

Castleberry Independent School District
District Improvement Plan
2018-2019



Public Presentation Date: October 15, 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.

Table of Contents

Comprehensive Needs Assessment	5
Demographics	5
Student Achievement	8
District Culture and Climate	13
Staff Quality, Recruitment, and Retention	17
Curriculum, Instruction, and Assessment	19
Parent and Community Engagement	22
District Context and Organization	24
Technology	26
Comprehensive Needs Assessment Data Documentation	31
Goals	34
Goal 1: Transform Teaching and Learning: Student achievement, teacher growth, instructional pedagogy	34
Goal 2: Facilitate Engagement through Effective Communication	58
Goal 3: Optimize Resources to Sustain and Enhance Effective and Efficient Operations	64
Goal 4: Increase Participation in Parent and Family Engagement Activities	75
Title I Schoolwide Elements	77
ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)	77
ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)	77
ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)	77
Department Team	78
District Funding Summary	79

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 535 staff members consisting of teachers, administrators and support staff committed to providing a high quality learning environment for the 3,913 students enrolled in the district. The student body at Castleberry ISD is 86% economically disadvantaged and comes from a diverse background: 80.53% of students are Hispanic, 16.46% of students are Anglo, 1.46% are African-American, 0.31% are Asian, and 0.8% 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 2017 Fall Student Data Review.

Demographics Strengths

- In response to student population trends, teacher/administrator population has also begun to change to meet the needs of the student population.
- Kindergarten through 4th grade class sizes across the district are at or below the state mandated 22 to 1 class size.
- In the 2017-2018 PEIMS submission, the district ratio of students to teachers decreased to 15.8 to 1.
- The attendance rate for the 2017-2018 school year was 95.1%.
- At the conclusion of the 2017-2018 school year, 25.4% of staff members had more than 10 years of experience in education.
- English as a Second Language (ESL) certification is encouraged for all new hires; however, it has become a state requirement for all core content teachers. The vast majority of CISD elementary teachers are ESL certified which allows students to receive services in the classroom instead of through a pull-out program.
- Student enrollment in the English as a Second Language Program decreased by 3.02% resulting in more students meeting the Telpas passing standard.

- New this year, CISD has transitioned to the Bridge Dual Language Model to support the development of biliterate students, so they are prepared for our global society.
- 73% of ELL students achieved at Approaches or Above Grade Level in math.

Problem Statements Identifying Demographics Needs

Problem Statement 1: 66% of high school students did not meet the College, Career, and Military Readiness (CCMR) requirement. **Root Cause:** The district did not understand the criteria and implications of the CCMR requirements in the A-F Accountability Ratings.

Problem Statement 2: 96.7% of high school students did not earn an Industry-Based Certification. **Root Cause:** Current Career and Technical Pathways offered in CISD do not qualify as one of the 74 state recognized Industry certifications.

Problem Statement 3: 91.6% of high school students did not complete a college level dual credit course. **Root Cause:** The district did not sufficiently prepare, support, and monitor student performance throughout the year.

Problem Statement 4: 82.2% of high school students did not score at or above the college level on SAT, ACT, or TSIA. **Root Cause:** The district did not offer college preparatory courses or enrichment opportunities for students.

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

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

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

Problem Statement 8: 60% of Special Education Students did not achieve Approaches or Above in the "All Subjects" reporting category STAAR assessments. **Root Cause:** Lack of time for professional learning and collaboration between Special Education and General Education teachers.

Problem Statement 9: 60% of Special Education Students did not achieve Approaches or Above in the "All Subjects" reporting category STAAR assessments. **Root Cause:** Co-teaching has not been implemented effectively across the district.

Problem Statement 10: 66% of high school students did not meet the CCMR requirement. **Root Cause:** The district did not provide counseling, mentoring, and/or referral services to all students.

Problem Statement 11: When comparing the district and state performance, there is a larger gap in Meets and Masters than Approaches. **Root Cause:**

Teachers' mindsets have been focused on students reaching the Approaches Grade Level versus Meets and Masters.

Problem Statement 12: 0 out of 4 College and Career Readiness targets in the Closing the Gap Domain were not met for REACH High School resulting in an overall rating of Improvement Required. **Root Cause:** The district did not understand the criteria and implications of the CCMR requirements in the A-F Accountability Ratings.

Student Achievement

Student Achievement Summary

For the 2017-2018 academic year, Castleberry ISD received a "C" letter grade as part of the new state accountability system. The district "Met Standard" under each of the three domains; Student Achievement (74 out of 100), School Progress (78 out of 100), and Closing the Gaps (71 out of 100). Two campuses received a TEA Distinction Designation for Top 25 percent: Comparative Academic Growth.

Under Domain One, Student Achievement, the district grade is calculated on three areas, STAAR performance (40%), College, Career, and Military Readiness (40%), and Graduation Rate (20%). The overall score in this domain was 71. For STAAR performance in all subject areas the percentage of the number of students who met Approaches Grade Level or above was 69%. The percentage of students who Meets Grade Level or Above was 36%, and the percentage of students who were at the Masters Grade Level standard was 12%. The STAAR Performance Score for this area was a 69.

For the CCMR area, under Domain One, the overall score was calculated at 65. Criteria used to calculate the domain are:

- Scores earned on AP exams
- Students who score At or Above the College-Ready Level on SAT, ACT or TSIA
- Complete a Dual-Credit Course
- Earn an Associate's Degree
- Earn an Industry-Based Certification
- Graduated with a completed IEP and workforce readiness
- Enlist in the armed forces
- Complete a coherent sequence aligned to industry certification.

The district also received a Graduation Rate Score of 85. The state accepts the best percentage for either the Four, Five, or Six-year graduation rate. The Five-Year Graduation Rate of 95.3% was used to calculate the final part of Domain One along with the district's dropout rate of 2.6%.

