

# Castleberry Independent School District

## District Improvement Plan

2017-2018



# 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.

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# 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 4,003 students enrolled in the district. The student body at Castleberry ISD comes from a diverse background: 80.1% of our students are Hispanic, 16.91% of our students are Anglo, 0.92% are African-American, 0.2% are Asian, and 0.2% are American Indian.\*

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 2016 Fall Student Data Review.

### Demographics Strengths

- In response to population trends, teacher population has also changed to meet the needs of the Hispanic population.
- Kindergarten through 4th grade class sizes across the district are at or below the state mandated 22 to 1 class size.
- In the 2016-2017 PEIMS submission, the district ratio of students to teachers was 16.4 to 1.
- The attendance rate for the 2016-2017 school year was 95.3%.
- Only 17 students were indicated as dropouts in the 2015-2016 school year. (dropout rates are received 1 year after submission.)
- At the conclusion of the 2016-17 school year, 123 staff members had completed 10 or more years of service in CISD.
- English as a Second Language (ESL) certification is encouraged for all new hires; therefore, the vast majority of CISD elementary teachers are ESL certified. This allows students to receive services in the classroom instead of through a pull-out program.

## **Student Achievement**

### **Student Achievement Summary**

Castleberry ISD has "Met Standard" as a district for the past three years. On the state accountability framework, the district saw growth in Index 3, Closing Performance Gaps and Index 4, Postsecondary Readiness. All campuses also "Met Standard" and saw growth in many areas on the State of Texas Assessment of Academic Readiness (STAAR) assessments. The district maintained or improved in 10 of the 22 categories reported.

### **Student Achievement Strengths**

In elementary math, 5th grade improved 5 percentage points, from 79% to 84% Approaches Standards. In elementary reading, 5th grade improved 7 percentage points, from 71% to 78% Approaches Standards. At the secondary level, 7th grade students demonstrated growth or maintained in all tested areas, with a notable increase of 5 percentage points in writing. In 8th grade, there was an increase in math, science and social studies, with a notable 6 percentage point gain in math and social studies. At the high school, there was an increase in English I EOC (End of Course exam) and a notable increase of 9 percentage points in Algebra I EOC.

Castleberry ISD met and exceeded the minimum requirements for each Index by no less than seven points. Index 1 represents "Student Achievement" on all tests at all grade levels; the state minimum is 60 points; CISD earned 67 points. Index 2 is a "Progress Measure" which focuses on students making progress from year to year. The minimum points required is 22, and the district earned 37 points. Index 3 is designed to focus districts on "Closing the Achievement Gap" between students identified as economically disadvantaged and those who are not, as well as, the students in the highest one or two sub-populations. Castleberry ISD is also rated based on the performance of students identified as Hispanic and economically disadvantaged. The requirement to "Meet Standard" is 28 points, and CISD earned 41 points. The final area of accountability is Index 4, "Post-Secondary Readiness." The state requires 60 points on this Index, and the district has maintained 70 points or above for three years.

## District Culture and Climate

### District Culture and Climate Summary

*School culture* refers to the way teachers and other staff members work together and the set of beliefs, values, and assumptions they share. A positive school climate and school culture promote our students' ability to learn.

Castleberry ISD strives to create a culture and climate that is safe, secure, and collaborative, so all students reach their maximum potential.

Various surveys are conducted each year in an attempt to assess school culture.

Surveys:

- Staff Perception Survey
- Parent and Community Survey
- BrightBytes Technology Survey with input from students, teachers, and parents

In addition, advisory meetings are scheduled and conducted by the superintendent of schools to create collaborative cultures leading to change. The Superintendent's Student Leadership Council meets, so school climate is understood through the view of the students' eyes. In addition, teachers and central office employees are given a voice in shaping school culture by serving on the Superintendent's Teacher and Central Office Advisory Committees.

Based on feedback from staff surveys and council meetings conducted during the 2015-2016 and 2016-2017 school years, teachers indicated frustration with current district culture and voiced a need for building strong relationships and positive learning environments. 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 was set as a priority for the entire district.

The process began with a book study of the *Innovator's Mindset* by George Couros during the summer Administrative Leadership Retreat. In the book, innovation is defined as changing for the purpose of creating something new or better with the goal of improving student achievement.

In the spring of 2017, reorganization of district administration occurred to help improve the instructional staff within the organization. A new organizational culture was established with the intention to energize and enrich people to consider a different way to approach what needs to be done along a clear path regarding student achievement. The 2017-2018 District Improvement Plan outlines performance objectives and strategies to be implemented along with expected results.

### District Culture and Climate Strengths

## 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.



## **Staff Quality, Recruitment, and Retention**

### **Staff Quality, Recruitment, and Retention Summary**

While Castleberry ISD is one of the smallest districts in Tarrant County, the district continues to be competitive in salaries within the region. CISD ranks in the top 5% within Region XI. At the beginning of the 2017 school year, CISD staff consisted of 575 employees including; 247 teachers, 107 auxiliary and child nutrition staff members, 7 counselors, 5 librarians, 5 nurses, 78 paraeducators, 51 paraprofessionals, 44 specialist and 31 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 includes bilingual certified teachers. Bilingual teachers serve 878 Dual Language students in CISD. The district recruits from many universities including: Texas Christian University, University of Texas at Arlington, Texas A&M University, University of Texas at El Paso, University of North Texas and Texas Wesleyan University. The district has provided a salary that is the second highest in the region for first year teachers. A first year teacher in Castleberry ISD currently starts at \$53,150.

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

Teachers will have several professional learning days throughout the school year to engage in continued learning and growth model. In addition, the district has designed campus schedules that will provide time for teachers to engage in professional learning communities 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 important and serve a critical role in the educational organization. Therefore, CISD recognizes staff members on a regular basis through school board recognitions and also through events such as the superintendent's breakfasts. 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 culminates. The Board of Education recently approved the Staff Attendance Plan for 2017-2018. The plan will be 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 second highest salary in Region XI for first year teachers starting at \$53,150.

- Castleberry ISD has recruited a diverse teaching staff that can better serve the needs of a diverse student population.

## **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; and 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 ELL handbook and professional development plan.

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

Considerable evidence of long-range planning was found in the Castleberry Independent School District. Documented planning efforts met audit standards to provide sound governance of the educational program.

The curriculum audit found that considerable work has been accomplished in a short amount of time. A core written curriculum for current district courses was present. The development of guiding curricular documents in core areas was evident. The auditor found that over half of the guiding documents met minimum audit quality standards.

The Castleberry Independent School District has an adequate comprehensive assessment plan. The scope of assessment at the secondary levels is adequate in the core areas of the curriculum. The district administrators had an abundance of student assessment data at their disposal; assessment data use was identified as "emergent."

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, she 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 our teachers had in both English and Spanish. Among these resources, she cited anchor charts in both languages, as well as books and other learning materials. The bilingual classes have small class sizes on average. She found 15 students per class, which allows for a great deal of 1 to 1 student teacher interaction.

After reviewing the findings of the curriculum audit, Castleberry ISD identified goals and developed a five-year plan. The plan included the development of stronger guiding curriculum 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 will periodically come together throughout the 2017-2018 school year to update, revise, and develop curriculum documents.

In addition to curriculum development, unit assessments have been and will be developed by coordinators, directors, and teachers to increase opportunities

for data collection and intervention development. All campuses identified a time within the school day to dedicate to Response to Intervention (RTI) and will use the data collected from the newly developed unit assessments and benchmark assessments to guide interventions. During the 2017-2018 school year, RTI documents will be developed to support teachers and campus leaders in documenting, developing, and monitoring student interventions.

Progress monitoring assessments were purchased to support bilingual teachers in effectively monitoring reading progress of 3rd - 5th grade students. In addition, writing benchmark assessments have been added to the calendar of assessments for K-5. Writing rubrics were developed to support teachers in recognizing the expected writing level for students at each grade level. Writing across content areas is a district focus for the 2017-2018 school year. All campuses have included goals and strategies for writing across content areas in their campus improvement plans.

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 AMC benchmarks and will be supported with resources to develop numeracy.

Standards-based report cards will be rolled out this year in first grade (2017-2018) and continued in second grade during the 2018-2019 school year. During the 2017-2018 school year, second grade lead teachers will work with administrators to develop the second grade standards-based report card. In addition, a group of first grade teacher leaders and kindergarten teacher leaders will meet throughout the 2017-2018 school year to make recommendations for possible adjustments to the first grade and kindergarten standards-based report cards.

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.

Springboard curriculum resources, produced by the College Board, have been added to our 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 our students in preparation for Advanced Placement assessments and dual credit courses.

## **Family and Community Involvement**

### **Family and Community Involvement Summary**

Castleberry ISD relies on all stakeholders to support student success. Developing programs and activities supporting Parent and Family Engagement involve 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.

### **Family and Community Involvement 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 parent of a student from each school are committee members.
- Elementary schools have the highest family attendance for events.
- Hispanic Real Estate Brokers Association (HREBA) is our newest community partner hosting financial classes on-site open to families in the Castleberry community.
- Castleberry ISD will launch Parent University Spring 2018.
- Castleberry Cares Health Fair will be held March 3<sup>rd</sup>, 2018.

## **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 and Tarrant County College-Trinity River Campus to offer dual credit courses in order for students to have the opportunity to earn an associate's degree prior to high school graduation.

CISD has worked in tandem with the Texas Education Agency and Texas Legislature to achieve the vision of the State of Texas 2006-2020 Long-Range Plan for Technology and the new National Technology Plan. Within the CISD Technology Plan, a common vision has been established for technology use within the classroom. To support this vision, CISD continues to focus resources to ensure all teachers are trained on the Bloom's Digital Taxonomy and the CISD SAMR matrix, while empowering students to take ownership of their learning through reflection, self-assessment, and peer-to-peer feedback. CISD maintains a one-to-one initiative from grades 5-12, with plans to expand to 4th grade within the next three years.

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, 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
- Refined focus on the district's Literacy and Numeracy Plans
- 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

# Technology

## Technology Summary

Over the past several years, Castleberry Independent School District, one of the smallest geographic districts in Texas, has worked in tandem with TEA and the Texas Legislature to achieve the vision of the State 2006-2020 Long-Range Plan for Technology and the new National Education Technology Plan. Community support of a bond issue in 1996 provided funding for the process of removing asbestos, adding classrooms, renovating other classrooms, and providing the hardware and wiring for technology, thus laying the technological infrastructure. The first District Technology Plan, developed in February 1997, emphasized equitable access to technology by connecting each classroom, library, and computer lab to the Internet. The main thrust of the plan was to equip the District with the infrastructure that would connect computers to the District's local area networks (LAN) and wide area network (WAN).

Along with the successful implementation of three Telecommunications Infrastructure Fund Grants, annual E-rate discounts beginning in 2000, every classroom has been equipped to provide learners with engaging and empowering learning experiences through the use of technology and the affordances it offers.

### Elementary

In the initial year of the Reading First Grant, all kindergarten through third grade classrooms were equipped with three additional networked computers for student use. Cycle two of the Reading First Grant supplied Palm Pilots for each kindergarten through third grade teacher to use for Texas Primary Reading Inventory (TPRI) testing. In 2011, all Palm Pilots were upgraded to netbooks using both Title and Technology Replacement Plan funds. In addition, the Limited-English Proficient Student Success Initiative (LEP SSI) Grant provided the funding for three additional networked computers in every fourth and fifth grade classroom. Campus general supply funds and money from the 411 Technology Allotment were allocated to purchase projectors for all core teachers. Elementary campuses continue to purchase several document cameras annually. Using Title funds, all fourth and fifth grade classrooms were equipped with a SMART interactive whiteboard in the summer of 2009, all second and third grade classrooms were equipped with SMART Boards in the summer of 2010, and all pre-kindergarten, kindergarten, and first grade classrooms were equipped with SMART Boards in 2011. A mobile laptop cart of Acer Netbooks was purchased for each elementary campus using American Recovery and Reinvestment Act (ARRA) funds and in the summer of 2016 twelve Dell laptop carts were deployed among the elementary campuses. Also, through the use of ARRA funds, in the summer of 2010, the installation of a secure wireless network was installed on each elementary campus to support the use of netbooks and other wireless technology.

Local Bond money funded an extensive remodel of Joy James Elementary and a new wing that was added during the 2011-2012 school year. Bond money also provided for a new A.V. Cato Elementary building which opened in the beginning of the 2012-2013 school year, and a new Castleberry Elementary building which opened in the beginning of the 2013-2014 school year. In addition, Joy James, A.V. Cato, and Castleberry Elementary now have voice over IP telephones. All classrooms include a touch screen digital display and are integrated into the CISD teaching wall. The front wall includes a wall mounted telephone and sliding white boards which open to a digital display. Each classroom and lab has a mobile podium with a CPU, a pivoting monitor, document camera, mouse and keyboard. Speakers were installed in the ceiling of each classroom to support audio and video files delivered from the teacher computer. Student computer access has been increased from three to four stations in each classroom. In addition, Joy James, A.V. Cato, and Castleberry Elementary have been equipped with an electronic door access system that allows staff members with programmed ID cards to access the building using specific doors



and times. Visitors to the campuses sign in to Positive Proof which identifies sex offenders and records visits of those entering and exiting the building. Another security measure implemented was the installation of networked security cameras outside and throughout campuses. The new A.V. Cato and Castleberry Elementary buildings include state of the art distance learning equipment with two sixty-five inch video displays. In addition, a BenQ digital display and a teacher podium are in the flex rooms. The new media centers have a 72 inch television that can be used for presentations, webcasts, and digital signage. The media centers are also equipped with a BenQ digital display, collaboration tables, and iPads and computers for student use. Digital signage has also been added to Joy James, A.V. Cato, and Castleberry Elementary. Throughout the A.V. Cato and Castleberry Elementary campuses there are five dedicated digital signage displays at each campus which provides campus and district information to staff, students, and visitors. The web administrator designs templates and provides support for the system. Joy James is equipped with two dedicated digital signage displays. Campus conference rooms also have a BenQ digital display. Each elementary campus has at least one cart of iPads available for check-out. All fifth grade students participate in the “Connected Learning Program” and are issued Chromebooks.

## Secondary

Irma Marsh Middle School received the School Improvement Resource Center (SIRC) grant which provided a projector to each teacher in grades sixth through eighth. The grant also funded the purchase of twelve Classroom Performance Systems, a device which assesses and provides immediate feedback while checking for understanding. In the summer of 2008, replacement plan money was used to install a secure wireless network targeting core instructional classrooms. Additional SIRC funds were used to equip every classroom with a SMART Board in the summer of 2009. Several classrooms were also supplied with Airliner Slates and SMART document cameras.

The entrance and office area of Irma Marsh was updated to include a Positive Proof visitor access system; networked security cameras were installed outside and throughout the campus; and an electronic door access and badging system was implemented. SMART Response systems were purchased for the math teachers with a math grant. In August 2012, Irma Marsh Middle School was awarded the Texas Technology Lending Grant which funded the purchase of netbooks with 3G wireless Internet cards for most of the 8<sup>th</sup> graders. District funds provided netbooks for the remainder of the 8<sup>th</sup> grade students and all 7<sup>th</sup> grade students as an extension of the CISD “Connected Learning Project.” Carts of student netbooks were re-distributed to sixth grade classrooms and a classroom set of iPods are available for check-out through the library.

In April 2004, Castleberry High School was awarded the Texas Accelerated Science Achievement Program Grant which provided 15 laptops stored in a wireless cart equipped with a projector, printer, and a document camera. After receiving the TEA High School Allotment, Castleberry High School was able to purchase document cameras along with projectors for Language Arts teachers; 8 Classroom Performance Systems (CPS); and 90 wireless laptops, stored in three carts, each equipped with a wireless network printer. To support the wireless features of the laptops, Technology Replacement Plan money was used to install a secure wireless network throughout the high school campus.

The High School Allotment funds, received the second year, were used to purchase 60 wireless laptops stored in 2 laptop carts, each equipped with a network printer. In 2006 through 2009, campus general supply funds and money from the Technology Allotment were equally allocated to purchase projectors for all teachers. In addition, Bluetooth-enabled Interwrite slates were purchased for math classes. Carl Perkins funds were used to purchase a laptop cart and Interwrite slates for Career Technology Education (CTE) classes.

During 2011-12, the entrance of Castleberry High School was also remodeled to include a Positive Proof visitor access system; networked security cameras

were installed outside and throughout the campus; and an electronic door access and badging system was implemented.

REACH High School also received High School Allotment money, enabling them to purchase 3 document cameras, 3 projectors, and 1 Classroom Performance System (CPS).

In February of 2011, the district began implementation of the “Connected Learning Project” which provided each Senior AP student with a wireless netbook. In addition, all REACH High School students were issued a wireless netbook to be utilized for credit recovery in August of 2011. The project expanded to include all ninth grade students in November of 2011. Beginning in the fall of 2012, all tenth through twelfth grade students were issued wireless netbooks. Currently, all fifth through twelfth grade students participate in the “Connected Learning Project” and are issued a notebook with filtering software to be utilized at school or home.

