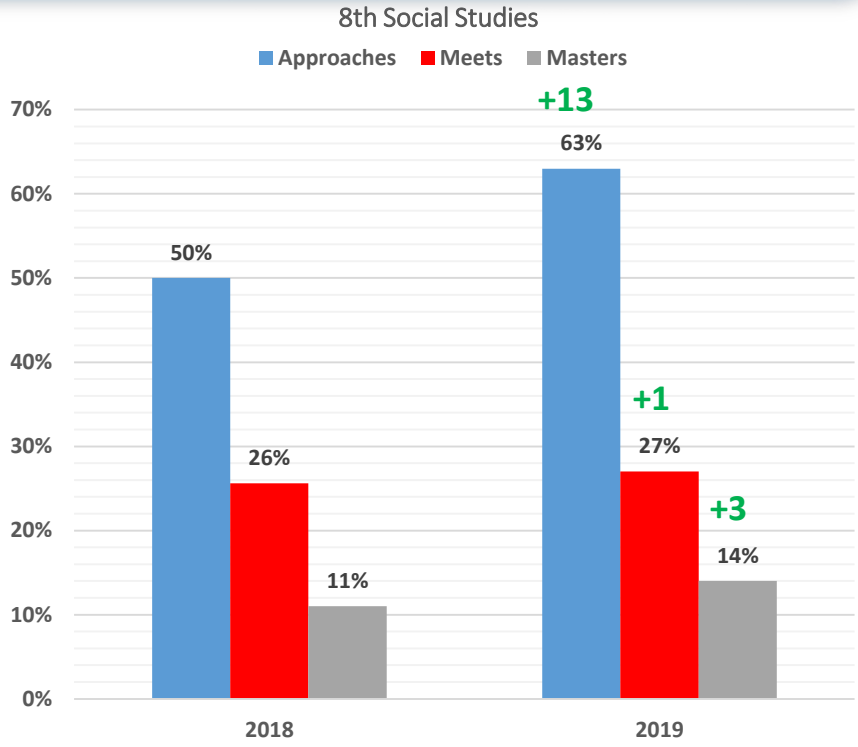


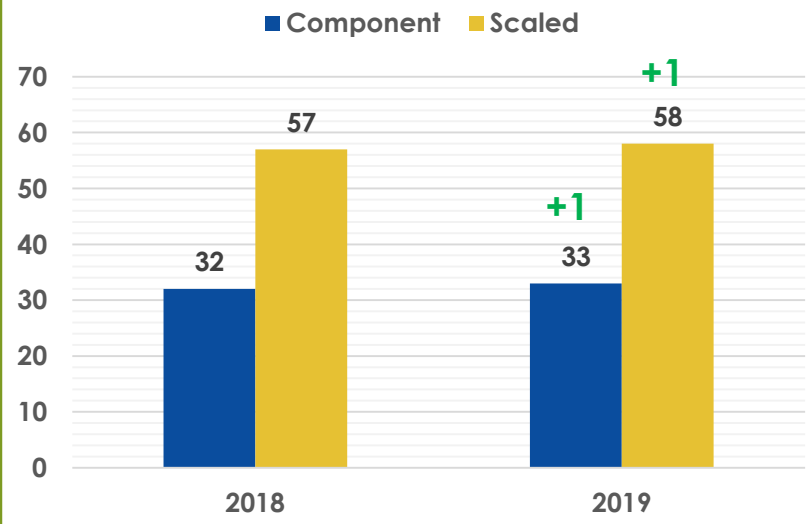


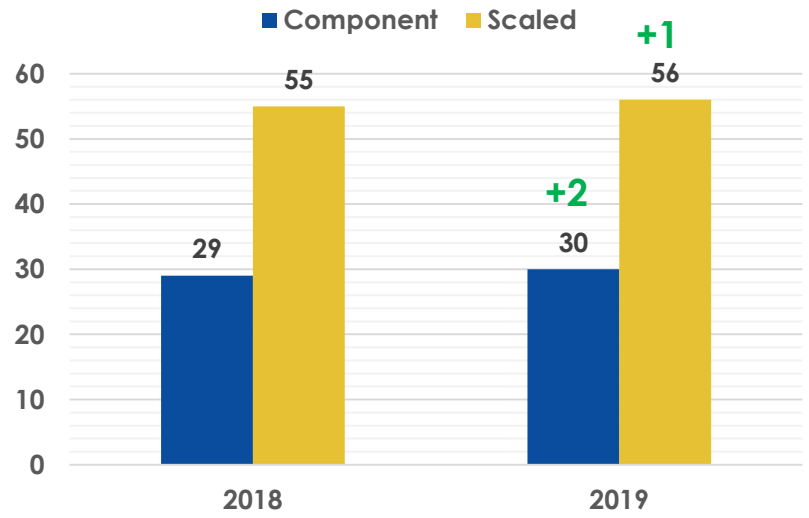
Irma Marsh Middle School– Writing, Science, Social Studies Year to Year Component/Scaled Scores