Under Domain Two, School Progress, the district's score was determined using two measures: Academic Growth in Reading and Math and Relative Performance or how much progress are students making relative to similar districts. The final score based on Academic Growth for Reading and Math (69%), in Reading/ELA only (68%), and Math (70%) was a 79. The final score of 71 was the Relative Performance Score. This score was based on Student Achievement (STAAR Performance and CCM Readiness - 37%) and how economically disadvantaged students (85.2%) are compared to schools with similar levels of student poverty.

Under Domain Three, Closing the Gap, CISD received an overall score of 71. The calculation of the score includes Grade-Level Performance (50%), Academic Growth/Graduation Rate (10%), English Language Proficiency, (10%), and Student Achievement (30%).

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

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

For Academic Growth/Graduation Rate, 1 out of 4 targets were met:

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

Two or More Races	N/A
Economically Disadvantaged	Met
English Learners	N/A
Students Receiving Special Education Services	N/A

For English Language Proficiency, all targets were met. Each group of students has a performance goal for Student Achievement on the STAAR—the average percentage of students mastering, meeting, and approaching grade level. The state goal for each student group was set based on that group's average performance statewide in 2016–17. Student Achievement measures how well all groups of students are meeting those goals.

For College, Career, and Military Readiness, 0 out of 7 targets were met:

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

Student Achievement Strengths

When considering 2017-2018 state assessment data, the following are student academic achievement strengths:

- Student performance in math improved in 3rd, 4th, 6th, 8th, and Algebra I
- Student performance in 3rd-grade reading improved district-wide by 13%
- Student performance in 6th grade reading improved by 5%
- Student performance in English II improved by 10%
- Student performance in 6th grade equaled the state average:
 - Economically Disadvantaged, English Language Learners, and Special Education sub-populations performed above the state average
 - Special Education student performance grew 30% points from the previous year

Performance in Domain I, Student Achievement improved by 6 points, for a scaled score of 71 compared to a scaled score of 65 in the previous year.

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

- Castleberry High School- Improved by 2 points, for a scaled score of 74 compared to a scaled score of 72 in the previous year
- Irma Marsh Middle School- Improved by 2 points, for a scaled score of 69 compared to a scaled score of 67 in the previous year
- A.V. Cato Elementary School- Improved by 8 points, for a scaled score of 67 compared to a scaled score of 59 in the previous year
- Joy James Elementary School- Improved by 7 points, for a scaled score of 67 compared to a scaled score of 60 in the previous year
- Castleberry Elementary School- While the campus did have a slight drop of 2 points, for a scaled score of 70 compared to a scaled score of 72 in the previous year, the overall scaled score of 70 is the highest of the elementary campuses.

Performance in Domain II Part A, Student Progress improved by 14 points, for a scaled score of 79 compared to a scaled score of 65 in the previous year.

Performance in Domain II Part B, Student Progress improved by 2 points, for a scaled score of 71 compared to a scaled score of 69 in the previous year.

Performance in Domain III, Closing Performance Gaps improved by 5 points, for a scaled score of 71 compared to a scaled score of 66 in the previous year.

Overall Growth was **27 points** from the "What If" report card in January of 2017.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: English Language Learners achieved 56% at Approaches Grade Level or Above in Reading STAAR. **Root Cause:** In 2017-2018, all teachers were not ESL Certified.

Problem Statement 2: English Language Learners achieved 45% passing rate in Writing STAAR. **Root Cause:** The district did not hold teachers in non-tested grade levels and subject areas accountable for student writing performance.

Problem Statement 3: English Language Learners achieved 43% at Approaches Grade Level or Above in Science STAAR. **Root Cause:** In 2017-2018, all secondary core teachers were not ESL Certified.

Problem Statement 4: English Language Learners achieved 37% at Approaches Grade Level or Above in Science STAAR 5th grade bilingual education. **Root Cause:** Science vocabulary in Spanish is at a higher level of complexity; therefore, students acquire the Science English vocabulary more readily.

Problem Statement 5: English Language Learners achieved 46% at Approaches Grade Level or Above in Social Studies STAAR. **Root Cause:** In 2017-2018, all Social Studies teachers were not ESL Certified.

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

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

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

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

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

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

Problem Statement 12: English Language Learners achieved 37% at Approaches Grade Level or Above in Science STAAR 5th grade bilingual education. **Root Cause:** Students were entering Kindergarten with higher dominance in the English language, however, English literacy development was delayed until second grade with the previous Dual Language model.

Problem Statement 13: English Language Learners achieved 37% at Approaches Grade Level or Above in Science STAAR 5th grade bilingual education. **Root Cause:** Students were not able to make connections between English and Spanish Science vocabulary with the previous Dual Language model.

Problem Statement 14: Dyslexic student are under-identified in the state of Texas according to the Special Education Corrective Action Plan. **Root Cause:** All teachers have not been trained on the characteristics of Dyslexia.

District Culture and Climate

District Culture and Climate Summary

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

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

Surveys include:

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

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

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

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

Creating a Safe and Secure Culture

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

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

District Culture and Climate Strengths

Our Culture

It is expected and natural for the CISD staff to:

- Cultivate an environment where students come first
- Strive to make every single day a great learning experience for all students

- Model high expectations for students, teachers, and staff
- Work collaboratively with students, parents, and the community
- Demonstrate professionalism, compassion, respect, and servant leadership
- Provide digital learning experiences.