### 2013-2016 Technology Plan

Castleberry ISD has prepared a three-year plan to articulate a common vision for technology in the District. In addition, the plan identifies strategies that will aid in using advanced technology to improve the academic achievement by increasing the capacity of all teachers to integrate technology effectively into curriculum and instruction, by insuring technology literacy for all students through rigorous curriculum standards and by providing opportunities for students to develop critical thinking skills that are essential for academic and workplace success. To support this vision, CISD will continue to seek opportunities to expand the “Connected Learning Project” and to move closer to the one-to-one student to computer ratio. A continued technology focus is to increase the infusion of technology into the core curriculum. This technology focus emphasizes teachers being trained on Bloom’s Digital Taxonomy, the CISD SAMR matrix, and empowering students to take ownership of their own learning through reflection, self-assessment, and peer-to-peer feedback.

The District’s plan continues to encourage the shift from teacher-directed learning to student-centered learning by encouraging students to work collaboratively in communities of inquiry to propose, assess, and implement solutions to *real world* problems. CISD commits to using technology to virtually bring the world to the students by providing a depth and richness of instructional approaches to reach students of all learning modalities anywhere and anytime. In addition, the CISD Teaching Learning and Innovation Team is dedicated to working with its surrounding community to nurture strategic partnerships.

### 2017 and Beyond

In March of 2017, the district administration organized the Teaching, Learning, and Innovation Team for the purpose of combining core subject coaches, coordinators, and directors with instructional technology leaders. Together, these instructional leaders have been charged with creating a culture of innovation and empowering teachers to embrace change and risk-taking that elicits innovative learning opportunities to improve student achievement. Beginning the 2017-2018 school year, the district's focus has moved beyond the inventory of technology equipment and towards the affordances it offers.

## Technology Strengths

Over the last five years, Castleberry has successfully implemented a one-to-one technology initiative for students in grades five through twelve. Currently,

all fifth grade students are issued a Chromebook to use both at school and at home. Likewise, all secondary 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.

For three 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. The strengths indicated on the surveys are described below.

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.

In the survey, sixty-one percent of students identified they felt using technology enhances learning and daily life. Sixty-seven percent of students and eight-one percent of teachers are more interested in using technology when it is tied to the curriculum and when apps and access to the internet are integrated in meaningful ways.

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

Schools and districts should ensure that all students at every campus have sufficient access to technology throughout the school day. Students are digital natives who often have better access to technology outside of school as compared to inside. This results in a digital divide between school and reality for many of today's youth. Increasing access to technology at school can bridge this gap. In CISD, ninety-five percent of teachers reported they could get devices for their students when needed along with seventy-seven percent indicating a typical student to computer ratio of 2:1 or 1:1. Ninety-one percent of our teachers have access to a computer for their own use all of the time at school along with seventy-eight percent of teachers reporting high quality internet speed.

High quality, responsive technology support is a prerequisite environmental factor needed to cultivate classrooms that support 21st Century Learning. In the area of technology support, sixty-nine percent of teachers rate the quality of tech support for problems disrupting instruction as excellent or above average. In addition, seventy percent of teachers rate the quality of LCD's or interactive whiteboards at school as excellent or above average. And eighty-six percent of teachers receive instructional technology planning within a week of their request.

Rewarding and acknowledging teachers' use of new technologies is critical to transforming instructional pedagogy. Creating an environment that supports and acknowledges teachers for their efforts with new technologies is necessary for transformational learning to happen system-wide. In CISD, forty-five percent of teachers feel recognized for using technology in their teaching more than half of the time. Fifty-nine percent of teachers report that technology is a part of classroom observations, and sixty-four percent of teachers report that technology is a topic at department or grade-level meetings more than half of the time.

# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

- District goals
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements

## Accountability Data

- Texas Academic Performance Report (TAPR) data
- Performance Index Framework Data: Index 1 - Student Achievement
- Performance Index Framework Data: Index 2 - Student Progress
- Performance Index Framework Data: Index 3 - Closing Performance Gaps
- Performance Index Framework Data: Index 4 - Postsecondary Readiness
- PBMAS data
- Community and student engagement rating 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 ELL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Local benchmark or common assessments data
- Student failure and/or retention rates
- Running Records results
- Observation Survey results

## Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Number of students assigned to each special program, including analysis of academic achievement, race, ethnicity, gender, etc.

- Economically Disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance and participation data
- Special education population, including performance, discipline, attendance, and mobility
- ELL or LEP data, including academic achievement, support and accommodation needs, race, ethnicity, gender, etc.
- Career and Technical Education (CTE) data, including academic achievement, program growth, race, ethnicity, gender, etc.
- Response to Intervention (RtI) student achievement data

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

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

### **Employee Data**

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Highly qualified staff data
- Teacher/Student Ratio
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- PDAS and/or T-TESS

### **Parent/Community Data**

- Parent surveys and/or other feedback
- Parent Involvement Rate
- Community surveys and/or other feedback

### **Support Systems and Other Data**

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

# Goals

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

**Performance Objective 1:** 50% of the students in grades K-2 will be reading at or above grade level on the end of year Fountas and Pinnell benchmark assessment.

**Evaluation Data Source(s) 1:** Fountas and Pinnell instructional reading levels reported in Eduphoria at the beginning of the year (BOY), middle of the year (MOY), and end of year (EOY)







### Summative Evaluation 1:

**TEA Priorities:** 2. Build a foundation of reading and math.

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 3 CSF 7</p> <p>1) Teaching, Learning, and Innovation Team will work with campuses during PLC's to help support instructional practices targeted to improve student learning.</p>		Associate Superintendent, Executive Directors, Humanities Coordinator, Campus Academic Leaders, Campus Principals	Growth in campus data and student performance on Fountas and Pinnell benchmark assessments				
Funding Sources: 211 - Title I, Part A - 1800.00							
<p><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 4</p> <p>2) Teaching, Learning, and Innovation Team will provide training, support, and monitoring of effective RTI systems to improve reading instruction for struggling learners.</p>		Associate Superintendent, Executive Directors, Humanities Coordinator, Campus Academic Leaders, Campus Principals	Growth in student performance on Fountas and Pinnell benchmark assessments and growth in teacher performance on T-TESS				
<p><b>Critical Success Factors</b> CSF 1 CSF 7</p> <p>3) Teaching, Learning, and Innovation Team will provide guided reading professional development and training for teachers to address instructional practices to support differentiation.</p>		Associate Superintendent, Executive Directors, Humanities Coordinator, Campus Academic Leaders, Campus Principals	Growth in student performance on Fountas and Pinnell benchmark assessments and growth in teacher performance on T-TESS				

<p align="center"><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 3 CSF 7</p> <p>4) Teaching, Learning, and Innovation Team will provide on-going professional learning for teachers and administrators on how to use Fountas and Pinnell data to drive instruction in small groups as well as tiered groups for intervention.</p>	<p>Associate Superintendent, Executive Directors, Humanities Coordinator, Campus Academic Leaders, Campus Principals</p>	<p>Growth in student performance on Fountas and Pinnell benchmark assessments and growth in teacher performance on T-TESS</p>				
<p>Funding Sources: 199 - General Fund - 0.00, 211 - Title I, Part A - 0.00</p>						
<p align="center"><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 3</p> <p>5) Teaching, Learning, and Innovation Team will meet monthly with campus administration to provide curriculum overviews and answer questions regarding the upcoming instructional units.</p>	<p>Associate Superintendent, Executive Directors, Humanities Coordinator, Campus Academic Leaders, Campus Principals</p>	<p>Growth in student performance on Fountas and Pinnell benchmark assessments</p>				
<p align="center"><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 3 CSF 7</p> <p>6) Following each Fountas and Pinnell benchmark assessment, data will be reviewed with classroom teachers to identify areas which need to be addressed and individualized plans will be created for student interventions.</p>	<p>Associate Superintendent, Executive Directors, Humanities Coordinator, Campus Academic Leaders, Campus Principals</p>	<p>Growth in student performance on Fountas and Pinnell benchmark assessments and growth in teacher performance on T-TESS</p>				
<p>Funding Sources: 199 - General Fund - 0.00, 211 - Title I, Part A - 0.00</p>						
<p align="center"><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 7</p> <p>7) 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.</p>	<p>Associate Superintendent, Coordinator of Research, Evaluation, &amp; Assessment, Executive Directors, Cabinet, Campus Administrators, Campus Testing Coordinators</p>	<p>Growth in campus and district assessment data and reduction in testing irregularities</p>				
<p>Funding Sources: 199 - General Fund - 70000.00</p>						
<p align="center"><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 4 CSF 5 CSF 7</p> <p>8) Support reading achievement with the purchase of additional resources that may be utilized at school and at home.</p>	<p>Associate Superintendent, Executive Directors, Humanities Coordinator, Campus Academic Leaders, Campus Principals</p>	<p>Growth in student performance on Fountas and Pinnell benchmark assessments</p>				
<p>Funding Sources: 199 - General Fund - 100000.00</p>						



<p><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 3 CSF 7</p> <p>9) Support literacy with the development, implementation, and calibration of district writing rubrics.</p>	<p>Associate Superintendent, Executive Directors, Humanities Coordinator, Campus Academic Leaders, Campus Principals</p>	<p>Growth in student performance on writing benchmarks and Fountas and Pinnell reading assessments</p>				
<p>  = Accomplished          = Continue/Modify          = Considerable          = Some Progress          = No Progress          = Discontinue       </p>						

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

**Performance Objective 2:** The students in grade 3 who achieve Approaches Grade Level on the spring administration of the STAAR reading assessment will increase from 58% to 65%.







**Evaluation Data Source(s) 2:** STAAR results

**Summative Evaluation 2:**

**TEA Priorities:** 2. Build a foundation of reading and math.

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<b>Critical Success Factors</b> CSF 1 CSF 2 CSF 3 CSF 7  1) Teaching, Learning, and Innovation Team will work with campuses and PLC's to help support instructional practices targeted to improve student learning.		Associate Superintendent, Executive Directors, Humanities Coordinator, Campus Academic Leaders, Campus Principals	Effective use of curriculum documents leading to growth in campus data and student performance on unit assessments, benchmarks, and STAAR				
<b>Critical Success Factors</b> CSF 1 CSF 2 CSF 4  2) Support literacy with the development, implementation, and calibration of district writing rubrics.		Associate Superintendent, Executive Directors, Humanities Coordinator, Campus Academic Leaders, Campus Principals	Growth in student performance on writing benchmarks, unit assessments, and STAAR				
<b>Critical Success Factors</b> CSF 1 CSF 7  3) Teaching, Learning, and Innovation Team will provide focus sessions with teachers at the beginning of each unit to address instructional strategies and prioritize knowledge and skills for literacy and differentiation.		Associate Superintendent, Executive Directors, Humanities Coordinator, Campus Academic Leaders, Campus Principals	Growth in campus data and student performance on unit assessments, benchmarks, and STAAR				

<p align="center"><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 3 CSF 7</p> <p>4) 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.</p>	<p>Associate Superintendent, Executive Directors, Humanities Coordinator, Campus Academic Leaders, Campus Principals</p>	<p>Growth in campus data and student performance on unit assessments, benchmarks, and STAAR</p>				
<p>Funding Sources: 199 - General Fund - 0.00, 211 - Title I, Part A - 0.00</p>						
<p align="center"><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 3</p> <p>5) Teaching, Learning, and Innovation Team will meet monthly with campus administration to provide curriculum overviews and answer questions regarding the upcoming instructional units.</p>	<p>Associate Superintendent, Executive Directors, Humanities Coordinator, Campus Academic Leaders, Campus Principals</p>	<p>Growth in campus data and student performance on unit assessments, benchmarks, and STAAR</p>				
<p>Funding Sources: 199 - General Fund - 0.00</p>						
<p align="center"><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 3 CSF 7</p> <p>6) Immediately following each unit assessment, review data with the classroom teachers to identify areas which need to be addressed and create plans for RTI.</p>	<p>Associate Superintendent, Executive Directors, Humanities Coordinator, Campus Academic Leaders, Campus Principals</p>	<p>Growth in campus data and increase in student performance related to targeted instructional strategies and data disaggregation</p>				
<p>Funding Sources: 199 - General Fund - 0.00, 211 - Title I, Part A - 0.00</p>						
<p align="center"><b>Critical Success Factors</b> CSF 1 CSF 3 CSF 7</p> <p>7) 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.</p>	<p>Coordinator of Research, Evaluation, &amp; Assessment, Executive Directors, Cabinet, Campus Administrators, Campus Testing Coordinators</p>	<p>Growth in campus and district assessment data and reduction in testing irregularities</p>				
<p>Funding Sources: 211 - Title I, Part A - 0.00, 212 - Migrant - 0.00, 263 - Title III, LEP - 0.00</p>						
<p align="center"><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 7</p> <p>8) Provide professional learning on the implementation of Achieve 3000 to facilitate differentiated Tier 1 instruction and increase student Lexile growth.</p>	<p>Associate Superintendent, Executive Directors, Humanities Coordinator, Campus Academic Leaders, Campus Principals</p>	<p>Student growth in Lexile levels, on unit assessments, benchmarks, and STAAR</p>				
<p>Funding Sources: 199 - General Fund - 100000.00</p>						

<p><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 3 CSF 7</p> <p>9) Collaboratively create new curriculum guiding documents that incorporate deep alignment within content area.</p>	<p>Associate Superintendent, Executive Directors, Humanities Coordinator, Campus Academic Leaders, Campus Principals</p>	<p>Growth in campus data and increase in student performance related to deep alignment</p>				
<p>Funding Sources: 211 - Title I, Part A - 2500.00</p>						
<p><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 3 CSF 7</p> <p>10) Establish and implement a district-wide Writing Across the Content framework.</p>	<p>Associate Superintendent, Executive Director, Campus Academic Leader, Humanities Coordinator, and campus principals</p>	<p>Growth in campus data and student performance on unit assessments, benchmarks, and STAAR</p>				
<p>  = Accomplished          = Continue/Modify          = Considerable          = Some Progress          = No Progress          = Discontinue       </p>						

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

**Performance Objective 3:** The students in grade 4 who achieve Approaches Grade Level on the spring administration of the STAAR reading assessment will increase from 67% to 75%.







**Evaluation Data Source(s) 3:** STAAR results

**Summative Evaluation 3:**

**TEA Priorities:** 2. Build a foundation of reading and math.

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<b>Critical Success Factors</b> CSF 1 CSF 2 CSF 3 CSF 7  1) Teaching, Learning, and Innovation Team will work with campuses and PLC's to help support instructional practices targeted to improve student learning.		Associate Superintendent, Executive Directors, Humanities Coordinator, Campus Academic Leaders, Campus Principals	Effective use of curriculum documents leading to growth in campus data and student performance on unit assessments, benchmarks, and STAAR				
	Funding Sources: 211 - Title I, Part A - 0.00						
<b>Critical Success Factors</b> CSF 1 CSF 2 CSF 4  2) Support literacy with the development, implementation, and calibration of district writing rubrics.		Associate Superintendent, Executive Directors, Humanities Coordinator, Campus Academic Leaders, Campus Principals	Growth in student performance on writing benchmarks, reading unit assessments, and reading STAAR				
	Funding Sources: 199 - General Fund - 0.00, 211 - Title I, Part A - 0.00						
<b>Critical Success Factors</b> CSF 1 CSF 2 CSF 3 CSF 7  3) Collaboratively create new curriculum guiding documents that incorporate deep alignment within content area.		Associate Superintendent, Executive Directors, Humanities Coordinator, Campus Academic Leaders, Campus Principals	Growth in campus data and increase in student performance related to deep alignment				
	Funding Sources: 211 - Title I, Part A - 2500.00						

<p align="center"><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 4 CSF 5 CSF 7</p> <p>4) Provide professional learning on the implementation of Achieve 3000 to facilitate differentiated Tier 1 instruction and increase student Lexile growth.</p>	<p>Associate Superintendent, Executive Directors, Humanities Coordinator, Campus Academic Leaders, Campus Principals</p>	<p>Student growth in Lexile levels, on unit assessments, benchmarks, and STAAR</p>				
<p align="center"><b>Critical Success Factors</b> CSF 1 CSF 7</p> <p>5) Provide focus sessions with teachers at the beginning of each unit to address instructional strategies, prioritize knowledge and skills for literacy and differentiation.</p>	<p>Associate Superintendent, Executive Directors, Humanities Coordinator, Campus Academic Leaders, Campus Principals</p>	<p>Growth in Unit Assessment data, Benchmarks, and STAAR</p>				
<p>Funding Sources: 199 - General Fund - 0.00, 211 - Title I, Part A - 0.00</p>						
<p align="center"><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 3 CSF 7</p> <p>6) 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.</p>	<p>Associate Superintendent, Executive Directors, Humanities Coordinator, Campus Academic Leaders, Campus Principals</p>	<p>Growth in campus data and student performance on unit assessments, benchmarks, and STAAR</p>				
<p>Funding Sources: 199 - General Fund - 0.00, 211 - Title I, Part A - 0.00</p>						
<p align="center"><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 3</p> <p>7) Teaching, Learning, and Innovation Team will meet monthly with campus administration to provide curriculum overviews and answer questions regarding the upcoming instructional units.</p>	<p>Associate Superintendent, Executive Directors, Humanities Coordinator, Campus Academic Leaders, Campus Principals</p>	<p>Growth in campus data and student performance on unit assessments, benchmarks, and STAAR</p>				
<p>Funding Sources: 199 - General Fund - 0.00</p>						
<p align="center"><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 3 CSF 7</p> <p>8) Immediately following each unit assessment, review data with the classroom teachers to identify areas which need to be addressed and create individualized plans for student intervention.</p>	<p>Associate Superintendent, Executive Directors, Humanities Coordinator, Campus Academic Leaders, Campus Principals</p>	<p>Growth in campus data and increase in student performance related to targeted instructional strategies and data disaggregation</p>				
<p>Funding Sources: 199 - General Fund - 0.00, 211 - Title I, Part A - 0.00</p>						

<p><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 7</p> <p>9) 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.</p>	<p>Coordinator of Research, Evaluation, &amp; Assessment, Executive Directors, Cabinet, Campus Administrators, Campus Testing Coordinators</p>	<p>Growth in campus and district assessment data and reduction in testing irregularities</p>				
<p>Funding Sources: 199 - General Fund - 2500.00, 263 - Title III, LEP - 0.00</p>						
<p>  = Accomplished    = Continue/Modify    = Considerable    = Some Progress    = No Progress    = Discontinue </p>						

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

**Performance Objective 4:** The students in grade 4 who achieve Approaches Grade Level on the spring administration of the STAAR writing assessment will increase from 52% to 60%.