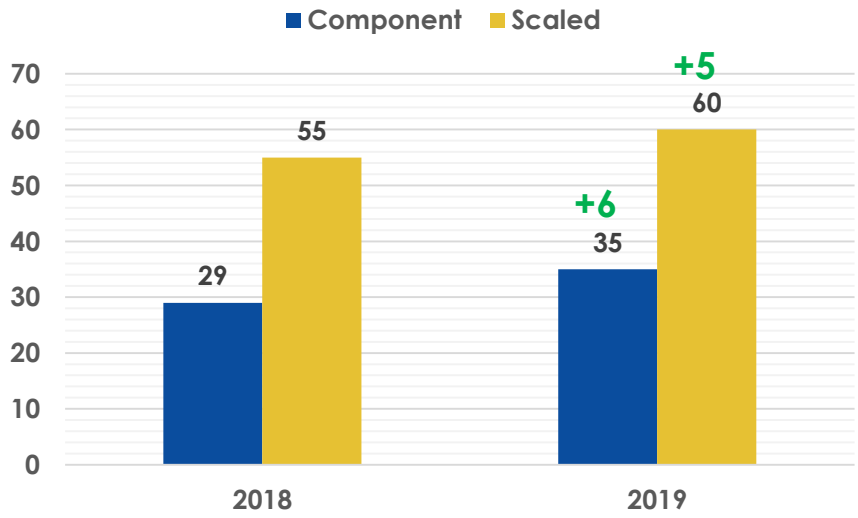




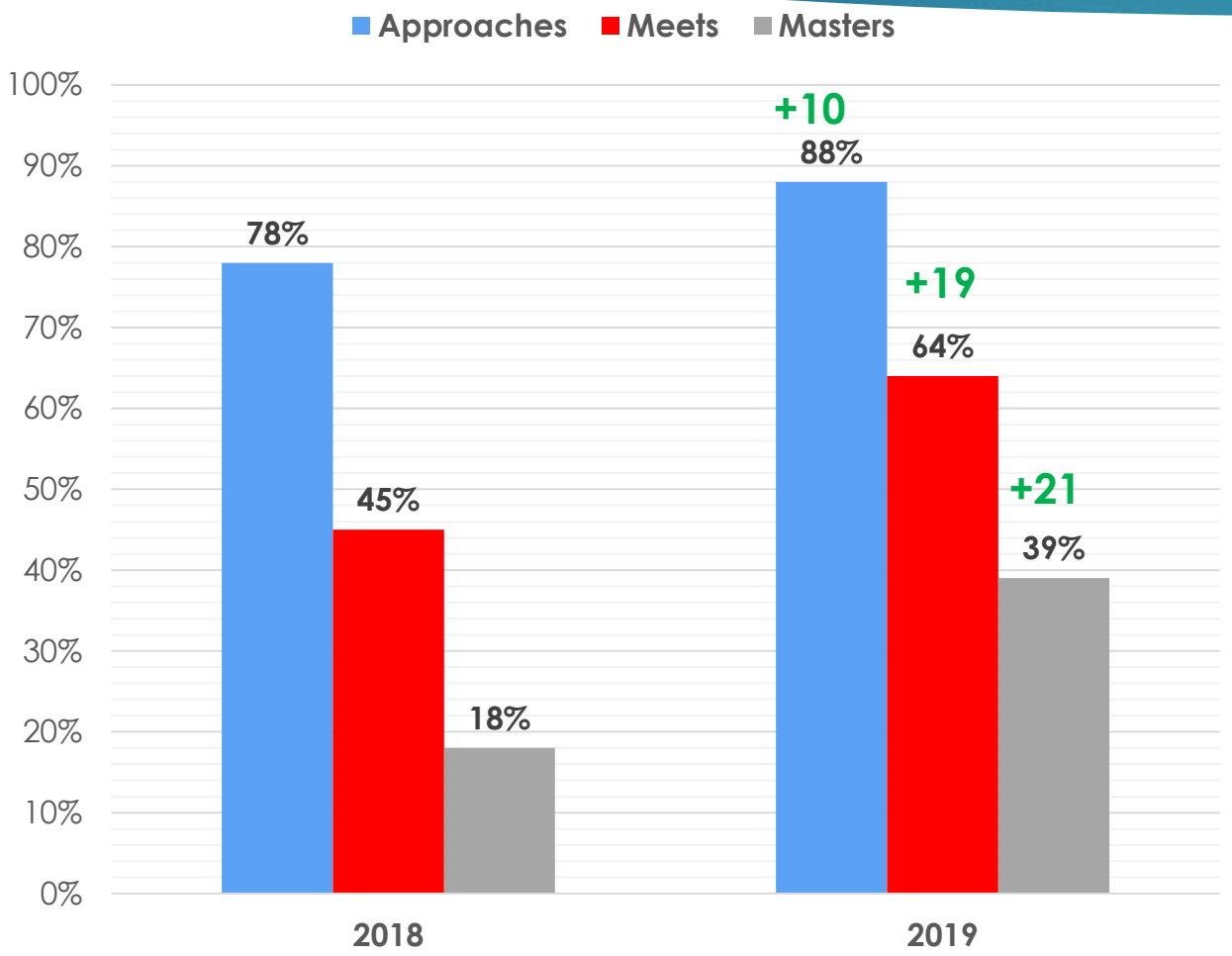