Safety and Security:

- Scheduled and completed 19 (up from 12- previous year) Half Day Visits with Interquest Detection Canine for Contraband Detection at Castleberry High School, Irma Marsh Middle School, REACH High School and TRUCE Learning Center.
- Conducted 210 Safety Drills (Fire, Tornado, Lockdown, Shelter in Place, Nearby/Remote Evacuation, School Bus Evacuation Drill) throughout the year.
- Updated and Delivered 525 Standard Response Protocol Information sheets to all CISD Campuses.
- Submitted Fire Exit Drills and Fire Prevention Forms to Texas Department of Insurance – 100% Compliance.
- Addition of a third police officer and purchase of an additional police unit.
- Implemented bag search policy and procedures for all varsity UIL athletic contests.
- Upgraded video surveillance system to Video Insight. This system allows users to view all camera footage via the web as well as phone and tablet device application.
- Conversion of handheld radio system (analog to digital) in conjunction with the City of Fort Worth, River Oaks, and Sansom Park Police Departments.
- Replacement of 26 internal cameras and 7 external cameras.
- Implementation of CRASE Training (Civilian Response to Active Shooter Events). This program provides district personnel with strategies, guidance, and a proven plan for surviving an active shooter event.
- Implementation of Active Shooter Training. This program provides local police departments with strategies, guidance and a proven plan for an active shooter event.
- Provided district staff support and assisted campuses to provide student strategies to prevent and respond to acts of bullying.
- Decrease in # of intrusion alarms by 24% (-16). (2017-18=46) (2016-17=60).
- Decrease in # of residency checks by 38% (-273). (2017-18=166) (2016-17=439).
- Decrease in # of students taken to juvenile detention by 63% (-5). (2017-18=3); (2016-17=8)
- Decrease in # of cases referred to juvenile by 50% (-4). (2017-18 4); (2016-17=8)
- Decrease in # of arrests (trend) (2018-19)
- Incorporated digital drill evaluation forms for all campus administrators to ensure drill timeliness, accuracy, and consistency in accordance to the district's procedures.
- Coordinated with the National Weather System (through local C.E.R.T. committee) to better forecast inclement weather conditions to better prepare and communicate with all district and campus personnel.
- Implementation of new desk phone software with the capabilities of notifying staff immediately in the event of a crisis situation(s)

Problem Statements Identifying District Culture and Climate Needs

Problem Statement 1: Exterior door configuration and front office configuration of the secondary campuses are not secure. **Root Cause:** The secondary campuses were built in the 1950's.

Problem Statement 2: Current door access and ID badge system is unreliable, not cost effective, and the vendor has poor customer service. **Root Cause:** The secondary campuses were built in the 1950's.

Problem Statement 3: CISD Police Officers are not equipped with tasers that help reduce the need for excessive force. **Root Cause:** Funding is not provided in the current security budget.

Problem Statement 4: Safety at all UIL athletic events is jeopardized without the implementation of a “clear bag” policy. **Root Cause:** Funding is not provided in the current security budget for additional contracted labor and security officers.

Problem Statement 5: Safety at all UIL athletic events is jeopardized without the integration of metal detectors. **Root Cause:** Funding is not provided in the current security budget for additional contracted labor and security officers.

Problem Statement 6: Overall, student discipline referrals increased during the 2017-2018 school year. **Root Cause:** Some campus discipline management plans have been ineffective.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Although Castleberry ISD is one of the smallest districts in Tarrant County, the district remains to be competitive in salaries within the region. CISD ranks in the top 5% within Region XI. At the beginning of the 2018 school year, CISD staff consisted of 573 employees including: 243 teachers, 109 auxiliary and child nutrition staff members, 8 counselors, 5 librarians, 5 nurses, 79 paraeducators, 50 paraprofessionals, 42 specialists, and 32 administrators. The Board of Education consists of seven elected members who serve three year terms of office.

All teachers and paraeducators are highly qualified and meet state standards or higher. CISD recruits teachers in all areas which comprises of bilingual certified teachers. Bilingual teachers serve 878 Dual Language students in CISD. The district recruits from many universities including: Texas Christian University, University of Texas at Arlington, University of Texas at Brownsville, University of Texas at El Paso, Tarleton State University, Texas Tech University, University of North Texas, and Texas Wesleyan University. The district has provided a salary that is the second highest in the region for first year teachers. A first year teacher in Castleberry ISD currently starts at \$53,750.

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

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

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

Staff Quality, Recruitment, and Retention Strengths

- All Castleberry teachers and paraeducators that work with students are considered highly qualified.
- Castleberry ISD is able to recruit from major universities with quality teaching programs.
- Castleberry ISD provides the second highest salary in Region XI for first year teachers starting at \$53,750.

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

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: The recruiting process is ineffective in branding the district, attracting quality teachers, and not streamlined. **Root Cause:** The recruiting process and materials have not been thoroughly reviewed in the last 8 years.

Problem Statement 2: The 2017-2018 exit survey indicated a higher percentages of exiting employees at A.V. Cato (35.29%) and Castleberry High School (26.47%). **Root Cause:** Lack of clear communication, strong and effective leadership, dissatisfaction with work environment, and campus principal turnover.

Problem Statement 3: CISD has a 72% teacher retention rate. **Root Cause:** Educators are faced with challenges associated with a high economically disadvantaged 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 along with a comprehensive bilingual program audit conducted by The Gomez and Gomez Dual Language Consultants LLC. The audit conducted in the Spring of 2016 was followed up with an intensive curriculum audit training for staff members identified to organize and lead a five year curriculum plan. In addition to the curriculum audit, the district initiated an ELL compliance audit in the summer of 2017. The audit was followed up with the development of an English Language Learners Handbook (ELL) handbook and professional development plan.