**Evaluation Data Source(s) 4:** STAAR results







**Summative Evaluation 4:**

**TEA Priorities:** 2. Build a foundation of reading and math.

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 3 CSF 6 CSF 7</p> <p>1) Teaching, Learning, and Innovation Team will work with campuses and PLC's to help support instructional practices targeted to improve student learning.</p>		Associate Superintendent, Executive Directors, Humanities Coordinator, Campus Academic Leaders, Campus Principals	Effective use of curriculum documents leading to growth in campus data and student performance on unit assessments, benchmarks, and STAAR				
<p><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 4 CSF 7</p> <p>2) Teaching, Learning, and Innovation Team will provide training, support, and monitoring of effective RTI systems to improve writing strategies for struggling learners.</p>		Associate Superintendent, Executive Directors, Humanities Coordinator, Campus Academic Leaders, Campus Principals	Growth in campus data and increase in student performance related to targeted instructional strategies and data disaggregation				
<p><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 4 CSF 7</p> <p>3) Provide professional learning on the implementation of the elementary writing rubric and student checklists to differentiate writing instruction.</p>		Associate Superintendent, Executive Directors, Humanities Coordinator, Campus Academic Leaders, Campus Principals	Growth in student performance on writing benchmarks, unit assessments, and STAAR				



<p><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 4 CSF 7</p> <p>4) Provide on-going professional learning on how to use unit and benchmark assessment data to drive instruction and tiered intervention.</p>	<p>Associate Superintendent, Executive Directors, Humanities Coordinator, Campus Academic Leaders, Campus Principals</p>	<p>Growth in campus data and student performance on unit assessments, benchmarks, and STAAR</p>				
<p>Funding Sources: 199 - General Fund - 0.00, 211 - Title I, Part A - 0.00</p>						
<p><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 3</p> <p>5) Teaching, Learning, and Innovation Team will meet monthly with campus administration to provide curriculum overviews and answer questions regarding the upcoming instructional units.</p>	<p>Associate Superintendent, Executive Directors, Humanities Coordinator, Campus Academic Leaders, Campus Principals</p>	<p>Growth in campus data and student performance on unit assessments, benchmarks, and STAAR</p>				
<p>Funding Sources: 199 - General Fund - 0.00</p>						
<p><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 3 CSF 7</p> <p>6) Immediately following each six week grading period, review data with the campus staff to identify areas which need to be addressed and create plans for teacher training and student intervention.</p>	<p>Associate Superintendent, Executive Directors, Humanities Coordinator, Campus Academic Leaders, Campus Principals</p>	<p>Growth in campus data and student performance on unit assessments, benchmarks, and STAAR</p>				
<p>Funding Sources: 199 - General Fund - 0.00, 211 - Title I, Part A - 0.00</p>						
<p><b>Critical Success Factors</b> CSF 1 CSF 2</p> <p>7) Writing benchmarks will be developed and implemented for each grade level.</p>	<p>Associate Superintendent, Executive Directors, Humanities Coordinator, Campus Academic Leaders, Campus Principals</p>	<p>Growth in campus data and student performance on unit assessments, benchmarks, and STAAR</p>				
<p>Funding Sources: 199 - General Fund - 0.00, 211 - Title I, Part A - 0.00</p>						
<p><b>System Safeguard Strategy</b> <b>Critical Success Factors</b> CSF 1 CSF 2 CSF 4</p> <p>8) 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.</p>	<p>Coordinator of Research, Evaluation, &amp; Assessment, Executive Directors, Cabinet, Campus Administrators, Campus Testing Coordinators</p>	<p>Growth in campus and district assessment data and reduction in testing irregularities</p>				
<p>Funding Sources: 211 - Title I, Part A - 0.00, 212 - Migrant - 0.00, 263 - Title III, LEP - 0.00</p>						

<p><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 3 CSF 7</p> <p>9) Establish and implement a district-wide Writing Across the Content framework.</p>	<p>Associate Superintendent, Executive Director, Campus Academic Leader, Humanities Coordinator, and campus principals</p>	<p>Growth in campus data and student performance on unit assessments, benchmarks, and STAAR</p>				
<p><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 7</p> <p>10) Writing unit assessments will be developed and administered in grades 3-5.</p>	<p>Associate Superintendent, Executive Directors, Humanities Coordinator, Campus Academic Leaders, Campus Principals</p>	<p>Growth in campus data and student performance on unit assessments, benchmarks, and STAAR</p>				
<p>  = Accomplished          = Continue/Modify          = Considerable          = Some Progress          = No Progress          = Discontinue       </p>						

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

**Performance Objective 5:** The students in grade 5 who achieve Approaches Grade Level on the spring administration of the STAAR reading assessment in March will increase from 59% to 65%.







**Evaluation Data Source(s) 5:** STAAR results

**Summative Evaluation 5:**

**TEA Priorities:** 2. Build a foundation of reading and math.

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<b>Critical Success Factors</b> CSF 1 CSF 2 CSF 3 CSF 7  1) Teaching, Learning, and Innovation Team will work with campuses and PLC's to help support instructional practices targeted to improve student learning.		Associate Superintendent, Executive Directors, Humanities Coordinator, Campus Academic Leaders, Campus Principals	Effective use of curriculum documents leading to growth in campus data and student performance on unit assessments, benchmarks, and STAAR				
<b>Critical Success Factors</b> CSF 1 CSF 2 CSF 4 CSF 7  2) Support literacy with the development, implementation, and calibration of district writing rubrics.		Associate Superintendent, Executive Directors, Humanities Coordinator, Campus Academic Leaders, Campus Principals	Growth in student performance on writing benchmarks, unit assessments, and STAAR				
<b>Critical Success Factors</b> CSF 1 CSF 7  3) Provide focus sessions with teachers at the beginning of each unit to address instructional strategies, prioritize knowledge and skills for literacy and differentiation.		Associate Superintendent, Executive Directors, Humanities Coordinator, Campus Academic Leaders, Campus Principals	Growth in campus data and student performance on unit assessments, benchmarks, and STAAR				

<p><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 3 CSF 7</p> <p>4) 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.</p>	<p>Associate Superintendent, Executive Directors, Humanities Coordinator, Campus Academic Leaders, Campus Principals</p>	<p>Growth in campus data and increase in student performance related to targeted instructional strategies and data disaggregation</p>				
<p>Funding Sources: 199 - General Fund - 0.00, 211 - Title I, Part A - 0.00</p>						
<p><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 3</p> <p>5) Teaching, Learning, and Innovation Team will meet monthly with campus administration to provide curriculum overviews and answer questions regarding the upcoming instructional units.</p>	<p>Associate Superintendent, Executive Directors, Humanities Coordinator, Campus Academic Leaders, Campus Principals</p>	<p>Growth in campus data and student performance on unit assessments, benchmarks, and STAAR</p>				
<p>Funding Sources: 199 - General Fund - 0.00</p>						
<p><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 3 CSF 7</p> <p>6) Immediately following each unit assessment, review data with the classroom teachers to identify areas which need to be addressed and create individualized plans for RTI.</p>	<p>Associate Superintendent, Executive Directors, Humanities Coordinator, Campus Academic Leaders, Campus Principals</p>	<p>Growth in campus data and student performance on unit assessments, benchmarks, and STAAR</p>				
<p>Funding Sources: 199 - General Fund - 0.00, 211 - Title I, Part A - 0.00</p>						
<p><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 7</p> <p>7) 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.</p>	<p>Coordinator of Research, Evaluation, &amp; Assessment, Executive Directors, Cabinet, Campus Administrators, Campus Testing Coordinators</p>	<p>Growth in campus and district assessment data and reduction in testing irregularities</p>				
<p>Funding Sources: 211 - Title I, Part A - 0.00, 212 - Migrant - 0.00, 263 - Title III, LEP - 0.00</p>						
<p><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 4 CSF 5 CSF 7</p> <p>8) Provide professional learning on the implementation of Achieve 3000 to provide differentiated Tier 1 instruction to increase student Lexile growth.</p>	<p>Associate Superintendent, Executive Directors, Humanities Coordinator, Campus Academic Leaders, Campus Principals</p>	<p>Student growth in Lexile levels, on unit assessments, benchmarks, and STAAR</p>				

<p><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 3 CSF 7</p> <p>9) Collaboratively create new curriculum guiding documents that incorporate deep alignment within content area.</p>	<p>Associate Superintendent, Executive Directors, Humanities Coordinator, Campus Academic Leaders, Campus Principals</p>	<p>Growth in campus data and increase in student performance related to deep alignment</p>				
<p>  = Accomplished          = Continue/Modify          = Considerable          = Some Progress          = No Progress          = Discontinue       </p>						

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

**Performance Objective 6:** The students in grades 3-5 bilingual who achieve Approaches Grade Level on the spring administration of the STAAR Spanish reading assessment will increase from 67% to 72%.







**Evaluation Data Source(s) 6:** STAAR Spanish results

**Summative Evaluation 6:**

**TEA Priorities:** 2. Build a foundation of reading and math.

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 3 CSF 7</p> <p>1) Teaching, Learning, and Innovation Team will work with campuses and PLC's to help support instructional practices targeted to improve student learning.</p>		Associate Superintendent, Executive Directors, Bilingual Coordinator, Campus Academic Leaders, Campus Principals, Bilingual Coach	Effective use of curriculum documents leading to growth in campus data and student performance on unit assessments, benchmarks, TELPAS, and STAAR				
<p><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 4 CSF 7</p> <p>2) Teaching, Learning, and Innovation Team will provide training, support, and monitoring for effective RTI systems to improve reading for struggling learners.</p>		Associate Superintendent, Executive Directors, Bilingual Coordinator, Campus Academic Leaders, Campus Principals, Bilingual Coach	Increased passing rate on STAAR for students receiving Tier 2 or Tier 3 intervention.				
<p><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 4 CSF 7</p> <p>3) Provide professional learning on the implementation of Achieve 3000 to facilitate differentiated Tier 1 instruction and increase student Lexile growth in English and Spanish.</p>		Associate Superintendent, Executive Directors, Bilingual Coordinator, Campus Academic Leaders, Campus Principals, Bilingual Coach	Student growth in Lexile levels in English and Spanish, on unit assessments, benchmarks, and STAAR				

<p align="center"><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 3 CSF 4 CSF 6 CSF 7</p> <p>4) Provide a 3-Day training focused on the Gomez and Gomez Dual Language Enrichment model for administrators, bilingual teachers, and related personnel.</p>	<p>Associate Superintendent, Executive Directors, Bilingual Coordinator, Campus Academic Leaders, Campus Principals, Bilingual Coach</p>	<p>Increase in student's ability to master STAAR in Spanish and English and fidelity to 50/50 Language Arts implementation in grades 2 - 5</p>				
<p>Funding Sources: 199 - General Fund - 10000.00</p>						
<p align="center"><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 3 CSF 7</p> <p>5) Provide on-going professional learning on how to use STAAR and unit assessment data to drive instruction and tiered intervention.</p>	<p>Associate Superintendent, Executive Directors, Bilingual Coordinator, Campus Academic Leaders, Campus Principals, Bilingual Coach</p>	<p>Growth in campus data and student performance on unit assessments, benchmarks, and STAAR</p>				
<p>Funding Sources: 199 - General Fund - 0.00, 211 - Title I, Part A - 0.00</p>						
<p align="center"><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 3 CSF 6 CSF 7</p> <p>6) The TLI Department will meet monthly with campus administration to provide curriculum overviews and answer questions regarding the upcoming instructional units.</p>	<p>Associate Superintendent, Executive Directors, Bilingual Coordinator, Campus Academic Leaders, Campus Principals, Bilingual Coach</p>	<p>Effective implementation of the curriculum leading to growth in campus data and student performance on unit assessments, benchmarks, and STAAR</p>				
<p>Funding Sources: 199 - General Fund - 0.00, 211 - Title I, Part A - 0.00</p>						
<p align="center"><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 3 CSF 7</p> <p>7) Immediately following each six week grading period, review data with the campus administration to identify areas which need to be addressed and create individualized plans for teacher support and training.</p>	<p>Associate Superintendent, Executive Directors, Bilingual Coordinator, Campus Academic Leaders, Campus Principals, Bilingual Coach</p>	<p>Effective implementation of the curriculum leading to growth in campus data and student performance on unit assessments, benchmarks, and STAAR</p>				
<p>Funding Sources: 199 - General Fund - 0.00, 211 - Title I, Part A - 0.00</p>						

<p><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 3 CSF 7</p> <p>8) 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.</p>	<p>Coordinator of Research, Evaluation, &amp; Assessment, Executive Directors, Cabinet, Campus Administrators, Campus Testing Coordinators, Bilingual/ESL Coordinator</p>	<p>Growth in campus and district assessment data and reduction in testing irregularities</p>				
<p>Funding Sources: 211 - Title I, Part A - 0.00, 212 - Migrant - 0.00, 263 - Title III, LEP - 0.00</p>						
<p><b>Critical Success Factors</b> CSF 1 CSF 7</p> <p>9) Review and acquire (if necessary) Spanish reading instructional resources for the Bilingual Program.</p>	<p>Associate Superintendent, Executive Directors, Bilingual Coordinator, Campus Academic Leaders, Campus Principals, Bilingual Coach</p>	<p>Growth in campus data and student performance on unit assessments, benchmarks, and STAAR</p>				
<p>Funding Sources: 199 - General Fund - 7000.00</p>						
<p><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 7</p> <p>10) Provide Guided Reading professional development for Spanish Language Arts teachers.</p>	<p>Associate Superintendent, Executive Directors, Bilingual Coordinator, Campus Academic Leaders, Campus Principals, Bilingual Coach</p>	<p>Growth in campus data and student performance on unit assessments, benchmarks, EDL2, and STAAR</p>				
<p><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 3 CSF 7</p> <p>11) Teaching, Learning and Innovation Team will work collaboratively with Spanish language arts teachers to develop 3 - 5 curriculum.</p>	<p>Associate Superintendent, Executive Directors, Bilingual Coordinator, Campus Academic Leaders, Campus Principals, Bilingual Coach</p>	<p>Growth in campus data and increase in student performance related to deep alignment.</p>				
<p>Funding Sources: 211 - Title I, Part A - 2500.00</p>						
<p>  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>						



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

**Performance Objective 7:** The students in grade 4 bilingual who achieve Approaches Grade Level on the spring administration of the STAAR Spanish writing assessment will increase from 71% to 75%.