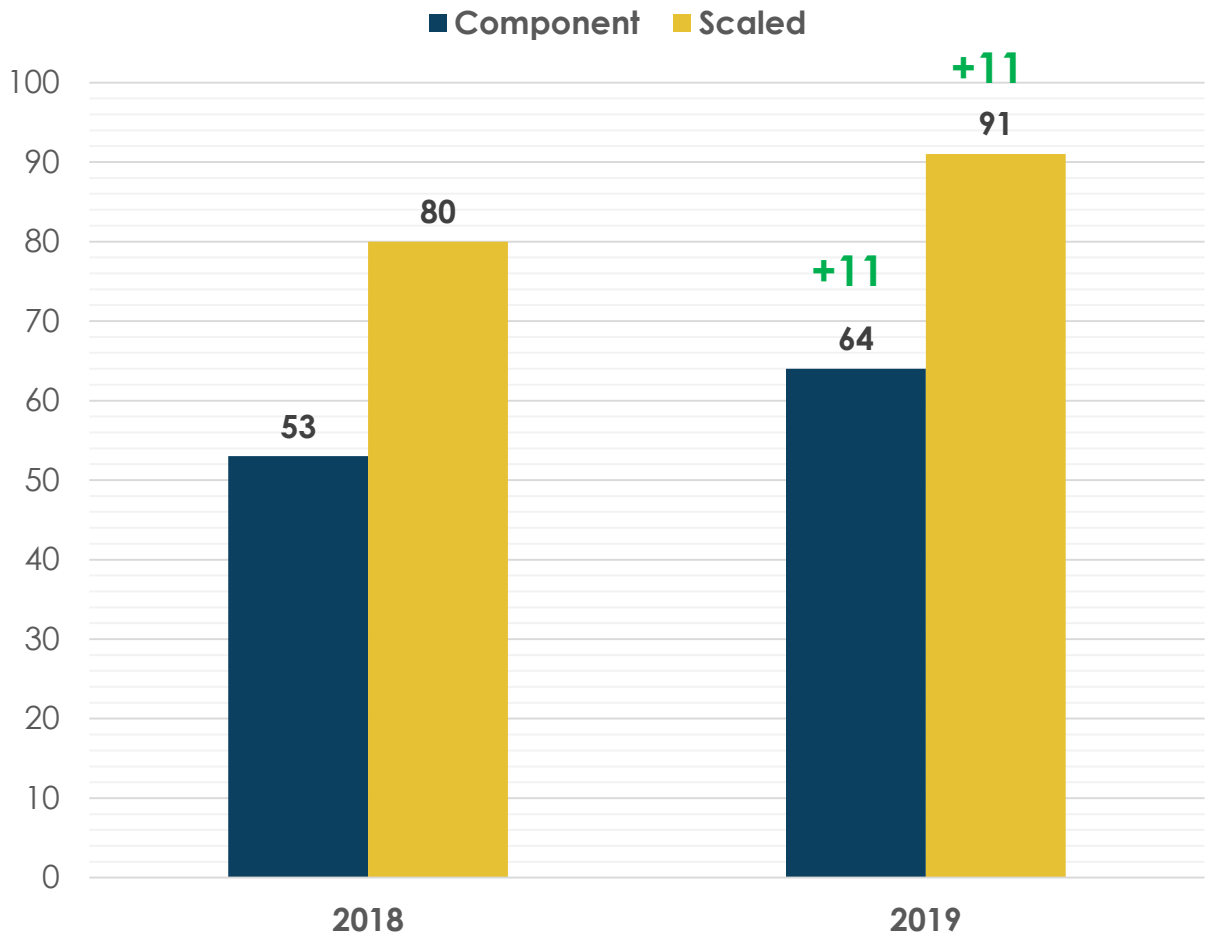




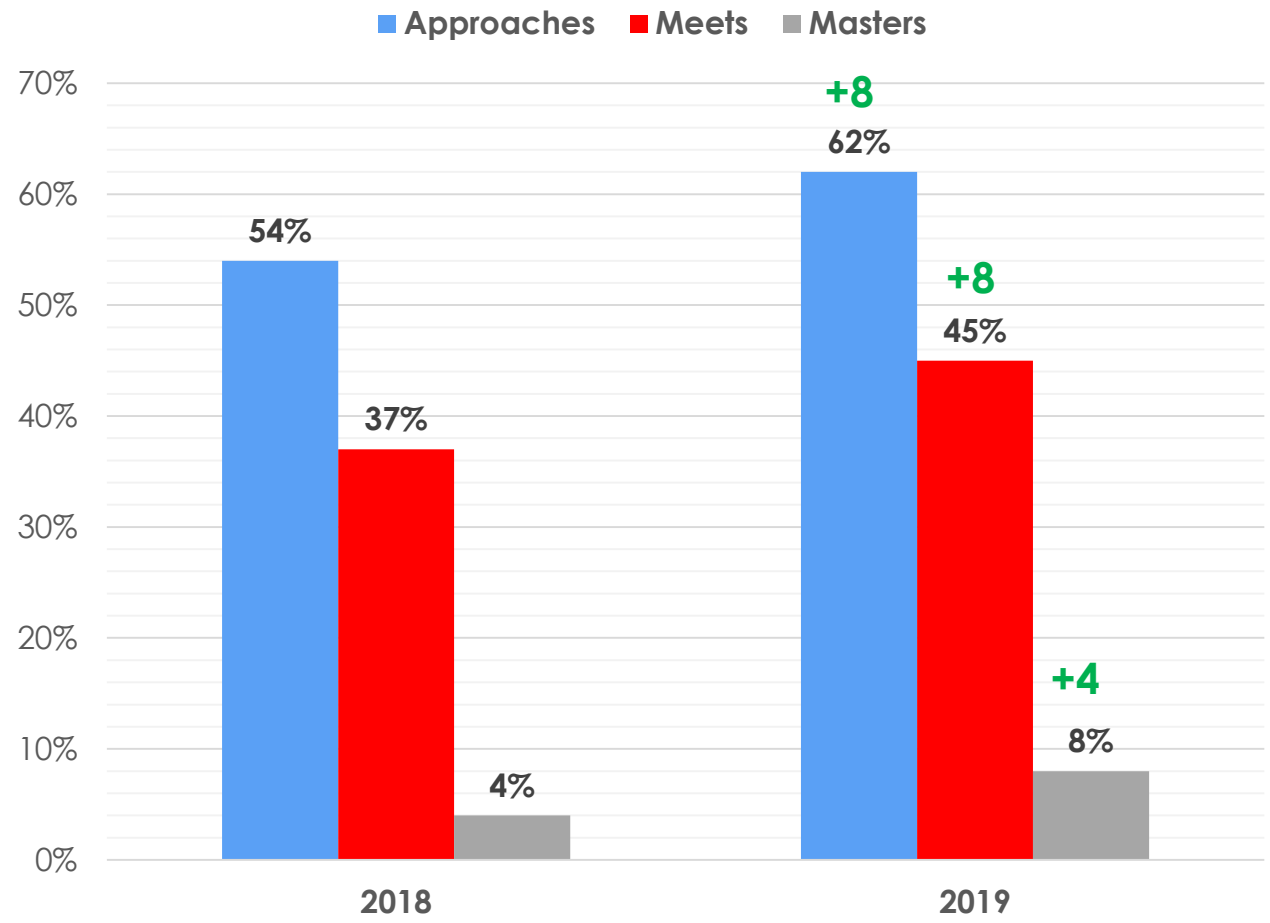