Curriculum, Instruction, and Assessment Strengths

- The results of the Texas Curriculum Management Audit found considerable evidence of long-range planning in the Castleberry Independent School District. Documented planning efforts met audit standards to provide sound governance of the educational program.
- The curriculum audit indicated considerable work had been accomplished in a short amount of time. A core written curriculum for some district courses were present.
- After reviewing the findings of the curriculum audit, Castleberry ISD identified goals and developed a five-year plan to address inadequate or missing guiding documents. Beginning in the summer of 2017, the first year of curriculum writing was initiated. A core group of teacher leaders were trained to participate in the development of the documents and periodically came together throughout the 2017-2018 school year to update, revise, and develop curriculum documents.
- Year one of the five year Curriculum Plan has been completed. In addition, year two curriculum writing began during the summer of 2018, while year one guiding documents were reviewed for deep alignment of the written, taught, and tested curriculum.
- Springboard curriculum resources, produced by the College Board, have been added to Pre-Advanced Placement and Advanced Placement Math and ELA courses at the middle school and high school. Training in relevant and rigorous instruction was provided by Springboard to better align instruction to college readiness standards for students in preparation for Advanced Placement assessments and dual credit/enrollment courses.
- The audit indicated that CISD had an adequate comprehensive assessment plan. However, assessment data use was identified as "emergent" during the audit.
- Since the audit, unit assessments were developed by coordinators, directors, and teachers to increase opportunities for data collection. The district has also implemented five progress monitor days throughout the school year where each campus presents unit assessment, CBA, and benchmark data to the Teaching, Learning, and Innovation Team and Superintendent to receive reflective feedback and to collaborate on action plans. One action plan is to

identify a time within the school day that is dedicated to Response to Intervention (RTI) using the data collected. RTI documents are developed to support teachers and campus leaders in documenting, developing, and monitoring student interventions.

- The bilingual program audit found that our bilingual teachers at each campus are highly motivated and have high levels of academic Spanish. The auditor also cited strong classroom management and instructional practices as a strength of our program. Among the elements seen in most classrooms, the auditor mentioned guided reading groups, both math and literacy centers, and on-going progress monitoring of students using the Fountas and Pinnell program. The auditor was also pleased with the many resources teachers had in both English and Spanish. Among these resources, the auditor sited anchor charts in both languages, as well as books and other learning materials. The bilingual classes have small class sizes on average. The auditor found 15 students per class, which allows for a great deal of 1 to 1 student teacher interaction.
- An ELL Handbook has been created to ensure strong procedures and processes are in place to identify and support English Language Learners. The new handbook provides clear guidelines for training, assessment, identification, ongoing support, meeting requirements, and exit procedures.
- Progress monitoring assessments were purchased to support bilingual teachers in effectively monitoring reading progress of 3rd - 5th grade students.
- Writing benchmark assessments have been added to the calendar of assessments for K-10th grade students. Writing rubrics were developed to support teachers in recognizing the expected writing level for students at each grade level.
- In addition, Writing to Learn is a district initiative for the 2018-2019 school year. All campuses are incorporating Writing to Learn activities in all subject areas.
- Formative Loop has been purchased for all 2nd - 5th grade students to support fact fluency and automaticity. In addition, goals have been set for student progress on Assessing Math Concepts (AMC) benchmarks and will be supported with resources to develop numeracy.
- Standards-based report cards were rolled out in the 2017-2018 school year to first graders and continued in second grade during the 2018-2019 school year. During the 2017-2018 school year, second grade lead teachers worked with administrators to develop the second grade standards-based report card. In addition, kindergarten, first, and second grade teachers will meet throughout the school year to make recommendations for possible adjustments to the standards-based report cards for the upcoming academic year.

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

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

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

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

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

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

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

Parent and Community Engagement

Parent and Community Engagement Summary

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

Parent and Community Engagement Strengths

Partnerships with stakeholders have increased family attendance at district events.

- Each school is represented on the district Family Engagement Committee. A staff member and three parents of students from each school are committee members.
- Elementary schools have the highest family attendance for events.
- Castleberry ISD launched Parent University 101 Spring 2018 with 13 graduates. Parent University 101 will be offered in both Fall and Spring semesters in 2018-2019. Parent University 201 will launch Spring 2019.
- One Faith Church, our newest community partner, has weekly volunteers assisting with Parent University.
- Community Partner, Tarrant County College, continues to host GED classes in English and Spanish at the Castleberry ISD Administration Building.
- Castleberry Cares Health Fair will be held March 2nd 2019.

Problem Statements Identifying Parent and Community Engagement Needs

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

Problem Statement 2: Family engagement and parent involvement is lower at the secondary level. **Root Cause:** Parents do not realize the importance of being involved in their student's education at the secondary level.

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

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

District Context and Organization

District Context and Organization Summary

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

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

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

District Context and Organization Strengths

- Adoption and implementation of the 2016-2021 CISD Strategic Plan
- District/Campus goal alignment
- Professional Learning Communities
- Curriculum deep alignment meetings with teachers and central office administration
- Student, staff, and district advisory committees
- Differentiated Professional Learning opportunities
- Creation and implementation of the 2016-2021 Special Education Strategic Plan
- Expanding participation and course offerings in the district's dual credit program
- Providing equitable access to transformational learning experiences enabled by technology
- Reorganization of the curriculum and technology departments in the new Teaching, Learning, and Innovation Department
- Creation of a five year Curriculum Management Plan
- Creation of an assessment calendar providing opportunities for earlier interventions
- District energy savings to Date (January - July 2018) =\$76051.69

- Continued facility improvements through the annual Capital Improvements Project List
- Continued upgrade of district equipment through the CISD Replacement Plan (2016-2021)

Problem Statements Identifying District Context and Organization Needs

Problem Statement 1: REACH High School does not offer a full range of courses aligned to the new A-F Accountability System. **Root Cause:** Current and new course offerings have not been evaluated or proposed for REACH.

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 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. In 2011, teacher netbooks were purchased 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 also purchased several document cameras with their annual budgets. 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. Each PK and Kindergarten classroom is 1:1 with class sets of iPads. Each 1st grade classroom has 11 iPads, with each 2nd and 3rd grade classroom having 4 iPads. Each student in 4th grade is issued a chromebook that stays in the classroom with a gradual release in the spring semester. 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 8th graders. District funds provided netbooks for the remainder of the 8th grade students and all 7th grade students as an extension of the CISD “Connected Learning Project.” Carts of student netbooks were re-distributed to sixth grade classrooms.