**Evaluation Data Source(s) 7:** STAAR Spanish results

**Summative Evaluation 7:**

**TEA Priorities:** 2. Build a foundation of reading and math.

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 3 CSF 6 CSF 7</p> <p>1) Teaching, Learning, and Innovation Team will work with campuses and PLC's to help support instructional practices targeted to improve student learning.</p>		Associate Superintendent, Executive Directors, Bilingual Coordinator, Campus Academic Leaders, Campus Principals, Bilingual Coach	Effective use of curriculum documents leading to growth in campus data and student performance on unit assessments, benchmarks, and STAAR				
<p><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 4 CSF 7</p> <p>2) Provide training, support, and monitoring of effective RTI systems to improve reading for struggling learners.</p>		Associate Superintendent, Executive Directors, Bilingual Coordinator, Campus Academic Leaders, Campus Principals, Bilingual Coach	Increased passing rate on STAAR for students receiving Tier 2 or Tier 3 intervention				
<p><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 4 CSF 7</p> <p>3) Provide professional learning on the implementation of Achieve 3000 to facilitate differentiated Tier 1 instruction and increase student Lexile growth in English and Spanish.</p>		Associate Superintendent, Executive Directors, Bilingual Coordinator, Campus Academic Leaders, Campus Principals, Bilingual Coach	Student growth in Lexile levels in English and Spanish, on unit assessments, benchmarks, and STAAR				

<p align="center"><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 3 CSF 4 CSF 6 CSF 7</p> <p>4) Provide a 3-Day training focused on the Gomez and Gomez Dual Language Enrichment model for administrators, bilingual teachers, and related personnel.</p>	<p>Associate Superintendent, Executive Directors, Bilingual Coordinator, Campus Academic Leaders, Campus Principals, Bilingual Coach</p>	<p>Increase in student's ability to master STAAR in Spanish and English and fidelity to 50/50 Language Arts implementation in grades 2 - 5</p>				
<p align="center"><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 3 CSF 7</p> <p>5) Provide on-going professional learning on how to use STAAR and unit assessment data to drive instruction and tiered intervention.</p>	<p>Associate Superintendent, Executive Directors, Bilingual Coordinator, Campus Academic Leaders, Campus Principals, Bilingual Coach</p>	<p>Growth in campus data and student performance on unit assessments, benchmarks, and STAAR</p>				
<p>Funding Sources: 199 - General Fund - 0.00, 211 - Title I, Part A - 0.00</p>						
<p align="center"><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 3 CSF 7</p> <p>6) The TLI Department will meet monthly with campus administration to provide curriculum overviews and answer questions regarding the upcoming instructional units.</p>	<p>Associate Superintendent, Executive Directors, Bilingual Coordinator, Campus Academic Leaders, Campus Principals, Bilingual Coach</p>	<p>Effective implementation of the curriculum leading to growth in campus data and student performance on unit assessments, benchmarks, and STAAR</p>				
<p>Funding Sources: 199 - General Fund - 0.00, 211 - Title I, Part A - 0.00</p>						
<p align="center"><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 3 CSF 7</p> <p>7) Immediately following each six week grading period, review data with the campus administration to identify areas which need to be addressed and create individualized plans for teacher support and training.</p>	<p>Associate Superintendent, Executive Directors, Bilingual Coordinator, Campus Academic Leaders, Campus Principals, Bilingual Coach</p>	<p>Effective implementation of the curriculum leading to growth in campus data and student performance on unit assessments, benchmarks, and STAAR</p>				
<p>Funding Sources: 199 - General Fund - 0.00, 211 - Title I, Part A - 0.00</p>						

<p><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 3 CSF 7</p> <p>8) 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.</p>	<p>Coordinator of Research, Evaluation, &amp; Assessment, Executive Directors, Cabinet, Campus Administrators, Campus Testing Coordinators, Bilingual/ESL Coordinator</p>	<p>Growth in campus and district assessment data and reduction in testing irregularities</p>				
<p>Funding Sources: 211 - Title I, Part A - 0.00, 212 - Migrant - 0.00, 263 - Title III, LEP - 0.00</p>						
<p><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 7</p> <p>9) Train Spanish language arts teachers on the implementation of Writer's Workshop.</p>	<p>Associate Superintendent, Executive Directors, Bilingual Coordinator, Campus Principals, Bilingual Coach</p>	<p>Increase in teachers' ability to implement high yield writing strategies leading to growth in campus and district assessment data</p>				
<p><b>Critical Success Factors</b> CSF 1 CSF 7</p> <p>10) Review and acquire (if necessary) Spanish writing instructional resources for the Bilingual Program.</p>	<p>Associate Superintendent, Executive Directors, Bilingual Coordinator, Campus Academic Leaders, Campus Principals, Bilingual Coach</p>	<p>Growth in campus data and student performance on unit assessments, benchmarks, and STAAR</p>				
<p>Funding Sources: 199 - General Fund - 1300.00</p>						
<p><b>Critical Success Factors</b> CSF 1 CSF 3 CSF 7</p> <p>11) Teaching, Learning, and Innovation Team will work collaboratively with Spanish language arts teachers to develop 3 - 5 curriculum.</p>	<p>Associate Superintendent, Executive Directors, Bilingual Coordinator, Campus Academic Leaders, Campus Principals, Bilingual Coach</p>	<p>Increase in teachers' ability to implement high yield writing strategies leading to growth in campus data and increase in student performance related to deep alignment</p>				
<p>  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>						

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

**Performance Objective 8:** The students in grades 6-8 who achieve Approaches Grade Level on the spring administration of the STAAR reading assessment will increase from 65% to 70%.

**Evaluation Data Source(s) 8:** STAAR results

**Summative Evaluation 8:**

**TEA Priorities:** 2. Build a foundation of reading and math.

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<b>Critical Success Factors</b> CSF 1 CSF 2 CSF 3 CSF 7  1) Teaching, Learning, and Innovation Team will work with campuses and PLC's to help support instructional practices targeted to improve student learning.		Associate Superintendent, Executive Directors, Campus Academic Leaders, Campus Principals	Growth in campus data				
	Funding Sources: 211 - Title I, Part A - 0.00, 199 - General Fund - 0.00						
<b>Critical Success Factors</b> CSF 1 CSF 2 CSF 4  2) Provide training, support, and monitoring of effective RTI systems to improve reading for struggling learners.		Associate Superintendent, Executive Directors, Campus Academic Leader, Humanities Coordinator	Growth in campus data and increase in student performance related to targeted instructional strategies and data disaggregation				
	Funding Sources: 199 - General Fund - 0.00, 211 - Title I, Part A - 0.00						
<b>Critical Success Factors</b> CSF 1 CSF 2  3) Continue to use Achieve 3000 to provide differentiated Tier I instruction to increase student Lexile growth.		Associate Superintendent, Executive Directors, Campus Academic Leader, Humanities Coordinator	Increase in student Lexile growth throughout the district				
	Funding Sources: 199 - General Fund - 0.00, 211 - Title I, Part A - 0.00						

<b>Critical Success Factors</b> CSF 1 CSF 2 CSF 7  4) Use assessment data to drive instruction and tiered intervention.	Associate Superintendent, Executive Directors, Campus Academic Leader, Humanities Coordinator	Growth in campus data and increase in student performance related to targeted instructional strategies and data disaggregation				
	Funding Sources: 199 - General Fund - 0.00, 211 - Title I, Part A - 0.00					
<b>Critical Success Factors</b> CSF 1 CSF 4 CSF 7  5) Collaboratively create new curriculum guiding documents that incorporate deep alignment within content area.	Associate Superintendent, Executive Director, Campus Academic Leader, Secondary ELA Coordinator.	Growth in campus data and increase in student performance related to deep alignment				
	Funding Sources: 199 - General Fund - 25000.00					
<b>Critical Success Factors</b> CSF 1 CSF 2 CSF 4 CSF 7  6) Establish and implement a district-wide Writing Across the Content framework.	Associate Superintendent, Executive Director, Campus Academic Leader, Secondary ELA Coordinator.	Growth in campus data and increase in the number of students who achieve Meets Grade Level standard on local and state assessments				
	Funding Sources: 199 - General Fund - 25000.00					
<b>Critical Success Factors</b> CSF 1 CSF 2 CSF 4 CSF 7  7) Utilize Springboard to provide rigorous Pre-AP content for ELA courses.	Associate Superintendent, Executive Director, Campus Academic Leader, Secondary ELA Coordinator.	Growth in campus data and increase in the number of students who achieve Masters Grade Level standard on local and state assessments				
	Funding Sources: 199 - General Fund - 25000.00					
<b>Critical Success Factors</b> CSF 1 CSF 2 CSF 3 CSF 7  8) Support student achievement by ensuring special programs compliance, ensuring the latest information of best practices, and that accountability is disseminated and updated to all district and campus administrators and testing coordinators.	Coordinator of Research, Evaluation, & Assessment, Associate Superintendent, Executive Directors, Cabinet, Campus Administrators, Campus Testing Coordinators	Growth in campus and district assessment data and reduction in testing irregularities				
	Funding Sources: 211 - Title I, Part A - 0.00, 212 - Migrant - 0.00, 263 - Title III, LEP - 0.00					

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







**Performance Objective 9:** The students in grade 7 who achieve Approaches Grade Level on the spring administration of the STAAR writing assessment will increase from 65% to 70%

**Evaluation Data Source(s) 9:** STAAR results

**Summative Evaluation 9:**

**TEA Priorities:** 2. Build a foundation of reading and math.

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<b>System Safeguard Strategy</b> <b>Critical Success Factors</b> CSF 1 CSF 2 CSF 3 CSF 6 CSF 7  1) Teaching, Learning, and Innovation Team will work with campuses and PLC's to help support instructional practices targeted to improve student learning.		Associate Superintendent, Executive Directors, Campus Academic Leaders, Campus Principals	Growth in campus data				
	Funding Sources: 211 - Title I, Part A - 0.00						
<b>System Safeguard Strategy</b> <b>Critical Success Factors</b> CSF 1 CSF 2 CSF 4 CSF 7  2) Provide training, support, and monitoring of effective RTI systems to improve writing strategies for struggling learners.		Executive Directors, Campus Academic Leader, ELAR Director	Growth in campus data and increase in student performance related to targeted instructional strategies and data disaggregation				
	Funding Sources: 199 - General Fund - 0.00, 211 - Title I, Part A - 0.00						
<b>System Safeguard Strategy</b> <b>Critical Success Factors</b> CSF 1 CSF 2 CSF 4 CSF 7  3) Continue to use Achieve 3000 to provide differentiated Tier I instruction to increase student Lexile growth.		Associate Superintendent, Executive Director, Campus Academic Leader, Secondary ELA Coordinator.	Increase in student Lexile growth throughout the district				
	Funding Sources: 199 - General Fund - 0.00, 211 - Title I, Part A - 0.00						

<p><b>System Safeguard Strategy</b> <b>Critical Success Factors</b> CSF 1 CSF 2 CSF 4 CSF 7</p> <p>4) Use assessment data to drive instruction and tiered intervention.</p>	<p>Associate Superintendent, Executive Director, Campus Academic Leader, Secondary ELA Coordinator.</p>	<p>Growth in campus data and increase in student performance related to targeted instructional strategies and data disaggregation</p>				
<p>Funding Sources: 199 - General Fund - 0.00, 211 - Title I, Part A - 0.00</p>						
<p><b>System Safeguard Strategy</b> <b>Critical Success Factors</b> CSF 1 CSF 2</p> <p>5) Collaboratively create new curriculum guiding documents that incorporate deep alignment within content area.</p>	<p>Associate Superintendent, Executive Director, Campus Academic Leader, Secondary ELA Coordinator.</p>	<p>Growth in campus data and increase in student performance related to deep alignment</p>				
<p>Funding Sources: 199 - General Fund - 0.00, 211 - Title I, Part A - 2500.00</p>						
<p><b>System Safeguard Strategy</b> <b>Critical Success Factors</b> CSF 1 CSF 4 CSF 7</p> <p>6) Establish and implement a district-wide Writing Across the Content framework.</p>	<p>Associate Superintendent, Executive Director, Campus Academic Leader, Secondary ELA Coordinator</p>	<p>Growth in campus data and increase in student performance related to deep alignment</p>				
<p><b>System Safeguard Strategy</b> <b>Critical Success Factors</b> CSF 1 CSF 2 CSF 4 CSF 7</p> <p>7) Utilize Springboard to provide rigorous Pre-AP content for ELA courses.</p>	<p>Associate Superintendent, Executive Director, Campus Academic Leader, Secondary ELA Coordinator.</p>	<p>Growth in campus data and increase in the number of students who achieve Masters Grade Level standard on local and state assessments</p>				
<p><b>System Safeguard Strategy</b> <b>Critical Success Factors</b> CSF 1 CSF 2 CSF 4</p> <p>8) 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.</p>	<p>Coordinator of Research, Evaluation, &amp; Assessment, Associate Superintendent, Coordinator. Executive Directors, Cabinet, Campus Administrators, Campus Testing Coordinators</p>	<p>Growth in campus and district assessment data and reduction in testing irregularities</p>				
<p>Funding Sources: 211 - Title I, Part A - 0.00, 212 - Migrant - 0.00, 263 - Title III, LEP - 0.00</p>						
<p>  = Accomplished          = Continue/Modify          = Considerable          = Some Progress          = No Progress          = Discontinue       </p>						

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

**Performance Objective 10:** The students who achieve Approaches Grade Level on the spring administration of the English I EOC and English II EOC assessments will increase from 57% to 65% on English I and from 51% to 65% on English II.


**Evaluation Data Source(s) 10:** STAAR EOC results

**Summative Evaluation 10:**

**TEA Priorities:** 2. Build a foundation of reading and math.

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<b>Critical Success Factors</b> CSF 1 CSF 2 CSF 3 CSF 7  1) Teaching, Learning, and Innovation Team will work with campuses and PLC's to help support instructional practices targeted to improve student learning.		Associate Superintendent, Executive Director, Campus Academic Leader, Secondary ELA Coordinator.	Growth in campus data				
	Funding Sources: 211 - Title I, Part A - 0.00						
<b>Critical Success Factors</b> CSF 1 CSF 2 CSF 3 CSF 7  2) Provide training, support, and monitoring of effective RTI systems to improve reading for struggling learners.		Associate Superintendent, Executive Director, Campus Academic Leader, Secondary ELA Coordinator.	Growth in campus data and increase in student performance related to targeted instructional strategies and data disaggregation				
	Funding Sources: 199 - General Fund - 0.00, 211 - Title I, Part A - 0.00						
<b>Critical Success Factors</b> CSF 1 CSF 2 CSF 4 CSF 7  3) Continue to use Achieve 3000 to provide differentiated Tier I instruction to increase student Lexile growth.		Associate Superintendent, Executive Director, Campus Academic Leader, Secondary ELA Coordinator.	Increase in student Lexile growth throughout the district				
	Funding Sources: 199 - General Fund - 0.00, 211 - Title I, Part A - 0.00						
<b>Critical Success Factors</b> CSF 1 CSF 2 CSF 3 CSF 6 CSF 7  4) Use assessment data to drive instruction and tiered intervention.		Associate Superintendent, Executive Directors, Campus Academic Leader, Secondary ELA Coordinator	Growth in campus data and increase in student performance related to targeted instructional strategies and data disaggregation				
	Funding Sources: 199 - General Fund - 0.00, 211 - Title I, Part A - 0.00						



<b>Critical Success Factors</b> CSF 1 CSF 2 CSF 3 CSF 7  5) Collaboratively create new curriculum guiding documents that incorporate deep alignment within content area.	Associate Superintendent, Executive Director, Campus Academic Leader, Secondary ELA Coordinator.	Growth in campus data and increase in student performance related to deep alignment				
	Funding Sources: 199 - General Fund - 0.00, 211 - Title I, Part A - 0.00					
<b>Critical Success Factors</b> CSF 1 CSF 2 CSF 4 CSF 7  6) Establish and implement a district-wide Writing Across the Content framework.	Associate Superintendent, Executive Director, Campus Academic Leader, Secondary ELA Coordinator.	Growth in campus data and increase in the number of students who achieve Meets Grade Level standard on local and state assessments				
	Funding Sources: 199 - General Fund - 0.00, 211 - Title I, Part A - 0.00					
<b>System Safeguard Strategy</b> <b>Critical Success Factors</b> CSF 1 CSF 2 CSF 4 CSF 6  7) Utilize Springboard to provide rigorous Pre-AP and Advanced Placement content for ELA courses.	Associate Superintendent, Executive Director, Campus Academic Leader, Secondary ELA Coordinator.	Growth in campus data and increase in the number of students who achieve Masters Grade Level standard on local and state assessments				
	Funding Sources: 199 - General Fund: State Compensatory Ed - 0.00, 211 - Title I, Part A - 0.00					
<b>Critical Success Factors</b> CSF 1 CSF 2 CSF 3 CSF 7  8) 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.	Coordinator of Research, Evaluation, & Assessment, Associate Superintendent, Executive Directors, Cabinet, Campus Administrators, Campus Testing Coordinators	Growth in campus and district assessment data and reduction in testing irregularities				
	Funding Sources: 211 - Title I, Part A - 0.00, 212 - Migrant - 0.00, 263 - Title III, LEP - 0.00					
						

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

**Performance Objective 11:** The students in grades K-2 who achieve benchmark goals on the Assessing Math Concepts (AMC) end of the year assessment will increase from 77% to 82% in kindergarten, 64% to 70% in first grade, and 54 % to 65% in second grade.