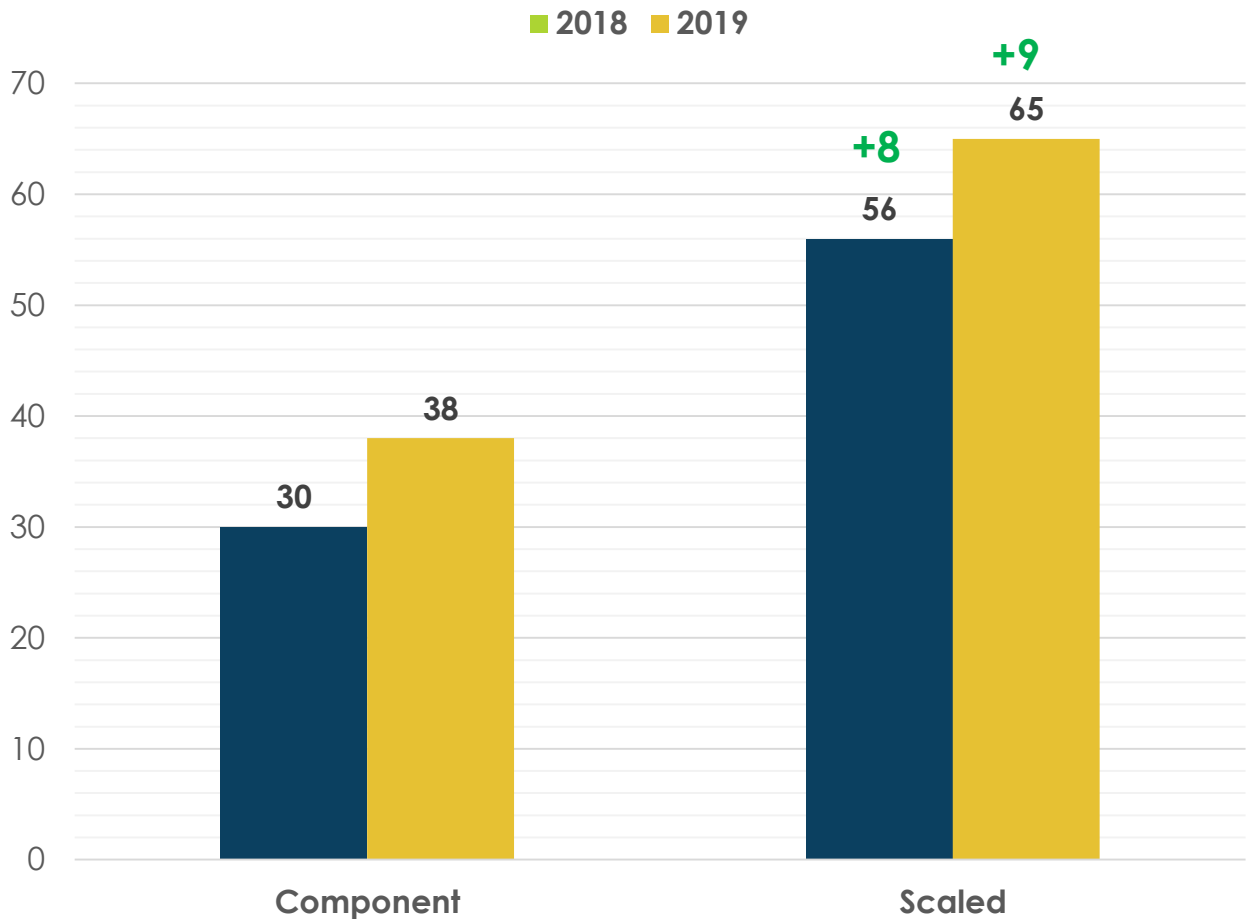
Algebra I – Year to Year Component/Scaled