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 fourth 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.

2013-2018 Technology Plan

Castleberry ISD prepared a plan to articulate a common vision for technology in the District. In addition, the plan identifies strategies that aide 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.

Technology Affordances Led to Reorganization

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 moved beyond the inventory of technology equipment and towards the affordances it offers.

One of the long-standing goals of Castleberry ISD has been to provide safe and equal access to technology and all of the affordances it allows. As our connected learning program has expanded and more students are taking their technology devices home, it became apparent that many students did not have a safe and reliable Internet connection.

In January of 2018, the district began construction on the first of three LTE towers as part of the Digital Equity 4 All Project. Castleberry ISD is proud to announce the completion of the first WiFi Tower which extends the school's Internet access to the homes of many CISD students. This is phase 1 of a 3-year

plan to construct 3 towers district-wide. By the year 2020, this project will provide Castleberry ISD's Internet services to all students at home, making Castleberry ISD the first district in the state of Texas to provide free, safe, and filtered Internet to all students.

Technology Strengths

Over the last six years, Castleberry has successfully implemented a one-to-one technology initiative for students in grades four through twelve. Currently, all 4th-6th 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.

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

For four years, Castleberry students, teachers, and parents have participated in a technology survey provided by Clarity BrightBytes for the purpose of identifying district technology strengths and areas of need in the district. Castleberry ISD had one of the highest overall scores in the nation with an overall score of 1134 which is considered "Advanced" level. The strengths indicated on the surveys are described below:

- Sixty-eight percent of students identified they felt using technology enhances learning and daily life.
- Seventy-six percent of students are asked to collaborate online with classmates at least monthly.
- Seventy-one percent of teachers ask their students to complete online assessments at least monthly.
- Seventy-four percent of students found tasks such as recording and editing video easy to perform. In addition, the curriculum report indicated four factors in which students were rated advanced and therefore contributed to the success of the district: student foundational skills, student online skills, student multimedia skills, and student beliefs that the use of technology had a direct correlation to improving learning.
- Ninety-seven percent of teachers reported they could get devices for their students when needed along with eighty-seven percent indicating a typical student to computer ratio of 2:1 or 1:1.
- Ninety-five 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.

- Sixty-five percent of teachers rate the quality of tech support for problems disrupting instruction as excellent or above average.
- Seventy-three percent of teachers rate the quality of LCD's or interactive whiteboards at school as excellent or above average.
- Ninety-one percent of teachers receive instructional technology planning within a week of their request.
- Fifty-seven percent of teachers feel recognized for using technology in their teaching more than half of the time.
- Sixty-six percent of teachers report that technology is a part of classroom observations.
- Seventy-four percent of teachers report that technology is a topic at department or grade-level meetings more than half of the time.

Problem Statements Identifying Technology Needs

Problem Statement 1: 70% of students indicated that digital citizenship lessons were not taught at least monthly. **Root Cause:** Teachers view digital citizenship lessons as additional curriculum which takes away from core instructional time.

Problem Statement 2: 29% of 3rd through 12th grade students indicated they do not have WiFi connectivity at home. **Root Cause:** The district is currently 85% economically disadvantaged.

Problem Statement 3: 50% of students are not asked to write online at least monthly. **Root Cause:** Teachers report it takes too much time to complete due to poor typing skills.

Problem Statement 4: 42% of students are not asked to identify and solve authentic problems using technology. **Root Cause:** High-stakes testing demands prevent teachers from implementing real world project-based learning.

Problem Statement 5: 78% of students are not involved in a student technology support team. **Root Cause:** Scheduling restraints due to high-stakes accountability and graduation requirements.

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

- Domain 1 - Student Achievement
- Domain 2 - Student Progress
- Domain 3 - Closing the Gaps
- System Safeguards and Texas Accountability Intervention System (TAIS) data
- Critical Success Factor(s) data
- Accountability Distinction Designations
- PBMAS data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR Released Test Questions
- STAAR EL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Postsecondary college, career or military-ready graduates data
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- SAT and/or ACT assessment data
- Student Success Initiative (SSI) data for Grades 5 and 8
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Local benchmark or common assessments data
- Student failure and/or retention rates
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results

- Prekindergarten Self-Assessment Tool

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress for each group
- Special Programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data,
- Economically Disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education population, including performance, discipline, progress, and participation data
- At-Risk population, including performance, progress, discipline, attendance, and mobility
- EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- ELL or LEP data, including academic achievement, support and accommodation needs, race, ethnicity, gender, etc.
- Career and Technical Education (CTE) data, including academic achievement, progress, program growth, race, ethnicity, gender, etc.
- Career and Technical Education (CTE) data, including academic achievement, program growth, race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Response to Intervention (RtI) student achievement data
- Dyslexia Data
- 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
- School safety data

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- State certified and high quality staff data
- Teacher/Student Ratio
- Campus leadership data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- 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

Revised/Approved: October 02, 2018

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

Performance Objective 1: In Domain 1, the STAAR performance measure will increase from 69 to 75 on the 2019 A-F Accountability Ratings.