**Evaluation Data Source(s) 11:** AMC results

**Summative Evaluation 11:**

**TEA Priorities:** 2. Build a foundation of reading and math.

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<b>Critical Success Factors</b> CSF 1 CSF 2 CSF 3 CSF 7  1) Teaching, Learning, and Innovation Team will work with campuses and PLC's to help support instructional practices targeted to improve student learning.		Associate Superintendent, Executive Directors, Coordinators, Campus Academic Leaders, Campus Principals	Growth in campus data and student performance on AMC assessments				
	Funding Sources: 211 - Title I, Part A - 0.00						
<b>Critical Success Factors</b> CSF 1 CSF 2 CSF 4  2) Provide training, support, and monitoring of effective RTI systems to improve math understanding for struggling learners.		Associate Superintendent, Executive Directors, Campus Academic Leader, Elementary Math Coordinator	Growth in campus data and student performance on AMC assessments				
	Funding Sources: 199 - General Fund - 0.00, 211 - Title I, Part A - 0.00						
<b>Critical Success Factors</b> CSF 1 CSF 7  3) Provide focus sessions with teachers each six weeks to address numeracy strategies, prioritize knowledge and skills for math, integrated digital activities, and differentiation.		Associate Superintendent, Executive Directors, Campus Academic Leaders, Elementary Math Coordinator	Growth in campus data and student performance on AMC assessments				
	Funding Sources: 199 - General Fund - 0.00, 211 - Title I, Part A - 0.00						

<p align="center"><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 3 CSF 7</p> <p>4) Provide on-going professional learning for teachers and administrators on how to use AMC data to drive instruction in small groups as well as tiered groups for intervention.</p>	<p>Associate Superintendent, Executive Directors, Campus Academic Leaders, Elementary Math Coordinator</p>	<p>Growth in campus data and student performance on AMC assessments</p>				
<p>Funding Sources: 199 - General Fund - 0.00, 211 - Title I, Part A - 0.00</p>						
<p align="center"><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 3</p> <p>5) Teaching, Learning, and Innovation Team will meet monthly with campus administration to provide curriculum overviews and answer questions regarding the upcoming instructional units.</p>	<p>Associate Superintendent, Executive Directors, Campus Principals, Campus Academic Leader, Elementary Math Coordinator</p>	<p>Effective implementation of the curriculum leading to growth in campus data and student performance on AMC assessments</p>				
<p>Funding Sources: 199 - General Fund - 0.00</p>						
<p align="center"><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 3 CSF 7</p> <p>6) Immediately following each AMC progress monitoring, review data with the classroom teachers to identify areas which need to be addressed and create individualized plans for student interventions.</p>	<p>Associate Superintendent, Executive Directors, Campus Academic Leader, Elementary Math Coordinator, Classroom Teachers</p>	<p>Growth in campus data and student performance on AMC assessments</p>				
<p>Funding Sources: 199 - General Fund - 0.00, 211 - Title I, Part A - 0.00</p>						
<p align="center"><b>Critical Success Factors</b> CSF 1 CSF 7</p> <p>7) Additional resources will be provided to Kinder and First Grade teachers to provide continual practice in numerical fluency.</p>	<p>Associate Superintendent, Executive Directors, Campus Academic Leader, Elementary Math Coordinator, Classroom Teacher</p>	<p>Growth in campus data and student performance on AMC assessments</p>				
<p align="center"><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 7</p> <p>8) Formative Loop will be utilized this year in Second Grade to further support all students in building numerical fluency and reinforcing fundamentals of math.</p>	<p>Associate Superintendent, Executive Directors, Campus Principals, Campus Academic Leaders, Classroom Teachers, Elementary Math Coordinator</p>	<p>Growth in campus data and student performance on AMC assessments, and unit assessments</p>				
<p>Funding Sources: 211 - Title I, Part A - 2500.00</p>						

<p><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 3 CSF 7</p> <p>9) 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.</p>	<p>Coordinator of Research, Evaluation, &amp; Assessment, Executive Directors, Cabinet, Campus Administrators, Campus Testing Coordinators</p>	<p>Growth in campus and district assessment data and reduction in testing irregularities</p>				
<p>Funding Sources: 211 - Title I, Part A - 0.00, 212 - Migrant - 0.00, 263 - Title III, LEP - 0.00</p>						
<p>  = Accomplished    = Continue/Modify    = Considerable    = Some Progress    = No Progress    = Discontinue </p>						

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

**Performance Objective 12:** The students in grades 3-5 who achieve Approaches Grade Level on the spring administration of the STAAR math assessment will increase from 71% to 78%.

**Evaluation Data Source(s) 12:** STAAR results

**Summative Evaluation 12:**

**TEA Priorities:** 2. Build a foundation of reading and math.

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<b>Critical Success Factors</b> CSF 1 CSF 2 CSF 3 CSF 7  1) Teaching, Learning, and Innovation Team will work with campuses and PLC's to help support instructional practices targeted to improve student learning.		Associate Superintendent, Executive Directors, Campus Academic Leader, Elementary Math Coordinator	Effective use of curriculum documents leading to growth in campus data and student performance on unit assessments, benchmarks, and STAAR				
	Funding Sources: 211 - Title I, Part A - 0.00						
<b>Critical Success Factors</b> CSF 1 CSF 2 CSF 4  2) Provide training, support, and monitoring of effective RTI systems to improve math understanding for struggling learners.		Associate Superintendent, Executive Directors, Campus Academic Leader, Elementary Math Coordinator	Growth in campus data and increase in student performance related to targeted instructional strategies and data disaggregation				
	Funding Sources: 199 - General Fund - 0.00, 211 - Title I, Part A - 0.00						
<b>Critical Success Factors</b> CSF 1 CSF 7  3) Provide focus sessions with teachers each six weeks to address numeracy strategies, prioritize knowledge and skills for math, integrated digital activities, and differentiation.		Associate Superintendent, Executive Directors, Campus Academic Leaders, Elementary Math Coordinator	Growth in campus data and increase in student performance related to deep alignment				
	Funding Sources: 199 - General Fund - 0.00, 211 - Title I, Part A - 0.00						

<p><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 3 CSF 7</p> <p>4) 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.</p>	<p>Associate Superintendent, Executive Directors, Campus Academic Leaders, Elementary Math Coordinator</p>	<p>Growth in campus data and increase in student performance related to targeted instructional strategies and data disaggregation</p>				
<p>Funding Sources: 199 - General Fund - 0.00, 211 - Title I, Part A - 0.00</p>						
<p><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 3</p> <p>5) Teaching, Learning, and Innovation Team will meet monthly with campus administration to provide curriculum overviews and answer questions regarding the upcoming instructional units.</p>	<p>Associate Superintendent, Executive Directors, Campus Principals, Campus Academic Leader, Elementary Math Coordinator</p>	<p>Growth in campus data and student performance on unit assessments, benchmarks, and STAAR</p>				
<p>Funding Sources: 199 - General Fund - 0.00</p>						
<p><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 3 CSF 7</p> <p>6) Immediately following each unit assessment, review data with the classroom teachers to identify areas which need to be addressed and create individualized plans for student intervention.</p>	<p>Associate Superintendent, Executive Directors, Campus Principals, Campus Academic Leader, Campus Teachers, Elementary Math Coordinator</p>	<p>Growth in campus data and student performance on unit assessments, benchmarks, and STAAR</p>				
<p>Funding Sources: 199 - General Fund - 0.00, 211 - Title I, Part A - 0.00</p>						
<p><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 4 CSF 7</p> <p>7) An additional resource, Formative Loop, will be utilized in grades 3rd-5th to build numerical fluency and practice fundamentals of math to ensure success on unit assessments, benchmarks, and STAAR.</p>	<p>Associate Superintendent, Executive Directors, Campus Principals, Campus Academic Leader, Campus Teachers, Elementary Math Coordinator</p>	<p>Growth in campus data and student performance on unit assessments, benchmarks, and STAAR</p>				
<p>Funding Sources: 211 - Title I, Part A - 2500.00</p>						
<p><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 3 CSF 7</p> <p>8) 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.</p>	<p>Coordinator of Research, Evaluation, &amp; Assessment, Executive Directors, Cabinet, Campus Administrators, Campus Testing Coordinators</p>	<p>Growth in campus and district assessment data and reduction in testing irregularities</p>				
<p>Funding Sources: 211 - Title I, Part A - 0.00, 212 - Migrant - 0.00, 263 - Title III, LEP - 0.00</p>						



= Accomplished



= Continue/Modify



= Considerable



= Some Progress



= No Progress



= Discontinue

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

**Performance Objective 13:** The students in grades 6-8 who achieve Approaches Grade Level on the spring administration of the STAAR math assessment will increase from 66% to 74%.







**Evaluation Data Source(s) 13:** STAAR results

**Summative Evaluation 13:**

**TEA Priorities:** 2. Build a foundation of reading and math.

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 3 CSF 7</p> <p>1) Teaching, Learning, and Innovation Team will work with campuses and PLC's to help support instructional practices targeted to improve student learning.</p>		Associate Superintendent, Executive Director, Campus Academic Leader, Secondary Math Coordinator	Growth in campus data, PLC planning forms. Adequately use curriculum documents and resources to improve Tier I instruction				
<p><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 4 CSF 7</p> <p>2) Provide training, support, and monitoring of effective RTI systems to improve math understanding for struggling learners.</p>		Associate Superintendent, Executive Director, Campus Academic Leader, Secondary Math Coordinator.	Growth in campus data and increase in student performance related to targeted instructional strategies and data disaggregation				
<p><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 4 CSF 7</p> <p>3) Use assessment data to drive instruction and tiered intervention.</p>		Associate Superintendent, Executive Director, Campus Academic Leader, Secondary Math Coordinator.	Growth in campus data and increase in student performance related to targeted instructional strategies				
<p><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 4 CSF 7</p> <p>4) Collaboratively create new curriculum guiding documents that incorporate deep alignment within content area.</p>		Associate Superintendent, Executive Director, Campus Academic Leader, Secondary Math Coordinator.	Growth in campus data and increase in student performance related to deep alignment				



<p><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 7</p> <p>5) Provide focus sessions each six weeks to address numeracy strategies, prioritize knowledge and skills for math, technology integration, and differentiation.</p>	<p>Associate Superintendent, Executive Director, Campus Academic Leader, Secondary Math Coordinator.</p>	<p>Growth in campus data and increase in student performance related to deep alignment</p>				
<p><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 4 CSF 7</p> <p>6) Utilize Springboard to provide rigorous Pre-AP content for Math courses.</p>	<p>Associate Superintendent, Executive Director, Campus Academic Leader, Secondary Math Coordinator.</p>	<p>Growth in campus data and increase in the number of students who achieve Masters Grade Level standard on local and state assessments</p>				
<p>Funding Sources: 199 - General Fund - 25000.00</p>						
<p><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 7</p> <p>7) Provide on-going professional learning on how to use STAAR and Unit test data to drive instruction and tiered intervention.</p>	<p>Associate Superintendent, Executive Director, Campus Academic Leader, Secondary Math Coordinator</p>	<p>Growth in campus data and increase in student performance related to deep alignment</p>				
<p><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 4 CSF 7</p> <p>8) Support student achievement by ensuring special programs compliance, ensuring the latest information of best practices, and that accountability is disseminated and updated to all district and campus administrators and testing coordinators.</p>	<p>Coordinator of Research, Evaluation, &amp; Assessment, Associate Superintendent, Executive Directors, Cabinet, Campus Administrators, Campus Testing Coordinators</p>	<p>Growth in campus and district assessment data and reduction in testing irregularities</p>				
<p>  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>						

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







**Performance Objective 14:** The students who achieve Approaches Grade Level on the spring administration of the Algebra I EOC assessment will increase from 75% to 80%.

**Evaluation Data Source(s) 14:** STAAR EOC Results

**Summative Evaluation 14:**

**TEA Priorities:** 2. Build a foundation of reading and math.

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<b>Critical Success Factors</b> CSF 1 CSF 2 CSF 3 CSF 7  1) Teaching, Learning, and Innovation Team will work with campuses and PLC's to help support instructional practices targeted to improve student learning.		Associate Superintendent, Executive Director, Campus Academic Leader, Secondary Math Coordinator	Growth in campus data				
	Funding Sources: 211 - Title I, Part A - 0.00						
<b>Critical Success Factors</b> CSF 1 CSF 2 CSF 4 CSF 7  2) Provide training, support, and monitoring of effective RTI systems to improve math understanding for struggling learners.		Associate Superintendent, Executive Director, Campus Academic Leader, Secondary Math Coordinator.	Growth in campus data and increase in student performance related to targeted instructional strategies and data disaggregation				
	Funding Sources: 199 - General Fund - 0.00, 211 - Title I, Part A - 0.00						
<b>Critical Success Factors</b> CSF 1 CSF 2 CSF 7  3) Use assessment data to drive instruction and tiered intervention.		Associate Superintendent, Executive Director, Campus Academic Leader, Secondary Math Coordinator.	Growth in campus data and increase in student performance related to targeted instructional strategies and data disaggregation				
	Funding Sources: 199 - General Fund - 0.00, 211 - Title I, Part A - 0.00						
<b>Critical Success Factors</b> CSF 1 CSF 2 CSF 7  4) Collaboratively create new curriculum guiding documents that incorporate deep alignment within content area.		Associate Superintendent, Executive Director, Campus Academic Leader, Secondary Math Coordinator.	Growth in campus data and increase in student performance related to deep alignment				
	Funding Sources: 199 - General Fund - 0.00, 211 - Title I, Part A - 0.00						

<p><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 4 CSF 7</p> <p>5) Utilize Springboard to provide rigorous Pre-AP content for Math courses.</p>	<p>Associate Superintendent, Executive Director, Campus Academic Leader, Secondary Math Coordinator.</p>	<p>Growth in campus data and increase in the number of students who achieve Masters Grade Level standard on local and state assessments</p>				
<p><b>Critical Success Factors</b> CSF 1 CSF 4 CSF 7</p> <p>6) Provide focus sessions each six weeks to address numeracy strategies, prioritize knowledge and skills for math, technology integration, and differentiation.</p>	<p>Associate Superintendent, Executive Director, Campus Academic Leader, Secondary Math Coordinator.</p>	<p>Growth in campus data and increase in student performance related to deep alignment</p>				
<p>Funding Sources: 199 - General Fund - 0.00, 211 - Title I, Part A - 0.00</p>						
<p><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 3 CSF 7</p> <p>7) Provide on-going professional learning on how to use STAAR and Unit test data to drive instruction and tiered intervention.</p>	<p>Associate Superintendent, Executive Director, Campus Academic Leader, Secondary Math Coordinator.</p>	<p>Growth in campus data and increase in the number of students who achieve Meets Grade Level standard on local and state assessments</p>				
<p>Funding Sources: 199 - General Fund - 0.00, 211 - Title I, Part A - 0.00</p>						
<p><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 7</p> <p>8) Support student achievement by ensuring special programs compliance, ensuring the latest information of best practices, and that accountability is disseminated and updated to all district and campus administrators and testing coordinators.</p>	<p>Coordinator of Research, Evaluation, &amp; Assessment, Associate Superintendent, Executive Directors, Cabinet, Campus Administrators, Campus Testing Coordinators</p>	<p>Growth in campus and district assessment data and reduction in testing irregularities</p>				
<p>Funding Sources: 211 - Title I, Part A - 0.00, 212 - Migrant - 0.00, 263 - Title III, LEP - 0.00</p>						
<p>  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>						

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







**Performance Objective 15:** The students in grades 5 and 8 who achieve Approaches on the spring administration of the STAAR science assessment will increase from 59% to 70% in grade 5 and 65% to 75% in grade 8.

**Evaluation Data Source(s) 15:** STAAR results

**Summative Evaluation 15:**

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p><b>System Safeguard Strategy</b></p> <p><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 3 CSF 6 CSF 7</p> <p>1) Teaching, Learning, and Innovation Team will work with campuses and PLC's to help support instructional practices targeted to improve student learning.</p>		Associate Superintendent, Executive Directors, Campus Academic Leaders, Campus Principals, Science Director	Growth in campus data, PLC planning forms				
Funding Sources: 211 - Title I, Part A - 0.00							
<p><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 4</p> <p>2) Provide training, support and monitoring of effective RTI systems to improve science comprehension for struggling learners.</p>		Associate Superintendent, Executive Directors, Campus Academic Leaders, Campus Principals, Science Director	Growth in campus data and increase in student performance related to targeted instructional strategies and data disaggregation				
Funding Sources: 199 - General Fund - 0.00, 211 - Title I, Part A - 0.00							
<p><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 4 CSF 7</p> <p>3) Continue to use Achieve 3000 to provide differentiated Tier I instruction to increase student Lexile growth.</p>		Associate Superintendent, Executive Directors, Campus Academic Leaders, Campus Principals, Science Director	Increase in student Lexile growth throughout the district				
Funding Sources: 199 - General Fund - 0.00, 211 - Title I, Part A - 0.00							

<p align="center"><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 4 CSF 7</p> <p>4) Collaboratively create new curriculum guiding documents that incorporate deep alignment within content area.</p>	Associate Superintendent, Executive Directors, Campus Academic Leaders, Campus Principals, Science Director	Growth in campus data and increase in the number of students who achieve Masters Grade Level standard on local and state assessments				
	Funding Sources: 199 - General Fund - 2500.00					
<p align="center"><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 4 CSF 7</p> <p>5) Continue to provide access to professional learning and resources of STEMscopes which is rooted in the research-based 5E model.</p>	Executive Directors, Campus Academic Leader, Science Director	Growth in campus data and increase in student performance related to targeted instructional strategies				
	Funding Sources: 199 - General Fund - 0.00, 211 - Title I, Part A - 0.00					
<p align="center"><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 3 CSF 4 CSF 7</p> <p>6) Provide on-going professional learning on how to use STAAR and Unit Assessment/CBA data to drive instruction and tiered intervention.</p>	Associate Superintendent, Executive Directors, Campus Academic Leaders, Campus Principals, Science Director	Growth in campus data and increase in student performance related to targeted instructional strategies				
	Funding Sources: 199 - General Fund - 0.00, 211 - Title I, Part A - 0.00					
<p align="center"><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 3 CSF 7</p> <p>7) The TLI Department will meet monthly with campus administration to provide curriculum overviews and answer questions regarding the upcoming instructional units.</p>	Associate Superintendent, Executive Directors, Campus Academic Leaders, Campus Principals, Science Director	Growth in campus data and increase in student performance related to targeted instructional strategies and data disaggregation				
	Funding Sources: 199 - General Fund - 0.00, 211 - Title I, Part A - 0.00					
<p align="center"><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 7</p> <p>8) 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.</p>	Coordinator of Research, Evaluation, & Assessment, Associate Superintendent, Executive Directors, Cabinet, Campus Administrators, Campus Testing Coordinators	Growth in campus and district assessment data and reduction in testing irregularities				
	Funding Sources: 211 - Title I, Part A - 0.00, 212 - Migrant - 0.00, 263 - Title III, LEP - 0.00					

<p align="center"><b>Critical Success Factors</b> CSF 1 CSF 7</p> <p>9) Provide bilingual resources for our students to ensure knowledge and depth of learning in the science curricular for multiple grade levels.</p>	<p>Associate Superintendent, Executive Directors, Science Director, Campus Principals</p>	<p>Growth in campus and district assessment data and student achievement as it relates to ELL students</p>				
<p>Funding Sources: 263 - Title III, LEP - 0.00</p>						
<p align="center">  = Accomplished    = Continue/Modify    = Considerable    = Some Progress    = No Progress    = Discontinue </p>						







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

**Performance Objective 16:** The students who achieve Approaches Grade Level on the spring administration of the Biology EOC assessment will increase from 82% to 87%.