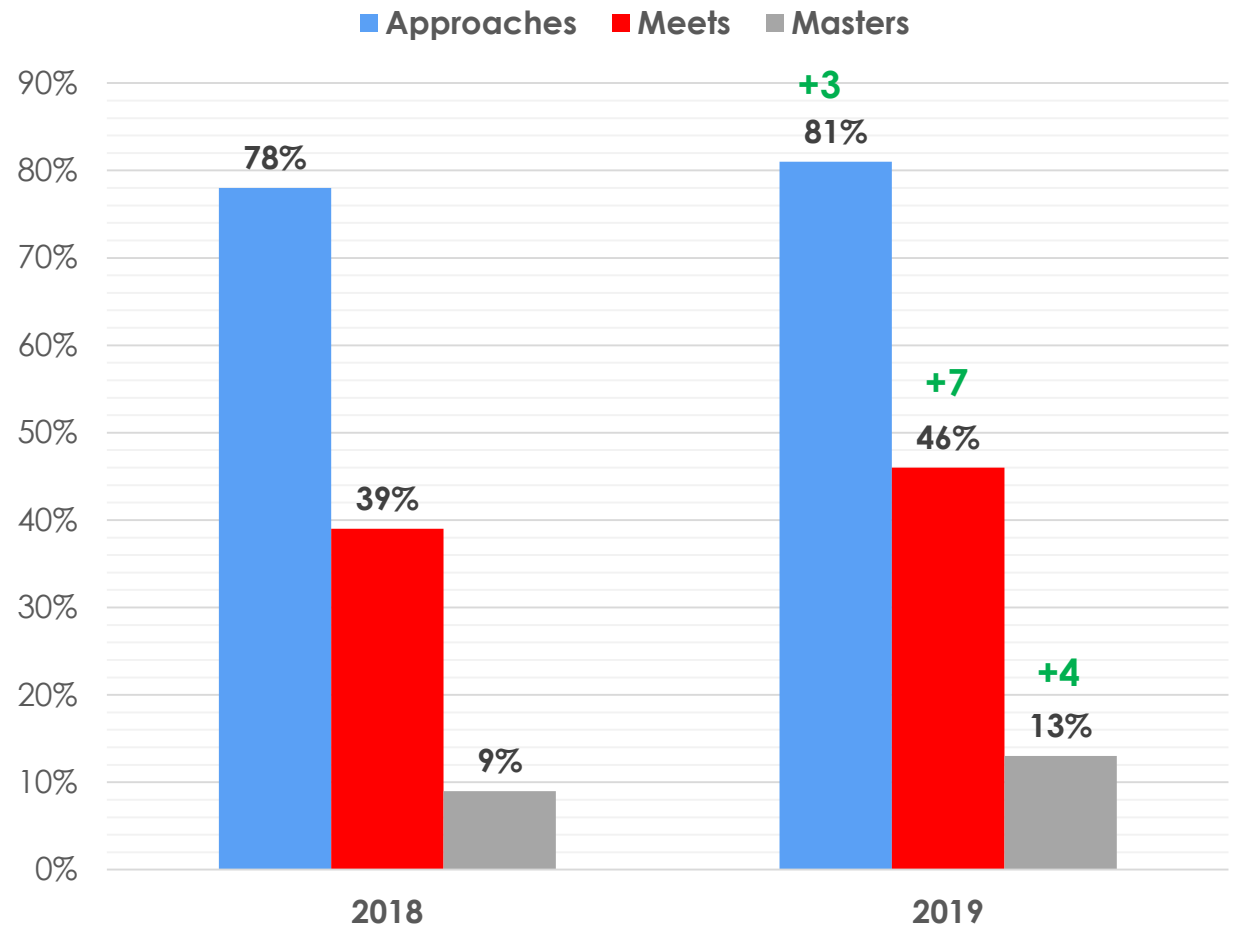


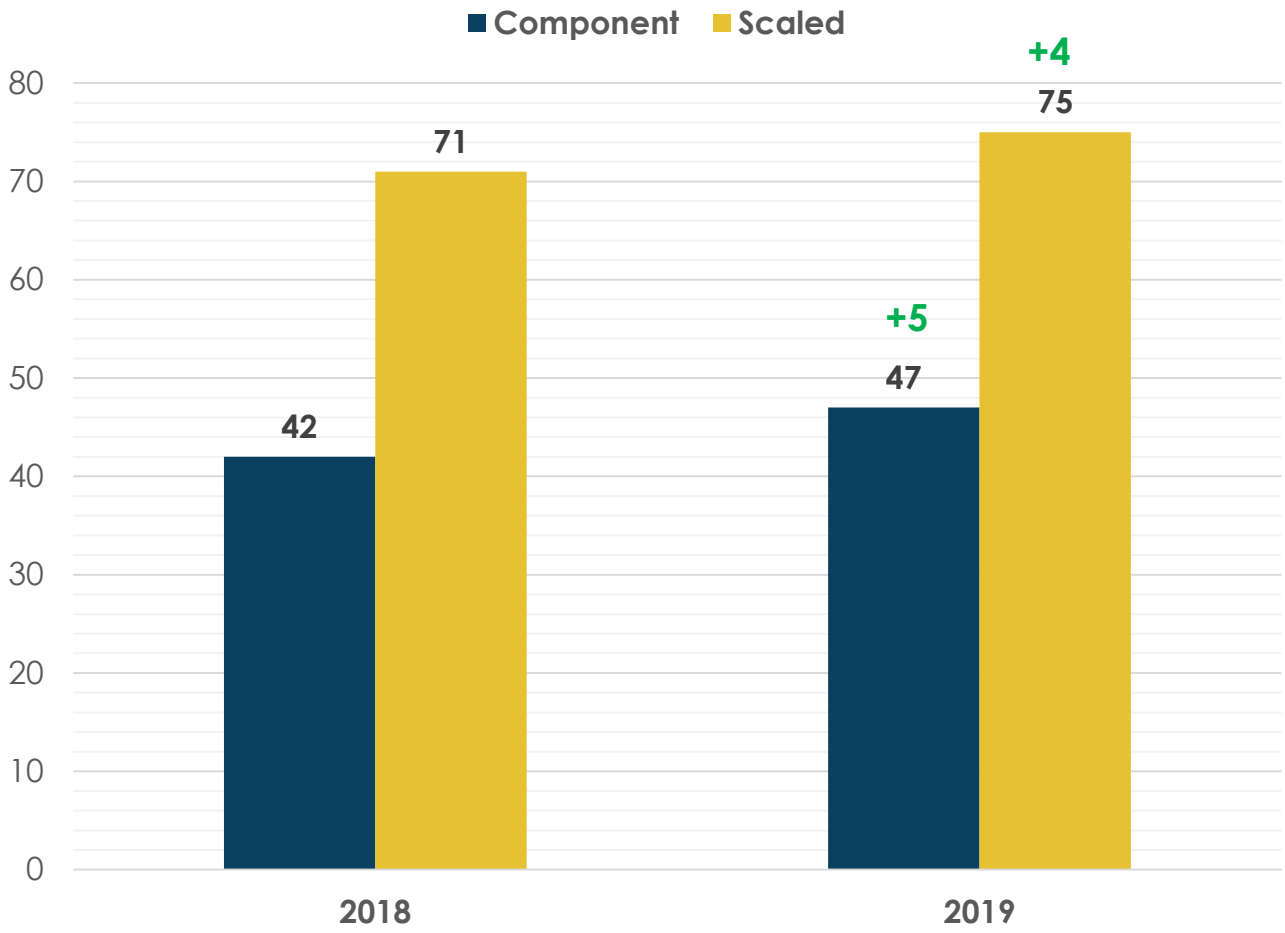
English I – Year to Year Component/Scaled