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

Summative Evaluation 1:

TEA Priorities: 2. Build a foundation of reading and math. 1. Recruit, support, retain teachers and principals.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>Critical Success Factors CSF 1 CSF 2 CSF 7</p> <p>1) The Teaching, Learning, and Innovation Team will work with campuses during PLC's to help support instructional practices targeted to improve student learning.</p>	2.4, 2.6	Teaching, Learning, and Innovation Staff, Campus Principals, Associate Principal, and Campus Academic Leaders	Growth in campus data and student performance on all STAAR tests				
<p>Problem Statements: Curriculum, Instruction, and Assessment 3, 4, 5</p> <p>Funding Sources: 199 - General Fund - 0.00</p>							
<p>Critical Success Factors CSF 1 CSF 2 CSF 7</p> <p>2) The Teaching, Learning, and Innovation Team will provide overviews of guiding documents, scope and sequence, pacing calendars, and district created assessments along with answering questions regarding upcoming instructional units.</p>	2.5, 2.6	Teaching, Learning, and Innovation Staff, Campus Principals, Associate Principal, and Campus Academic Leaders	Growth in campus data and student performance on all STAAR tests				
<p>Problem Statements: Curriculum, Instruction, and Assessment 2, 4</p> <p>Funding Sources: 199 - General Fund - 0.00</p>							

<p>Critical Success Factors CSF 1 CSF 2 CSF 7</p> <p>3) The Teaching, Learning, and Innovation Team will complete year two of the five year curriculum and assessment development plan.</p>	2.4, 2.5, 2.6	Associate Superintendent and Executive Directors of Teaching, Learning, and Innovation	Creation of a curriculum which aligns the written and tested curriculum				
	<p>Problem Statements: Student Achievement 6, 7, 8, 9, 10</p> <p>Funding Sources: 211 - Title I, Part A - 0.00</p>						
<p>Critical Success Factors CSF 1 CSF 7</p> <p>4) The district will implement cross-curricular writing to engage students in frequent, meta-cognitive thinking which aids the student in developing skills in writing that promotes critical thinking.</p>	2.4, 2.6	Executive Directors, and Teaching Learning and Innovation Staff	Creation of student digital portfolios containing quality writing samples from various subject areas. Student reflection will indicate areas needing improvement based on the writing rubric				
	<p>Problem Statements: Student Achievement 2, 6 - Technology 3, 4</p> <p>Funding Sources: 199 - General Fund - 0.00</p>						
<p>Critical Success Factors CSF 1 CSF 7</p> <p>5) The Teaching, Learning, and Innovation Team will provide vertically aligned training, support, and monitoring in the implementation of the writing process.</p>	2.4, 2.6	Associate Superintendent and Executive Directors of Teaching, Learning, and Innovation	Growth in STAAR writing scores				
	<p>Problem Statements: Student Achievement 6 - Curriculum, Instruction, and Assessment 3, 4 - Technology 3, 4</p> <p>Funding Sources: 199 - General Fund - 0.00</p>						
<p>Critical Success Factors CSF 1 CSF 4 CSF 5 CSF 6</p> <p>6) The district will involve all stakeholders in developing the independent reader to acquire early literacy, academic proficiency, and post-secondary readiness.</p>	2.4, 2.5, 3.2	Associate Superintendent, Executive Directors of Teaching, Learning, and Innovation Staff, Elementary Humanities Coordinator, and Secondary ELA Coordinator	Growth in STAAR reading scores and post-secondary readiness reading skills				
	<p>Problem Statements: Student Achievement 1, 7</p> <p>Funding Sources: 199 - General Fund - 0.00, 211 - Title I, Part A - 0.00</p>						

<p align="center">Critical Success Factors CSF 1</p> <p>7) Math Coordinators will support the implementation and utilization of a district-wide problem-solving model in all K-12 math classes.</p>	2.4, 2.5	Associate Superintendent and Executive Directors of Teaching, Learning, and Innovation	Growth in campus data and student performance on math assessments				
<p>Problem Statements: Student Achievement 8 - Curriculum, Instruction, and Assessment 6</p> <p>Funding Sources: 255 - Title II, Part A TPTR - 0.00</p>							
<p align="center">Critical Success Factors CSF 1 CSF 7</p> <p>8) Science Coordinators will support the implementation and utilization of a district-wide method for analyzing and interpreting science problems (RUBIES).</p>	2.4	Associate Superintendent and Executive Directors of Teaching, Learning, and Innovation	Growth in campus data and student performance on science assessments				
<p>Problem Statements: Student Achievement 9</p> <p>Funding Sources: 199 - General Fund - 0.00</p>							
<p align="center">Critical Success Factors CSF 1</p> <p>9) The district will support teachers in providing hands-on science laboratory experiences for students and the transfer of the experiences to an application level through the utilization of specialized programs aligned to the TEKS.</p>	2.4	Executive Directors, and Teaching Learning and Innovation Staff	Growth in campus data and student performance on 5th & 8th Grade Science, and Biology EOC				
<p>Problem Statements: Student Achievement 9 - Curriculum, Instruction, and Assessment 6 - Technology 4</p> <p>Funding Sources: 410- IMA - 0.00</p>							
<p align="center">Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 7</p> <p>10) Social Studies Coach and teachers will focus on content specific processing skills such as interpreting maps, graphs, and charts in grades 6-12.</p>	2.4, 2.5, 2.6	Associate Superintendent and Executive Directors of Teaching, Learning, and Innovation	Growth in campus data and student performance on 8th & 11th grade U.S. History tests				
<p>Problem Statements: Student Achievement 5, 10 - Curriculum, Instruction, and Assessment 3</p>							
<p align="center">Critical Success Factors CSF 1</p> <p>11) Teachers will be trained on how students can use graphic organizers to narrow their focus and plan and organize information.</p>	2.5	Executive Directors, and Teaching Learning and Innovation Staff	Growth in campus data and student performance on all STAAR tests				
<p>Problem Statements: Student Achievement 1, 2, 3, 4, 5 - Curriculum, Instruction, and Assessment 5</p>							
<p align="center">Critical Success Factors CSF 1 CSF 2 CSF 7</p> <p>12) Guiding documents will include a list of relevant academic vocabulary. Teachers will be trained on strategies focusing on learning vocabulary in context, so students learn, recall, and retain aspects of vocabulary.</p>	2.4	Executive Directors, and Teaching, Learning and Innovation Staff	Growth in campus data and student performance on all STAAR tests				
<p>Problem Statements: Student Achievement 4, 6, 7, 8, 9, 10 - Curriculum, Instruction, and Assessment 2</p> <p>Funding Sources: 211 - Title I, Part A - 0.00</p>							