**Evaluation Data Source(s) 16:** STAAR EOC results

**Summative Evaluation 16:**

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<b>System Safeguard Strategy</b> <b>Critical Success Factors</b> CSF 1 CSF 2 CSF 4 CSF 7  1) Teaching, Learning, and Innovation Team will work with campuses and PLC's to help support instructional practices targeted to improve student learning.		Associate Superintendent, Executive Directors, Campus Academic Leaders, Campus Principals, Science Director	Growth in campus data				
	Funding Sources: 211 - Title I, Part A - 0.00						
<b>System Safeguard Strategy</b> <b>Critical Success Factors</b> CSF 1 CSF 2 CSF 4 CSF 7  2) Provide training, support, and monitoring of effective RTI systems to improve science understanding for struggling learners.		Associate Superintendent, Executive Directors, Campus Academic Leaders, Campus Principals, Science Director	Growth in campus data and increase in student performance related to targeted instructional strategies and data disaggregation				
	Funding Sources: 199 - General Fund - 0.00, 211 - Title I, Part A - 0.00						
<b>Critical Success Factors</b> CSF 1 CSF 3 CSF 7  3) Collaboratively create new curriculum guiding documents that incorporate deep alignment within content area.		Associate Superintendent, Executive Directors, Campus Academic Leaders, Campus Principals, Science Director	Growth in campus data and increase in the number of students who achieve Masters Grade Level standard on local and state assessments				
	Funding Sources: 199 - General Fund - 0.00, 211 - Title I, Part A - 0.00						

<p><b>System Safeguard Strategy</b> <b>Critical Success Factors</b> CSF 1 CSF 2 CSF 4 CSF 7</p> <p>4) Continue to use Achieve 3000 to provide differentiated Tier I instruction to increase student Lexile growth.</p>	<p>Associate Superintendent, Executive Directors, Campus Academic Leaders, Campus Principals, Science Director</p>	<p>Increase in student Lexile growth throughout the district</p>				
<p>Funding Sources: 199 - General Fund - 0.00, 211 - Title I, Part A - 0.00</p>						
<p><b>System Safeguard Strategy</b> <b>Critical Success Factors</b> CSF 1 CSF 2 CSF 4 CSF 7</p> <p>5) Provide access to professional learning and monitoring of research-based 5E model.</p>	<p>Associate Superintendent, Executive Directors, Campus Academic Leaders, Campus Principals, Science Director</p>	<p>Growth in campus data and increase in student performance related to targeted instructional strategies</p>				
<p><b>System Safeguard Strategy</b> <b>Critical Success Factors</b> CSF 1 CSF 2 CSF 3 CSF 7</p> <p>6) Provide on-going professional learning on how to use STAAR and Unit Assessment/CBA data to drive instruction and tiered intervention.</p>	<p>Associate Superintendent, Executive Directors, Campus Academic Leaders, Campus Principals, Science Director</p>	<p>Growth in campus data and increase in student performance related to targeted instructional strategies and data disaggregation</p>				
<p>Funding Sources: 199 - General Fund - 0.00, 211 - Title I, Part A - 0.00</p>						
<p><b>System Safeguard Strategy</b> <b>Critical Success Factors</b> CSF 1 CSF 2 CSF 3 CSF 6 CSF 7</p> <p>7) The TLI Department will meet monthly with campus administration to provide curriculum overviews and answer questions regarding the upcoming instructional units.</p>	<p>Associate Superintendent, Executive Directors, Campus Academic Leaders, Campus Principals, Science Director</p>	<p>Growth in campus data and increase in student performance related to targeted instructional strategies</p>				
<p>Funding Sources: 199 - General Fund - 0.00, 211 - Title I, Part A - 0.00</p>						
<p><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 7</p> <p>8) 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.</p>	<p>Coordinator of Research, Evaluation, &amp; Assessment, Associate Superintendent, Executive Directors, Cabinet, Campus Administrators, Campus Testing Coordinators</p>	<p>Growth in campus and district assessment data and reduction in testing irregularities</p>				
<p>Funding Sources: 211 - Title I, Part A - 0.00, 212 - Migrant - 0.00, 263 - Title III, LEP - 0.00</p>						
<p>  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>						




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

**Performance Objective 17:** The students in grade 8 who are Approaching Grade Level on the spring administration of the STAAR Social Studies assessment will increase from 67% to 75%.

**Evaluation Data Source(s) 17:** STAAR results

**Summative Evaluation 17:**

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 3 CSF 7</p> <p>1) Teaching, Learning, and Innovation Team will work with campuses and PLC's to help support instructional practices targeted to improve student learning.</p>		Associate Superintendent, Executive Directors, Campus Academic Leaders, Campus Principals, Secondary Social Studies Coach	Growth in campus data, PLC planning forms				
Funding Sources: 211 - Title I, Part A - 0.00							
<p><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 4 CSF 7</p> <p>2) Provide training, support and monitoring of effective RTI systems to improve understanding of social studies for struggling learners.</p>		Associate Superintendent, Executive Directors, Campus Academic Leaders, Campus Principals, Secondary Social Studies Coac	Growth in campus data and increase in student performance related to targeted instructional strategies and data disaggregation				
Funding Sources: 199 - General Fund - 0.00, 211 - Title I, Part A - 0.00							
<p><b>Critical Success Factors</b> CSF 1 CSF 7</p> <p>3) Collaboratively create new curriculum guiding documents that incorporate deep alignment within content area.</p>		Associate Superintendent, Executive Directors, Campus Academic Leaders, Campus Principals, Secondary Social Studies Coach	Growth in campus data and increase in student performance related to deep alignment				

<b>Critical Success Factors</b> CSF 1 CSF 2 CSF 4 CSF 7  4) Continue to use Achieve 3000 to provide differentiated Tier I instruction to increase student Lexile growth.	Associate Superintendent, Executive Directors, Campus Academic Leaders, Campus Principals, Secondary Social Studies Coach	Increase in student Lexile growth throughout the district.				
	Funding Sources: 199 - General Fund - 0.00, 211 - Title I, Part A - 0.00					
<b>Critical Success Factors</b> CSF 1 CSF 2 CSF 3 CSF 7  5) Provide on-going professional learning on how to use STAAR and CBA data to drive instruction and tiered intervention.	Associate Superintendent, Executive Directors, Campus Academic Leaders, Campus Principals, Secondary Social Studies Coach	Growth in campus data and increase in student performance related to targeted instructional strategies				
	Funding Sources: 199 - General Fund - 0.00, 211 - Title I, Part A - 0.00					
<b>Critical Success Factors</b> CSF 1 CSF 2 CSF 3 CSF 6 CSF 7  6) The TLI Department will meet monthly with campus administration to provide curriculum overviews and answer questions regarding the upcoming instructional units.	Associate Superintendent, Executive Directors, Campus Academic Leaders, Campus Principals, Secondary Social Studies Coach	Growth in campus data and increase in student performance related to targeted instructional strategies				
	Funding Sources: 199 - General Fund - 0.00, 211 - Title I, Part A - 0.00					
<b>Critical Success Factors</b> CSF 1 CSF 2 CSF 7  7) 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.	Coordinator of Research, Evaluation, & Assessment, Associate Superintendent, Executive Directors, Cabinet, Campus Administrators, Campus Testing Coordinators	Growth in campus and district assessment data and reduction in testing irregularities				
	Funding Sources: 211 - Title I, Part A - 0.00, 212 - Migrant - 0.00, 263 - Title III, LEP - 0.00					
						







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

**Performance Objective 18:** The students who achieve Approaches Grade Level on the spring administration of the U.S. History EOC assessment will increase from 90% to 95%.

**Evaluation Data Source(s) 18:** STAAR EOC results

**Summative Evaluation 18:**

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 3 CSF 7</p> <p>1) Teaching, Learning, and Innovation Team will work with campuses and PLC's to help support instructional practices targeted to improve student learning.</p>		Associate Superintendent, Executive Directors, Campus Academic Leaders, Campus Principals, Secondary Social Studies Coach	Growth in campus data and increase in student performance related to targeted instructional strategies and data disaggregation				
Funding Sources: 211 - Title I, Part A - 0.00							
<p><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 4 CSF 7</p> <p>2) Provide training, support, and monitoring of effective RTI systems to improve understanding of US History for struggling learners.</p>		Associate Superintendent, Executive Directors, Campus Academic Leaders, Campus Principals, Secondary Social Studies Coach	Growth in campus data and increase in student performance related to targeted instructional strategies and data disaggregation				
Funding Sources: 199 - General Fund - 0.00, 211 - Title I, Part A - 0.00							
<p><b>Critical Success Factors</b> CSF 1 CSF 7</p> <p>3) Collaboratively create new curriculum guiding documents that incorporate deep alignment within content area.</p>		Associate Superintendent, Executive Directors, Campus Academic Leaders, Campus Principals, Secondary Social Studies Coach	Growth in campus data and increase in student performance related to deep alignment				

<p><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 4 CSF 7</p> <p>4) Continue to use Achieve 3000 to provide differentiated Tier I instruction to increase student Lexile growth.</p>	<p>Associate Superintendent, Executive Directors, Campus Academic Leaders, Campus Principals, Secondary Social Studies Coach</p>	<p>Growth in overall student Lexile levels district wide</p>				
<p>Funding Sources: 199 - General Fund - 0.00, 211 - Title I, Part A - 0.00</p>						
<p><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 3 CSF 7</p> <p>5) Use assessment data to drive instruction and tiered intervention.</p>	<p>Associate Superintendent, Executive Directors, Campus Academic Leaders, Campus Principals, Secondary Social Studies Coach</p>	<p>Growth in campus data and increase in student performance in relation to tiered interventions</p>				
<p>Funding Sources: 199 - General Fund - 0.00, 211 - Title I, Part A - 0.00</p>						
<p><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 3 CSF 6 CSF 7</p> <p>6) The TLI Department will meet monthly with campus administration to provide curriculum overviews and answer questions regarding the upcoming instructional units.</p>	<p>Associate Superintendent, Executive Directors, Campus Academic Leaders, Campus Principals, Secondary Social Studies Coach</p>	<p>Growth in campus data and increase in student performance related to district planning</p>				
<p>Funding Sources: 199 - General Fund - 0.00, 211 - Title I, Part A - 0.00</p>						
<p><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 7</p> <p>7) 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.</p>	<p>Coordinator of Research, Evaluation, &amp; Assessment, Associate Principal, Executive Directors, Cabinet, Campus Administrators, Campus Testing Coordinators</p>	<p>Growth in campus and district assessment data and reduction in testing irregularities</p>				
<p>Funding Sources: 211 - Title I, Part A - 0.00, 212 - Migrant - 0.00, 263 - Title III, LEP - 0.00</p>						
<p>  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>						







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

**Performance Objective 19:** The students identified as needing Special Education services who achieve Approaches Grade Level on all areas of the 3-8 STAAR and EOC spring assessment will improve by 10 percentage points.

**Evaluation Data Source(s) 19:** STAAR results

**Summative Evaluation 19:**

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<b>System Safeguard Strategy</b> <b>Critical Success Factors</b> CSF 1 CSF 2 CSF 3 CSF 7  1) Teaching, Learning, and Innovation Team will work with campuses and PLC's to help support instructional practices targeted to improve student learning.		Associate Superintendent, Executive Directors, Campus Academic Leaders, Special Education Director, Campus Academic Leaders, Campus Principals, TLI Team.	Growth in campus data, PLC planning forms				
	Funding Sources: 211 - Title I, Part A - 0.00						
<b>System Safeguard Strategy</b> <b>Critical Success Factors</b> CSF 1 CSF 2 CSF 4 CSF 7  2) Provide training, support, and monitoring of effective RTI systems to improve reading for struggling learners.		Associate Superintendent, Executive Directors, Campus Academic Leaders, Special Education Director, Campus Academic Leaders, Campus Principals, TLI Team	Growth in campus data and increase in student performance related to targeted instructional strategies and data disaggregation				
	Funding Sources: 199 - General Fund - 0.00, 211 - Title I, Part A - 0.00						
<b>System Safeguard Strategy</b> <b>Critical Success Factors</b> CSF 1 CSF 2 CSF 4 CSF 7  3) Continue to use Achieve 3000 to provide differentiated Tier I instruction to increase student Lexile growth.		Associate Superintendent, Executive Directors, Campus Academic Leaders, Special Education Director, Campus Academic Leaders, Campus Principals	Increase in student Lexile growth throughout the district				
	Funding Sources: 199 - General Fund - 0.00, 211 - Title I, Part A - 0.00						

<p><b>System Safeguard Strategy</b> <b>Critical Success Factors</b> CSF 1 CSF 2 CSF 3 CSF 7</p> <p>4) Provide on-going professional learning on how to use STAAR and CBA data to drive instruction and tiered intervention.</p>	<p>Associate Superintendent, Executive Directors, Campus Academic Leaders, Special Education Director, Campus Academic Leaders, Campus Principals, TLI Team</p>	<p>Growth in campus data and increase in student performance related to targeted instructional strategies and data disaggregation</p>				
<p>Funding Sources: 199 - General Fund - 0.00, 211 - Title I, Part A - 0.00</p>						
<p><b>System Safeguard Strategy</b> <b>Critical Success Factors</b> CSF 1 CSF 2 CSF 3 CSF 7</p> <p>5) Meet immediately following each six week grading period and review data with the campus administration to identify areas which need to be addressed and create individualized plans for teacher support and training.</p>	<p>Associate Superintendent, Executive Directors, Campus Academic Leaders, Special Education Director, Campus Academic Leaders, Campus Principals, TLI Team</p>	<p>Growth in campus data and increase in student performance related to targeted instructional strategies and data disaggregation</p>				
<p>Funding Sources: 199 - General Fund - 0.00, 211 - Title I, Part A - 0.00</p>						
<p><b>System Safeguard Strategy</b> <b>Critical Success Factors</b> CSF 1 CSF 7</p> <p>6) Continue to provide training and resources on the inclusion and co-teach model in general education classes for students with identified learning disabilities.</p>	<p>Associate Superintendent, Executive Directors, Campus Academic Leaders, Special Education Director, Campus Academic Leaders, Campus Principals, TLI Team</p>	<p>Growth in campus data and increase in student performance related to targeted instructional strategies for students served through Special Education</p>				
<p>Funding Sources: 224 - IDEA B, Special Education - 20000.00</p>						
<p><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 7</p> <p>7) 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.</p>	<p>Coordinator of Research, Evaluation, &amp; Assessment, Associate Superintendent, Executive Directors, Cabinet, Campus Administrators, Campus Testing Coordinators, Special Education Director</p>	<p>Growth in campus and district assessment data and reduction in testing irregularities</p>				
<p>  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>						

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

**Performance Objective 20:** The number of Career and Technology Education students who also qualify for ESL and/or Special Education services and achieve Approaches Grade Level on the EOC spring assessments will increase by 10 percentage points.