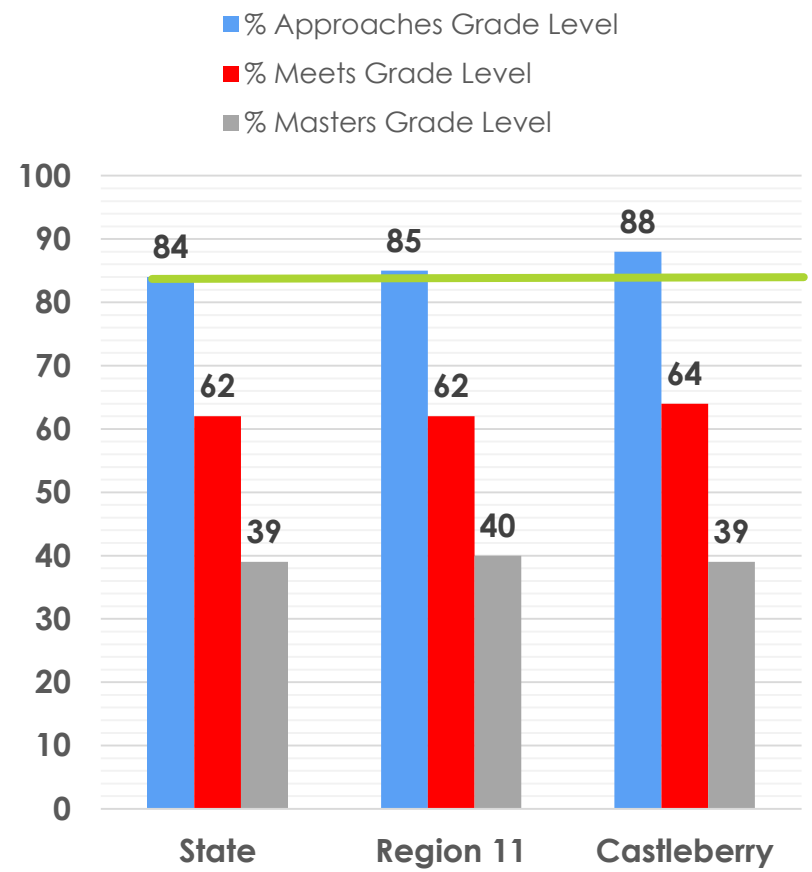
Biology – Year to Year Component/Scaled



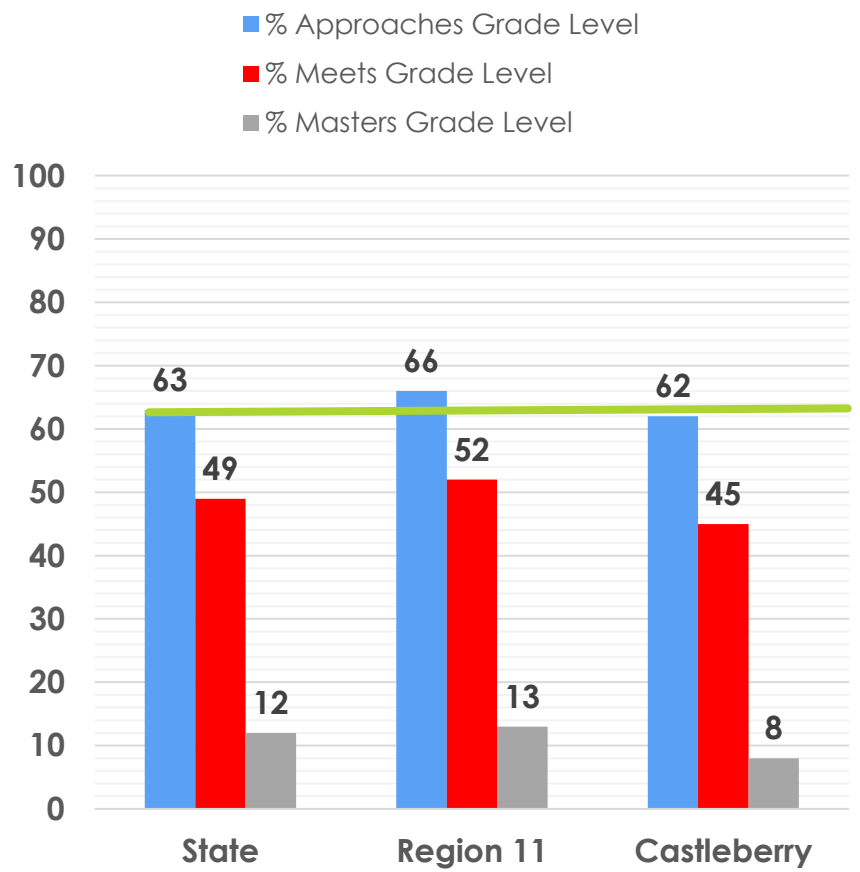


District STAAR End of Course