<p>Critical Success Factors CSF 1 CSF 6 CSF 7</p> <p>13) The district will increase student engagement by providing support and professional learning on the use of high-yield instructional strategies within tier one instruction.</p>	2.4, 2.5, 2.6	Associate Superintendent, Executive Directors, and Teaching, Learning and Innovation Staff	Growth in student engagement				
	Problem Statements: Curriculum, Instruction, and Assessment 4, 5						
<p>Critical Success Factors CSF 1 CSF 2 CSF 3</p> <p>14) The district will support student achievement in all subject areas by ensuring special programs compliance, ensuring the latest information of best practices, and accountability are disseminated and updated to all district and campus administrators and testing coordinators.</p>	2.4	Associate Superintendent, Coordinator of Research, Evaluation, & Accountability, Executive Directors, Cabinet, Campus Administrators, and Campus Testing Coordinators	Growth in campus and district assessment data and reduction in testing irregularities				
	Problem Statements: Demographics 8, 9 Funding Sources: 199 - General Fund - 0.00						
<p>Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 7</p> <p>15) The district will provide on-going professional learning for teachers and administration on how to use math assessment data to drive instruction in small groups as well as tiered groups for instruction.</p>	2.4, 2.5, 2.6	Teaching, Learning, and Innovation Team, CALS, Campus Principals, and Teachers	Increased numerical fluency				
	Problem Statements: Curriculum, Instruction, and Assessment 1 Funding Sources: 211 - Title I, Part A - 10000.00						
<p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 5 CSF 6 CSF 7</p> <p>16) The district will provide support and resources to REACH Alternative High School as they implement a Targeted Improvement Plan to meet the accountability measure in Student Achievement on A-F Accountability Ratings.</p>	2.4, 2.5, 2.6	Teaching, Learning, and Innovation TEAM, Campus Principal, and, Teachers	Meet the Student Achievement measure on accountability				
	Problem Statements: School Context and Organization 1 Funding Sources: 211 - Title I, Part A - IR - 0.00						

Performance Objective 1 Problem Statements:

Demographics

Problem Statement 8: 60% of Special Education Students did not achieve Approaches or Above in the "All Subjects" reporting category STAAR assessments. **Root Cause 8:** Lack of time for professional learning and collaboration between Special Education and General Education teachers.

Problem Statement 9: 60% of Special Education Students did not achieve Approaches or Above in the "All Subjects" reporting category STAAR assessments. **Root Cause 9:** Co-teaching has not been implemented effectively across the district.

Student Achievement

Problem Statement 1: English Language Learners achieved 56% at Approaches Grade Level or Above in Reading STAAR. **Root Cause 1:** In 2017-2018, all teachers were not ESL Certified.

Problem Statement 2: English Language Learners achieved 45% passing rate in Writing STAAR. **Root Cause 2:** The district did not hold teachers in non-tested grade levels and subject areas accountable for student writing performance.

Problem Statement 3: English Language Learners achieved 43% at Approaches Grade Level or Above in Science STAAR. **Root Cause 3:** In 2017-2018, all secondary core teachers were not ESL Certified.

Problem Statement 4: English Language Learners achieved 37% at Approaches Grade Level or Above in Science STAAR 5th grade bilingual education. **Root Cause 4:** Science vocabulary in Spanish is at a higher level of complexity; therefore, students acquire the Science English vocabulary more readily.

Problem Statement 5: English Language Learners achieved 46% at Approaches Grade Level or Above in Social Studies STAAR. **Root Cause 5:** In 2017-2018, all Social Studies teachers were not ESL Certified.

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

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

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

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

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

Curriculum, Instruction, and Assessment

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

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

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

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

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

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

School Context and Organization

Problem Statement 1: REACH High School does not offer a full range of courses aligned to the new A-F Accountability System. **Root Cause 1:** Current and new course offerings have not been evaluated or proposed for REACH.

Technology

Problem Statement 3: 50% of students are not asked to write online at least monthly. **Root Cause 3:** Teachers report it takes too much time to complete due to poor typing skills.

Problem Statement 4: 42% of students are not asked to identify and solve authentic problems using technology. **Root Cause 4:** High-stakes testing demands prevent teachers from implementing real world project-based learning.

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

Performance Objective 2: In Domain 1, the college, career, and military readiness measure will increase from 65 to 75 on the 2019 A-F Accountability Ratings.





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

Summative Evaluation 2:

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

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>Critical Success Factors CSF 1</p> <p>1) The district will track student choice and monitor progress and successful completion in all areas of College, Career, and Military Readiness (CCMR).</p>	2.4, 2.6, 3.2	Director of College, Career & Guidance Services, Campus Administrators, CTE/CCR Counselor, and Campus Counselors.	Students will have a clear understanding of the goal and will have a plan to work toward that goal with the end in mind for post-secondary awareness and success				
<p>Problem Statements: Demographics 3, 7, 10 Funding Sources: 199 - General Fund - 0.00</p>							
<p>Critical Success Factors CSF 1</p> <p>2) The district will increase the number of college prep courses and academic boot camp opportunities to prepare students for success on college entry exams and academic requirements.</p>	2.4	Associate Superintendent, Executive Director of Secondary Education, Director of College, Career & Guidance Services, CTE/CCR Counselor, TLI staff, Campus Administrators, CALS, and Campus Counselors.	Students will benefit from preparation for college entry exams such as the PSAT/NMSQT, SAT, ACT, and TSI				
<p>Problem Statements: Demographics 3, 4 Funding Sources: 199 - General Fund - 0.00</p>							