**Evaluation Data Source(s) 20:** STAAR results







**Summative Evaluation 20:**

**TEA Priorities:** 3. Connect high school to career and college.

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p><b>System Safeguard Strategy</b>  <b>Critical Success Factors</b>            CSF 1 CSF 2 CSF 4</p> <p>1) Teaching, Learning, and Innovation Team will work with campuses and PLC's to help support instructional practices targeted to improve student learning.</p>		Associate Superintendent, Executive Directors, Campus Academic Leaders, Special Education Director, Campus Academic Leaders, Campus Principals, TLI Team.	Growth in campus data, PLC planning forms				
Funding Sources: 199 - General Fund - 0.00							
<p><b>System Safeguard Strategy</b>  <b>Critical Success Factors</b>            CSF 1 CSF 2 CSF 4 CSF 7</p> <p>2) Provide training and support and monitoring of effective RTI systems to improve reading for struggling learners.</p>		Associate Superintendent, Executive Directors, Campus Academic Leaders, Special Education Director, Campus Academic Leaders, Campus Principals, TLI Team.	Growth in campus data and increase in student performance related to targeted instructional strategies and data disaggregation				
Funding Sources: 199 - General Fund - 0.00, 211 - Title I, Part A - 0.00							

<p><b>System Safeguard Strategy</b> <b>Critical Success Factors</b> CSF 1 CSF 2 CSF 4</p> <p>3) Continue to use Achieve 3000 to provide differentiated Tier I instruction to increase student Lexile growth.</p>	<p>Associate Superintendent, Executive Directors, Campus Academic Leaders, Special Education Director, Campus Academic Leaders, Campus Principals, TLI Team.</p>	<p>Increase in district Lexile growth throughout the district</p>				
<p>Funding Sources: 199 - General Fund - 0.00, 211 - Title I, Part A - 0.00</p>						
<p><b>System Safeguard Strategy</b> <b>Critical Success Factors</b> CSF 1 CSF 2 CSF 3 CSF 7</p> <p>4) Provide on-going professional learning on how to use STAAR and CBA data to drive instruction and tiered intervention.</p>	<p>Associate Superintendent, Executive Directors, Campus Academic Leaders, Special Education Director, Campus Academic Leaders, Campus Principals, TLI Team.</p>	<p>Growth in campus data and increase in student performance related to targeted instructional strategies and data disaggregation</p>				
<p>Funding Sources: 199 - General Fund - 0.00, 211 - Title I, Part A - 0.00</p>						
<p><b>System Safeguard Strategy</b> <b>Critical Success Factors</b> CSF 1 CSF 3 CSF 7</p> <p>5) Meet immediately following each six week grading period, and review data with the campus administration to identify areas which need to be addressed and create individualized plans for teacher support and training.</p>	<p>Associate Superintendent, Executive Directors, Campus Academic Leaders, Special Education Director, Campus Academic Leaders, Campus Principals, TLI Team.</p>	<p>Growth in campus data and increase in student performance related to targeted instructional strategies and data disaggregation</p>				
<p>Funding Sources: 199 - General Fund - 0.00, 211 - Title I, Part A - 0.00</p>						
<p><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 7</p> <p>6) 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.</p>	<p>Coordinator of Research, Evaluation, &amp; Assessment, Associate Superintendent, Executive Directors, Cabinet, Campus Administrators, Campus Testing Coordinators, Bilingual/ESL Coordinator</p>	<p>Growth in campus and district assessment data and reduction in testing irregularities</p>				
<p>Funding Sources: 211 - Title I, Part A - 0.00, 212 - Migrant - 0.00, 263 - Title III, LEP - 0.00</p>						



<p align="center"><b>Critical Success Factors</b> CSF 1 CSF 7</p> <p>7) Provide District Wide Sheltered instruction Training for secondary teachers.</p>	<p>Associate Superintendent, Bilingual/ESL Coordinator, Executive Directors, Campus Academic Leaders, Campus Principals</p>	<p>Growth in campus and district assessment data in relation to ELL learners who are in CTE courses</p>				
<p align="center">  = Accomplished          = Continue/Modify          = Considerable          = Some Progress          = No Progress          = Discontinue       </p>						

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







**Performance Objective 21:** To impact Index 3, Closing the Achievement Gap, and Index 4, Post-Secondary Readiness, the percentage of low socioeconomic and Hispanic students scoring Masters Grade Level on the STAAR spring assessment will increase from 10% to 15% overall.

**Evaluation Data Source(s) 21:** STAAR results

**Summative Evaluation 21:**

**TEA Priorities:** 3. Connect high school to career and college.

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 4 CSF 6 CSF 7</p> <p>1) Teaching, Learning, and Innovation Team will work with campuses and PLC's to help support instructional practices targeted to improve student learning.</p>		Associate Superintendent, Executive Directors, Campus Academic Leaders, Special Education Director, Campus Academic Leaders, Campus Principals, TLI Team.	Growth in campus data with the number of students who attain Masters Grade Level				
Funding Sources: 199 - General Fund - 0.00							
<p><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 4 CSF 7</p> <p>2) Provide training, support, and monitoring of effective RTI systems to improve reading for struggling learners.</p>		Associate Superintendent, Executive Directors, Campus Academic Leaders, Special Education Director, Campus Academic Leaders, Campus Principals, TLI Team	Growth in campus data and increase in student performance related to targeted instructional strategies and data disaggregation				
Funding Sources: 199 - General Fund - 0.00, 211 - Title I, Part A - 0.00							

<p><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 4 CSF 7</p> <p>3) Provide training in Gifted and Talented and Advanced Placement to ensure teachers are well equipped to design high level lessons with increased rigor.</p>	<p>Associate Superintendent, Executive Directors, Campus Academic Leaders, Campus Principals, Gifted and Talented Coordinator</p>	<p>Growth in campus data with the number of students who attain Masters Grade Level in unit and state assessments</p>				
<p>Funding Sources: 199 - General Fund - 0.00, 199 - General Fund: High School Allotment - 0.00</p>						
<p><b>Critical Success Factors</b> CSF 1 CSF 4</p> <p>4) Coordinate with local colleges and universities to offer dual credit classes which allow students to earn college credit while also fulfilling high school requirements.</p>	<p>Associate Superintendent, Executive Directors, Campus Academic Leaders, Campus Principals, College and Career Coordinator</p>	<p>Increase in the overall enrollment of students in dual credit classes and an increased number of students graduating from high school with college hours complete</p>				
<p>Funding Sources: 199 - General Fund - 50000.00</p>						
<p><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 4 CSF 6 CSF 7</p> <p>5) Addition of STREAM (Science, Technology, Reading, Engineering, Arts, and Math) classes such as coding and robotics to classes K-12 to encourage advanced thinking.</p>	<p>Associate Superintendent, Executive Directors, Campus Academic Leaders, Campus Principals</p>	<p>Increased student participation in STREAM classes, students choosing STREAM classes as electives, the addition of options or sections of classes based on increased interest</p>				
<p>Funding Sources: 199 - General Fund - 0.00</p>						
<p><b>Critical Success Factors</b> CSF 1 CSF 4 CSF 7</p> <p>6) Utilize Springboard to provide rigorous Pre-AP and Advanced Placement content for ELA and Math courses.</p>	<p>Associate Superintendent, Executive Director, Campus Academic Leader, Secondary ELA and Math Coordinator.</p>	<p>Growth in campus data and increase in the number of students who achieve Masters Grade Level standard on local and state assessments</p>				
<p><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 7</p> <p>7) 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.</p>	<p>Coordinator of Research, Evaluation, &amp; Assessment, Associate Superintendent, Executive Directors, Cabinet, Campus Administrators, Campus Testing Coordinators</p>	<p>Growth in campus and district assessment data and reduction in testing irregularities</p>				
<p>Funding Sources: 211 - Title I, Part A - 0.00, 212 - Migrant - 0.00, 263 - Title III, LEP - 0.00</p>						
<p>  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>						

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







**Performance Objective 22:** Professional learning opportunities will be offered during professional learning calendar days at the district and campus levels and personalized based on individual choice or area of growth.

**Evaluation Data Source(s) 22:** Teacher Workshop Portfolio in Eduphoria, Teacher Digital Portfolios, and T-TESS Professional Learning plans

**Summative Evaluation 22:**

**TEA Priorities:** 1. Recruit, support, retain teachers and principals.

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 3 CSF 6 CSF 7</p> <p>1) Implement and support the Professional Learning Communities framework at the district and campus levels.</p>		Administrative Leadership Team, Assistant Principals, and Campus Academic Leaders	Increase in collaboration concerning instructional practices and meeting the needs of all students				
Funding Sources: 199 - General Fund - 0.00							
<p><b>Critical Success Factors</b> CSF 1 CSF 3 CSF 4 CSF 6 CSF 7</p> <p>2) Provide flexible professional learning opportunities in the form of EdCamps, Twitter Chats, Professional Learning Communities, Blending Learning courses, online courses, and through reflection activities.</p>		Administrative Leadership Team, Assistant Principals, and Campus Academic Leaders	Increase in implementation of innovative teaching strategies				
Funding Sources: 199 - General Fund - 15000.00							
<p><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 3 CSF 7</p> <p>3) Continue to utilize the Texas Teacher Evaluation and Support System (T-TESS) focusing on timely and formative feedback to educators for the purpose of improving their practice.</p>		Executive Directors, Director of Human Resources, and Campus Leadership	Growth on Teacher T-TESS				
Funding Sources: 199 - General Fund - 0.00							

<p><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 3 CSF 7</p> <p>4) Provide opportunities for staff to participate in professional leaning outside the district. Training received outside the district will be brought back and shared with other teachers and staff members to extend the learning of all. Training including, but not limited to those necessary to address federal and state system safeguards. (ESL strategies, Special Education training, CTE, and all core content areas)</p>	<p>Associate Superintendent, Executive Directors, Directors, Coordinators, and Campus Leadership</p>	<p>Evidence of innovative teaching strategies being implemented and increase in student achievement</p>				
<p>Funding Sources: 199 - General Fund - 0.00, 211 - Title I, Part A - 20000.00, 263 - Title III, LEP - 5000.00, 244 - CTE - 0.00, 224 - IDEA B, Special Education - 15000.00, 225 - IDEA B, Preschool - 0.00</p>						
<p>  = Accomplished          = Continue/Modify          = Considerable          = Some Progress          = No Progress          = Discontinue       </p>						

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

**Performance Objective 23:** Innovative instructional practices which transform learning for all students will be indicated on data walk forms during all walk throughs.

**Evaluation Data Source(s) 23:** Eduphoria documentation

**Summative Evaluation 23:**

**TEA Priorities:** 1. Recruit, support, retain teachers and principals.

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p><b>Critical Success Factors</b> CSF 1 CSF 7</p> <p>1) Implement research-based pedagogy to ensure engaging educational opportunities for all students. (High yield strategies such as feedback, check for understanding, collaborative learning groups, and reflection)</p>		Administrative Leadership Team, Assistant Principals, and Campus Academic Leaders	Increase in student engagement and achievement				
Funding Sources: 199 - General Fund - 0.00							
<p><b>Critical Success Factors</b> CSF 1</p> <p>2) Create and implement a Response to Intervention model that supports all learners.</p>		Executive Directors, Directors, and Campus Leadership	Increase in personalized learning opportunities for students				
Funding Sources: 199 - General Fund - 0.00							
<p><b>Critical Success Factors</b> CSF 7</p> <p>3) Create rigorous lesson activities that reach toward the highest levels of the Substitution, Augmentation, Modification, Redefinition (SAMR) Model and the Quad-D Model to transform learning and increase student achievement.</p>		Administrative Leadership Team, Assistant Principals, and Campus Academic Leaders	Increase in rigorous instructional activities that transform teaching and learning				
Funding Sources: 199 - General Fund - 0.00							
<p><b>Critical Success Factors</b> CSF 1 CSF 5 CSF 6</p> <p>4) Libraries will provide a welcoming common space that encourages exploration, creation, and collaboration between students, teachers, and a broader community.</p>		District Teacher Librarians, STREAM Coordinator, and Associate Superintendent	Increase in the use of library spaces and promotion of 21st century learning environments				
Funding Sources: 199 - General Fund - 5000.00							

<b>Critical Success Factors</b> CSF 1  5) Implement a STREAM program in grades Kinder through 5th and add computer science for all in 7th grade.	STREAM Coordinator, Director of Innovation, and Associate Superintendent	Increase in computational thinking activities				
	Funding Sources: 199 - General Fund - 0.00					

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

**Performance Objective 24:** All students will take an active role in achieving and demonstrating competency in their learning goals throughout the year.







**Evaluation Data Source(s) 24:** Student data notebooks, student electronic portfolios, student blogs, project-based learning activities, blended learning projects, Achieve 3000 data

**Summative Evaluation 24:**

**TEA Priorities:** 3. Connect high school to career and college.

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p><b>Critical Success Factors</b> CSF 1 CSF 7</p> <p>1) Implement effective methods for student goal setting and tracking their progress.</p>		Administrative Leadership Team, Assistant Principals, Campus Academic Leaders, and Teachers	Increase in student ownership of learning				
Funding Sources: 199 - General Fund - 0.00							
<p><b>Critical Success Factors</b> CSF 1</p> <p>2) Implement programs that provide real world connections and promote student achievement through authentic learning opportunities.</p>		Associate Superintendent, Secondary Executive Director, High School Principal, Middle School Principal, ELA Coordinators, Innovation Leaders, Advanced Academic Counselor, and Blended Learning Teachers	Increase in relevant instructional activities which engage students				
Funding Sources: 199 - General Fund - 0.00							



<p align="center"><b>Critical Success Factors</b> CSF 1</p> <p>3) Prepare and guide all students in establishing a college/career pathway upon graduation.</p>	<p>Secondary Executive Director, High School Principal, Middle School Principal, Advanced Academic Counselor, Advanced Placement Teachers, and Career and Technology Teachers</p>	<p>Increase in students attending college or entering a career upon graduation</p>				
<p>Funding Sources: 244 - CTE - 0.00, 199 - General Fund - 20000.00</p>						
<p align="center">  = Accomplished    = Continue/Modify    = Considerable    = Some Progress    = No Progress    = Discontinue </p>						

## 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:**

**TEA Priorities:** 1. Recruit, support, retain teachers and principals.

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<b>Critical Success Factors</b> CSF 5 CSF 6 1) Survey or connect with stakeholders for their input.		Associate Superintendent, Web Administrator, and District Translator	Social Media Analytics, School Messenger data, and Twitter Feeds				
	Funding Sources: 199 - General Fund - 0.00						
<b>Critical Success Factors</b> CSF 1 CSF 7 2) Market CISD by advertising district strengths and by highlighting professional learning and conferences teachers may attend in order to recruit innovative staff.		Associate Superintendent, Web Administrator, and District Translator	District website and professional learning module				
	Funding Sources: 199 - General Fund - 0.00						
<b>Critical Success Factors</b> CSF 5 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	Strategic Plan, District Improvement Plan, Social Media Analytics, Canvas Analytics, and district translations				
	Funding Sources: 199 - General Fund - 0.00						

**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:**

**TEA Priorities:** 1. Recruit, support, retain teachers and principals.

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<b>Critical Success Factors</b> CSF 5 CSF 6 1) Implement the 2016-2019 District Communications Plan.		Associate Superintendent, Web Administrator, District Translator, Director of Human Resources, and Director of Student Services	Completion of the monitoring check points on the 2016-2019 District Communications Plan				
	Funding Sources: 199 - General Fund - 0.00						
<b>Critical Success Factors</b> CSF 5 2) Provide training for campus and department employees on how to facilitate communication among staff and the community.		Associate Superintendent, Web Administrator, District Translator, Director of Innovation, MIS Coordinator, and Innovation Leaders	Campus and department webmaster training, staff School Messenger training, and teacher digital portfolios				
	Funding Sources: 199 - General Fund - 0.00						

**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:**

**TEA Priorities:** 1. Recruit, support, retain teachers and principals.

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p><b>Critical Success Factors</b> CSF 1 CSF 7</p> <p>1) Continue to provide ongoing professional learning for all staff members through various modes of delivery.</p>		Teaching, Learning, and Innovation Team	Teacher Professional Learning Portfolios in Eduphoria and Teacher Digital Portfolios				
Funding Sources: 199 - General Fund - 0.00, 211 - Title I, Part A - 0.00							
<p><b>Critical Success Factors</b> CSF 6</p> <p>2) Additional electronic resources for employees will be posted on the district website.</p>		Central Office, Web Administrator, and Campus Webmasters	District Website				
Funding Sources: 199 - General Fund - 5000.00							


**Goal 2:** Facilitate Engagement through Effective Communication

**Performance Objective 4:** Review and revise communication practices annually.

**Evaluation Data Source(s) 4:** Submission of Newspaper Articles, Message on Hold, Procedures for Posting Calendar of Events, Social Media, and Digital Signage Flow Maps updated in the 2016-2019 Communications Plan

**Summative Evaluation 4:**

**TEA Priorities:** 1. Recruit, support, retain teachers and principals.

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p><b>Critical Success Factors</b> CSF 5 CSF 6</p> <p>1) Review and revise all communication flow maps to ensure procedures are in place for sharing district and campus information and events.</p>		Associate Superintendent, Web Administrator, and District Translator	Updated flow maps are uploaded to the 2016-2019 Communications Plan				
Funding Sources: 199 - General Fund - 0.00							
<p><b>Critical Success Factors</b> CSF 6</p> <p>2) Train all staff involved in deploying communications to the community on the procedures for sharing district and campus information and events.</p>		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							
							

### 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:** Capital Improvements Projects Lists, Master Plan Data (Long Range Replacement Purchases/ Frequency)

**Summative Evaluation 1:**

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p><b>Critical Success Factors</b> CSF 6</p> <p>1) Investigate and explore funding resources (grants, E-rate, and state programs) for future growth.</p>		Financial Services and Cabinet	Balanced budget, Title funding, NOGA, renovated facilities, existing facilities operate at optimal level				
<p><b>Critical Success Factors</b> CSF 5 CSF 6</p> <p>2) Develop partnerships with non-profit organizations and private businesses.</p>		Financial Services, Human Resources	Balanced budget, Title funding, NOGA, renovated facilities, existing facilities operate at optimal level				
<p><b>Critical Success Factors</b> CSF 5 CSF 6</p> <p>3) Implement and monitor progress on Capital Improvement Projects, Designated Projects, and the Strategic Plan.</p>		Financial Services, Operations Services, and Cabinet	Updated facilities, new facilities, learning spaces for all students				
Funding Sources: 199 - General Fund - 0.00							

**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:** Long Range Facility Studies (WRA Architects), Capital Improvements

**Summative Evaluation 2:**


Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Refine how district facilities continue programming, practices, and energy saving procedures.	1, 2, 10	Student Services and Operations	Energy expenses, operation of facilities				
Funding Sources: 199 - General Fund - 0.00							
<p><b>Critical Success Factors</b> CSF 1 CSF 6</p> 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	Survey data, instructional practices, facilities				
Funding Sources: 199 - General Fund - 0.00							

**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:** Master Plan Data (Long Range Replacement Purchases/ Frequency)

**Summative Evaluation 3:**

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Review, monitor, and revise the CISD Energy Management Plan.	1	Students Services and Operations	Energy Bills, Facilities, and Operations				
Funding Sources: 199 - General Fund - 0.00							
<b>Critical Success Factors</b> CSF 1 CSF 6		Teaching, Learning, and Innovation Team, and Operations	Technology service, equipment, students performance, employee access to technology				
2) Continue to provide state of the art technology throughout the district.							
Funding Sources: 199 - General Fund - 285000.00							
							



**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:** Campus Safety Reports (Monthly), General Inspection Checklists (Quarterly), Positive Proof Data, Police Department Data (Citations, Arrests/ Notification of Arrests, etc.)