Algebra I, English I & English II

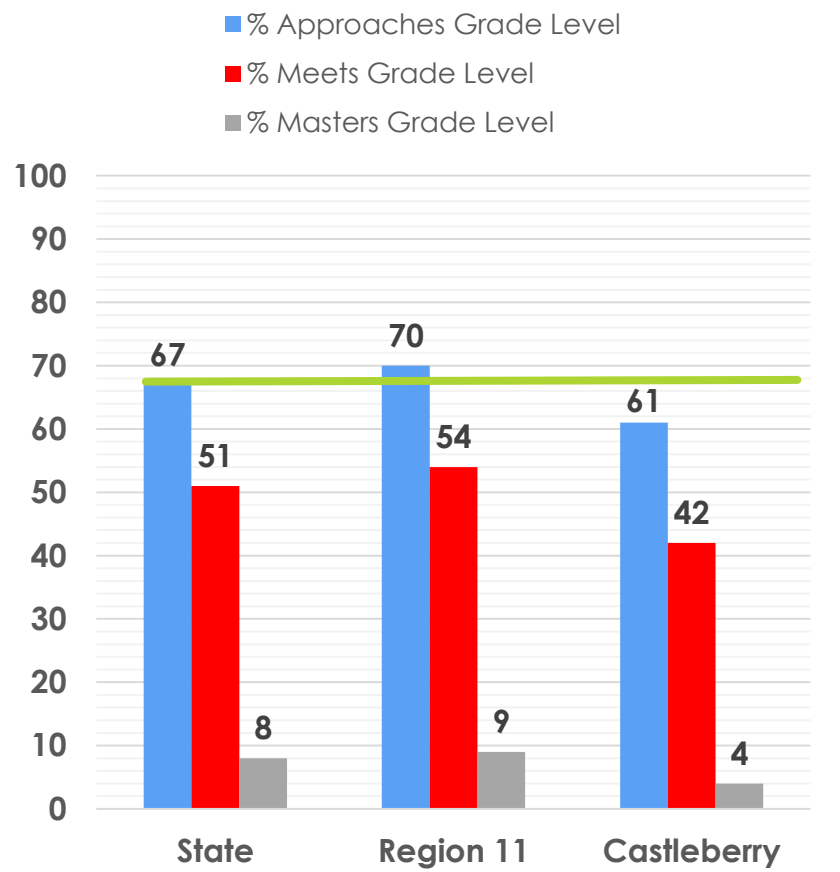
Algebra I



English I

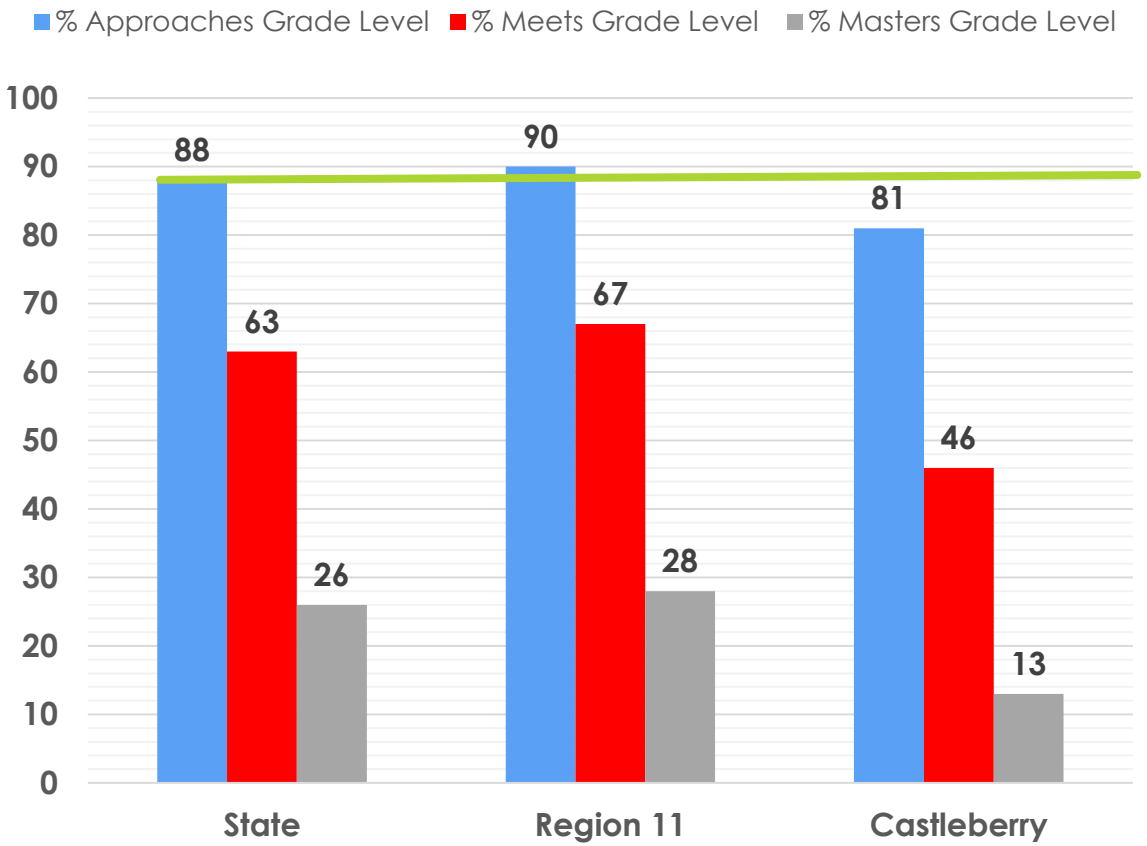