**Summative Evaluation 4:**

**TEA Priorities:** 1. Recruit, support, retain teachers and principals.

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p><b>Critical Success Factors</b> CSF 6</p> <p>1) Continue to be active and visible on district campuses and facilities through various usage of safety and security personnel.</p>		Cabinet	Surveys, student, parent, community feedback				
Funding Sources: 199 - General Fund - 0.00							
<p><b>Critical Success Factors</b> CSF 6</p> <p>2) Review, monitor, and revise the Emergency Procedures Handbook and Crisis Action Management Guide.</p>	1	Student Services and Operations	Campus safety drills, management guide, procedures handbook, campus safety reports				
Funding Sources: 199 - General Fund - 0.00							
<p><b>Critical Success Factors</b> CSF 6</p> <p>3) Implement, review, and evaluate campus drills and safety equipment.</p>	1	Student Services and Operations	Campus safety drills, management guide, procedures handbook, campus safety reports				
Funding Sources: 199 - General Fund - 0.00							
<p><b>Critical Success Factors</b> CSF 1 CSF 4 CSF 5 CSF 6</p> <p>4) Provide services to address areas such as homelessness, pregnancy related services, dropout recovery, and students in alternative discipline settings.</p>		Student Services and Operations, School Counselors, Principals, Special Education Department, Cabinet	Six Weeks attendance reports, PEIMS Data, Lever reports				
Funding Sources: 199 - General Fund - 0.00							
<p><b>Critical Success Factors</b> CSF 1 CSF 4</p> <p>5) Provide accelerated instructional opportunities such as summer school and credit recovery programs.</p>		Executive Directors, Cabinet	Participation data				
Funding Sources: 199 - General Fund - 20000.00							

<p align="center"><b>Critical Success Factors</b> CSF 6</p> <p>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.</p>	2, 6, 10	Child Nutrition Director and Chef	Revenue increases, taste test results, surveys, documentation of student involvement				
<p>Funding Sources: 199 - General Fund - 0.00</p>							
<p align="center">  = Accomplished    = Continue/Modify    = Considerable    = Some Progress    = No Progress    = Discontinue </p>							

**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 10%, 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:** Teacher retention rate and staff salaries

**Summative Evaluation 5:**

**TEA Priorities:** 1. Recruit, support, retain teachers and principals.

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p><b>Critical Success Factors</b> CSF 6 CSF 7</p> <p>1) Provide competitive salaries and funds that impact professional learning, technology, new certifications, and increase teacher retention by at least 10 percent.</p>		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							
<p><b>Critical Success Factors</b> CSF 1 CSF 7</p> <p>2) Provide staff that can assist with creative scheduling that improves teacher and student performance by providing response to intervention, classroom, and program assistance.</p>		Human Resources, Financial Services, Teaching, Learning, and Innovation Team	Increased student performance on assessments, highly qualified staff				
Funding Sources: 199 - General Fund - 0.00							
<p><b>Critical Success Factors</b> CSF 1 CSF 6</p> <p>3) Provide funds and personnel to renovate and operate new, expanded, or remodeled facilities in order to provide quality learning spaces.</p>	1, 5, 10	Student Services and Operations, Human Resources, Financial Services	Facilities, operations, learning spaces				
Funding Sources: 199 - General Fund - 0.00							

**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:**

**TEA Priorities:** 1. Recruit, support, retain teachers and principals.

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p><b>Critical Success Factors</b> CSF 6</p> <p>1) Maintain laminating materials, poster paper, color cartridges and other specialty materials necessary to maintain the Teacher Resource Room.</p>		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							
<p><b>Critical Success Factors</b> CSF 6</p> <p>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.</p>		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							
<p><b>Critical Success Factors</b> CSF 6</p> <p>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.</p>		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							

<p align="center"><b>Critical Success Factors</b> CSF 6</p> <p>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.</p>		<p>Financial Services</p>	<p>POs for copier supplies, documentation of the number of copies made, reduction in the down time, and need for repairs to be made</p>				
<p align="center">  = Accomplished    = Continue/Modify    = Considerable    = Some Progress    = No Progress    = Discontinue </p>							

## System Safeguard Strategies

Goal	Objective	Strategy	Description
1	4	8	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.
1	9	1	Teaching, Learning, and Innovation Team will work with campuses and PLC's to help support instructional practices targeted to improve student learning.
1	9	2	Provide training, support, and monitoring of effective RTI systems to improve writing strategies for struggling learners.
1	9	3	Continue to use Achieve 3000 to provide differentiated Tier I instruction to increase student Lexile growth.
1	9	4	Use assessment data to drive instruction and tiered intervention.
1	9	5	Collaboratively create new curriculum guiding documents that incorporate deep alignment within content area.
1	9	6	Establish and implement a district-wide Writing Across the Content framework.
1	9	7	Utilize Springboard to provide rigorous Pre-AP content for ELA courses.
1	9	8	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.
1	10	7	Utilize Springboard to provide rigorous Pre-AP and Advanced Placement content for ELA courses.
1	15	1	Teaching, Learning, and Innovation Team will work with campuses and PLC's to help support instructional practices targeted to improve student learning.
1	16	1	Teaching, Learning, and Innovation Team will work with campuses and PLC's to help support instructional practices targeted to improve student learning.
1	16	2	Provide training, support, and monitoring of effective RTI systems to improve science understanding for struggling learners.
1	16	4	Continue to use Achieve 3000 to provide differentiated Tier I instruction to increase student Lexile growth.
1	16	5	Provide access to professional learning and monitoring of research-based 5E model.
1	16	6	Provide on-going professional learning on how to use STAAR and Unit Assessment/CBA data to drive instruction and tiered intervention.
1	16	7	The TLI Department will meet monthly with campus administration to provide curriculum overviews and answer questions regarding the upcoming instructional units.
1	19	1	Teaching, Learning, and Innovation Team will work with campuses and PLC's to help support instructional practices targeted to improve student learning.
1	19	2	Provide training, support, and monitoring of effective RTI systems to improve reading for struggling learners.

<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Description</b>
1	19	3	Continue to use Achieve 3000 to provide differentiated Tier I instruction to increase student Lexile growth.
1	19	4	Provide on-going professional learning on how to use STAAR and CBA data to drive instruction and tiered intervention.
1	19	5	Meet immediately following each six week grading period and review data with the campus administration to identify areas which need to be addressed and create individualized plans for teacher support and training.
1	19	6	Continue to provide training and resources on the inclusion and co-teach model in general education classes for students with identified learning disabilities.
1	20	1	Teaching, Learning, and Innovation Team will work with campuses and PLC's to help support instructional practices targeted to improve student learning.
1	20	2	Provide training and support and monitoring of effective RTI systems to improve reading for struggling learners.
1	20	3	Continue to use Achieve 3000 to provide differentiated Tier I instruction to increase student Lexile growth.
1	20	4	Provide on-going professional learning on how to use STAAR and CBA data to drive instruction and tiered intervention.
1	20	5	Meet immediately following each six week grading period, and review data with the campus administration to identify areas which need to be addressed and create individualized plans for teacher support and training.

# District Funding Summary

199 - General Fund					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	4			\$0.00
1	1	6			\$0.00
1	1	7			\$70,000.00
1	1	8			\$100,000.00
1	2	2			\$0.00
1	2	3			\$0.00
1	2	4			\$0.00
1	2	5			\$0.00
1	2	6			\$0.00
1	2	8			\$100,000.00
1	3	2			\$0.00
1	3	5			\$0.00
1	3	6			\$0.00
1	3	7			\$0.00
1	3	8			\$0.00
1	3	9			\$2,500.00
1	4	2			\$0.00
1	4	3			\$0.00
1	4	4			\$0.00
1	4	5			\$0.00
1	4	6			\$0.00
1	4	7			\$0.00
1	5	2			\$0.00
1	5	3			\$0.00



1	5	4			\$0.00
1	5	5			\$0.00
1	5	6			\$0.00
1	6	2			\$0.00
1	6	3			\$0.00
1	6	4			\$10,000.00
1	6	5			\$0.00
1	6	6			\$0.00
1	6	7			\$0.00
1	6	9			\$7,000.00
1	7	2			\$0.00
1	7	3			\$0.00
1	7	5			\$0.00
1	7	6			\$0.00
1	7	7			\$0.00
1	7	10			\$1,300.00
1	8	1			\$0.00
1	8	2			\$0.00
1	8	3			\$0.00
1	8	4			\$0.00
1	8	7			\$25,000.00
1	9	2			\$0.00
1	9	3			\$0.00
1	9	4			\$0.00
1	9	5			\$0.00
1	10	3			\$0.00
1	10	4			\$0.00
1	10	5			\$0.00

1	10	6			\$0.00
1	11	2			\$0.00
1	11	3			\$0.00
1	11	4			\$0.00
1	11	5			\$0.00
1	11	6			\$0.00
1	12	2			\$0.00
1	12	3			\$0.00
1	12	4			\$0.00
1	12	5			\$0.00
1	12	6			\$0.00
1	13	6			\$25,000.00
1	14	2			\$0.00
1	14	6			\$0.00
1	14	7			\$0.00
1	15	2			\$0.00
1	15	3			\$0.00
1	15	4			\$2,500.00
1	15	6			\$0.00
1	15	7			\$0.00
1	16	2			\$0.00
1	16	4			\$0.00
1	16	6			\$0.00
1	16	7			\$0.00
1	17	2			\$0.00
1	17	4			\$0.00
1	17	5			\$0.00
1	17	6			\$0.00

1	18	2			\$0.00
1	18	4			\$0.00
1	18	5			\$0.00
1	18	6			\$0.00
1	19	2			\$0.00
1	19	3			\$0.00
1	19	4			\$0.00
1	19	5			\$0.00
1	20	1			\$0.00
1	20	2			\$0.00
1	20	3			\$0.00
1	20	4			\$0.00
1	20	5			\$0.00
1	21	1			\$0.00
1	21	2			\$0.00
1	21	3			\$0.00
1	21	4			\$50,000.00
1	21	5			\$0.00
1	22	1			\$0.00
1	22	2			\$15,000.00
1	22	3			\$0.00
1	22	4			\$0.00
1	23	1			\$0.00
1	23	2			\$0.00
1	23	3			\$0.00
1	23	4			\$5,000.00
1	23	5			\$0.00
1	24	1			\$0.00

1	24	2			\$0.00
1	24	3			\$20,000.00
2	1	1	none		\$0.00
2	1	2			\$0.00
2	1	3			\$0.00
2	2	1			\$0.00
2	2	2			\$0.00
2	3	1			\$0.00
2	3	2			\$5,000.00
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
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

					<b>Sub-Total</b>	\$743,300.00
<b>199 - General Fund: High School Allotment</b>						
<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>		<b>Account Code</b>	<b>Amount</b>
1	21	3				\$0.00
					<b>Sub-Total</b>	\$0.00
<b>199 - General Fund: State Compensatory Ed</b>						
<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>		<b>Account Code</b>	<b>Amount</b>
1	10	7				\$0.00
					<b>Sub-Total</b>	\$0.00
<b>211 - Title I, Part A</b>						
<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>		<b>Account Code</b>	<b>Amount</b>
1	1	1				\$1,800.00
1	1	4				\$0.00
1	1	6				\$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	7				\$0.00
1	2	9				\$2,500.00
1	3	1				\$0.00
1	3	2				\$0.00
1	3	3				\$2,500.00
1	3	5				\$0.00
1	3	6				\$0.00
1	3	8				\$0.00
1	4	1				\$0.00

1	4	2			\$0.00
1	4	3			\$0.00
1	4	4			\$0.00
1	4	6			\$0.00
1	4	7			\$0.00
1	4	8			\$0.00
1	5	1			\$0.00
1	5	2			\$0.00
1	5	3			\$0.00
1	5	4			\$0.00
1	5	6			\$0.00
1	5	7			\$0.00
1	6	1			\$0.00
1	6	2			\$0.00
1	6	3			\$0.00
1	6	5			\$0.00
1	6	6			\$0.00
1	6	7			\$0.00
1	6	8			\$0.00
1	6	11			\$2,500.00
1	7	1			\$0.00
1	7	2			\$0.00
1	7	3			\$0.00
1	7	5			\$0.00
1	7	6			\$0.00
1	7	7			\$0.00
1	7	8			\$0.00
1	8	1			\$0.00

1	8	2			\$0.00
1	8	3			\$0.00
1	8	4			\$0.00
1	8	8			\$0.00
1	9	1			\$0.00
1	9	2			\$0.00
1	9	3			\$0.00
1	9	4			\$0.00
1	9	5			\$2,500.00
1	9	8			\$0.00
1	10	1			\$0.00
1	10	3			\$0.00
1	10	4			\$0.00
1	10	5			\$0.00
1	10	6			\$0.00
1	10	7			\$0.00
1	10	8			\$0.00
1	11	1			\$0.00
1	11	2			\$0.00
1	11	3			\$0.00
1	11	4			\$0.00
1	11	6			\$0.00
1	11	8			\$2,500.00
1	11	9			\$0.00
1	12	1			\$0.00
1	12	2			\$0.00
1	12	3			\$0.00
1	12	4			\$0.00

1	12	6			\$0.00
1	12	7			\$2,500.00
1	12	8			\$0.00
1	14	1			\$0.00
1	14	2			\$0.00
1	14	6			\$0.00
1	14	7			\$0.00
1	14	8			\$0.00
1	15	1			\$0.00
1	15	2			\$0.00
1	15	3			\$0.00
1	15	6			\$0.00
1	15	7			\$0.00
1	15	8			\$0.00
1	16	1			\$0.00
1	16	2			\$0.00
1	16	4			\$0.00
1	16	6			\$0.00
1	16	7			\$0.00
1	16	8			\$0.00
1	17	1			\$0.00
1	17	2			\$0.00
1	17	4			\$0.00
1	17	5			\$0.00
1	17	6			\$0.00
1	17	7			\$0.00
1	18	1			\$0.00
1	18	2			\$0.00



1	18	4			\$0.00
1	18	5			\$0.00
1	18	6			\$0.00
1	18	7			\$0.00
1	19	1			\$0.00
1	19	2			\$0.00
1	19	3			\$0.00
1	19	4			\$0.00
1	19	5			\$0.00
1	20	2			\$0.00
1	20	3			\$0.00
1	20	4			\$0.00
1	20	5			\$0.00
1	20	6			\$0.00
1	21	2			\$0.00
1	21	7			\$0.00
1	22	4			\$20,000.00
2	3	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

**Sub-Total** \$51,800.00

**212 - Migrant**

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	7			\$0.00
1	4	8			\$0.00
1	5	7			\$0.00

1	6	8			\$0.00
1	7	8			\$0.00
1	8	8			\$0.00
1	9	8			\$0.00
1	10	8			\$0.00
1	11	9			\$0.00
1	12	8			\$0.00
1	14	8			\$0.00
1	15	8			\$0.00
1	16	8			\$0.00
1	17	7			\$0.00
1	18	7			\$0.00
1	20	6			\$0.00
1	21	7			\$0.00

**Sub-Total** \$0.00

**224 - IDEA B, Special Education**

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	19	6			\$20,000.00
1	22	4			\$15,000.00

**Sub-Total** \$35,000.00

**225 - IDEA B, Preschool**

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	22	4			\$0.00

**Sub-Total** \$0.00

**244 - CTE**

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	22	4			\$0.00
1	24	3			\$0.00

					<b>Sub-Total</b>	\$0.00
<b>255 - Title II, Part A TPTR</b>						
<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>		<b>Account Code</b>	<b>Amount</b>
3	5	1				\$0.00
					<b>Sub-Total</b>	\$0.00
<b>263 - Title III, LEP</b>						
<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>		<b>Account Code</b>	<b>Amount</b>
1	2	7				\$0.00
1	3	9				\$0.00
1	4	8				\$0.00
1	5	7				\$0.00
1	6	8				\$0.00
1	7	8				\$0.00
1	8	8				\$0.00
1	9	8				\$0.00
1	10	8				\$0.00
1	11	9				\$0.00
1	12	8				\$0.00
1	14	8				\$0.00
1	15	8				\$0.00
1	15	9				\$0.00
1	16	8				\$0.00
1	17	7				\$0.00
1	18	7				\$0.00
1	20	6				\$0.00
1	21	7				\$0.00
1	22	4				\$5,000.00
3	5	1				\$0.00

	<b>Sub-Total</b>	\$5,000.00
	<b>Grand Total</b>	\$835,100.00