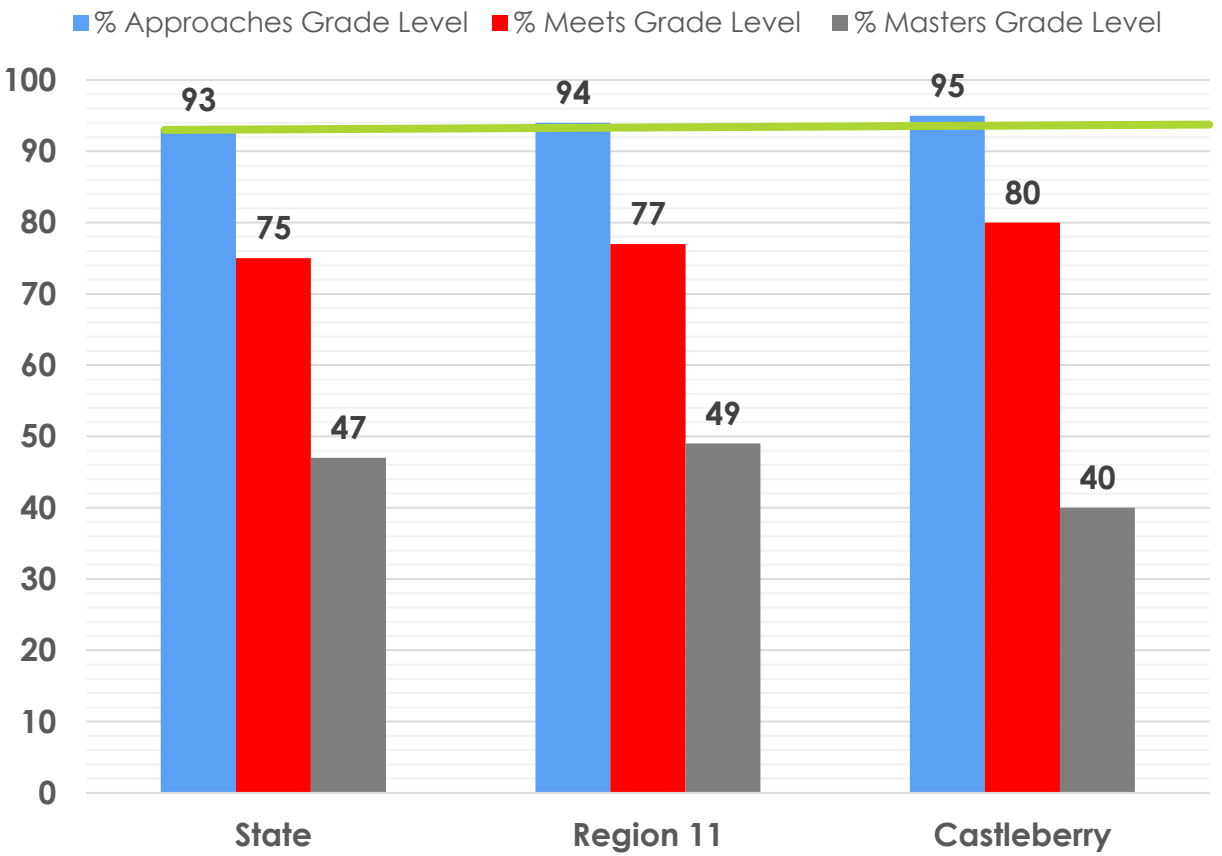


English II



District STAAR End of Course Biology & U.S. History

Biology



US History