<p>Critical Success Factors CSF 1</p> <p>3) New Dual Enrollment/OnRamps and Dual Credit courses will be evaluated and approved as an option in the Student Academic Planning Guide (APG).</p>	2.4	Executive Director of Secondary Education, Director of College, Career & Guidance Services, CTE/CCR Counselor, TLI staff, Campus Administrators, CALS, and Campus Counselors	New partnership exploration related to CTE Technical Dual Credit, Internships and Apprenticeship opportunities through participation with the Texas Workforce Commission (TWC), and additional OnRamps offerings				
<p>Problem Statements: Demographics 3 Funding Sources: 199 - General Fund - 0.00</p>							
<p>Critical Success Factors CSF 1</p> <p>4) Career and Technical Education Pathways will be reviewed and aligned to industry recognized certifications and stack-able credentials which meet the A-F Accountability requirements. A plan will be implemented that provides opportunities for students attending both high schools to earn recognized industry certifications or skill based license/certificates.</p>	2.4	Associate Superintendent, Executive Director of Secondary Education, Director of College, Career & Guidance Services, CTE/CCR Counselor, TLI staff, Campus Administrators, CALS, and Campus Counselors.	Increasing the number of partnerships will provide multiple opportunities for students to graduate future ready with as many skills based certificates, licenses and/or certifications as possible				
<p>Problem Statements: Demographics 1, 2</p>							
<p>Critical Success Factors CSF 1</p> <p>5) The district will explore options for students to earn an Associate's Degree by the time they graduate from high school as well as enter into higher education/industry apprenticeships.</p>	2.4, 2.5, 2.6	Associate Superintendent, Executive Director of Secondary Education, Director of College, Career & Guidance Services, CTE/CCR Counselor, TLI staff, Campus Administrators, CALS, and Campus Counselors.	New partnership exploration and existing partnership expansion will lead to increased student opportunity for post-secondary readiness and success				
<p>Problem Statements: Demographics 2, 5</p>							

<p>Critical Success Factors CSF 1</p> <p>6) The district will implement a plan to include Texas College and Career Readiness Standards including cross-disciplinary standards into secondary core subjects.</p>	2.4, 2.5	Associate Superintendent, Executive Director of Secondary Education, TLI Staff, Campus Administrators, and CALS	Students will have a clearer understanding of the knowledge and skills necessary to graduate future ready for college and/or career pathway of choice				
	<p>Problem Statements: Demographics 6, 11</p> <p>Funding Sources: 199 - General Fund - 0.00</p>						
<p>Critical Success Factors CSF 1</p> <p>7) The district will provide career and technical education designed to assist students in developing the knowledge, skills, and competencies necessary for a broad range of career opportunities as a part of becoming future ready.</p>	2.4	Associate Superintendent, Executive Director of Secondary Education, Director of College, Career & Guidance Services, CTE/CCR Counselor, TLI staff, Campus Administrators, CALS, CTE Instructors, and Campus Counselors.	Increase student participation and completion in CTE pathways with multiple opportunities for foundational employability skills development and industry experiences, certificates, licenses, and certifications				
	<p>Problem Statements: Demographics 1 - Technology 5</p> <p>Funding Sources: 199 - General Fund - 0.00</p>						
<p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 5 CSF 6 CSF 7</p> <p>8) The district will provide support and resources to REACH Alternative High School as they implement a Targeted Improvement Plan to meet Accountability in CCMR on A-F Accountability Ratings.</p>	2.4, 2.5, 2.6, 3.1, 3.2	Executive Director of Secondary Education	Meet CCMR accountability measures				
	<p>Problem Statements: Demographics 12 - School Context and Organization 1</p> <p>Funding Sources: 211 - Title I, Part A - IR - 0.00</p>						
<p style="text-align: center;">  = Accomplished  = Continue/Modify  = No Progress  = Discontinue </p>							

Performance Objective 2 Problem Statements:

Demographics
<p>Problem Statement 1: 66% of high school students did not meet the College, Career, and Military Readiness (CCMR) requirement. Root Cause 1: The district did not understand the criteria and implications of the CCMR requirements in the A-F Accountability Ratings.</p>

Problem Statement 2: 96.7% of high school students did not earn an Industry-Based Certification. **Root Cause 2:** Current Career and Technical Pathways offered in CISD do not qualify as one of the 74 state recognized Industry certifications.

Problem Statement 3: 91.6% of high school students did not complete a college level dual credit course. **Root Cause 3:** The district did not sufficiently prepare, support, and monitor student performance throughout the year.

Problem Statement 4: 82.2% of high school students did not score at or above the college level on SAT, ACT, or TSIA. **Root Cause 4:** The district did not offer college preparatory courses or enrichment opportunities for students.

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

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

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

Problem Statement 10: 66% of high school students did not meet the CCMR requirement. **Root Cause 10:** The district did not provide counseling, mentoring, and/or referral services to all students.

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

Problem Statement 12: 0 out 4 College and Career Readiness targets in the Closing the Gap Domain were not met for REACH High School resulting in an overall rating of Improvement Required. **Root Cause 12:** The district did not understand the criteria and implications of the CCMR requirements in the A-F Accountability Ratings.

School Context and Organization

Problem Statement 1: REACH High School does not offer a full range of courses aligned to the new A-F Accountability System. **Root Cause 1:** Current and new course offerings have not been evaluated or proposed for REACH.

Technology

Problem Statement 5: 78% of students are not involved in a student technology support team. **Root Cause 5:** Scheduling restraints due to high-stakes accountability and graduation requirements.


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

Performance Objective 3: In Domain 1, the 5 year graduation rate will increase from 95.3% to 96.3% on the 2019 A-F Accountability Ratings.

Evaluation Data Source(s) 3: Leaver Tracking Notebook

Summative Evaluation 3:

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

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>Critical Success Factors CSF 3</p> <p>1) All leavers will be documented according to PEIMS guidelines and potential drop-outs will be monitored during monthly campus leadership team meetings.</p>	2.6	Associate Superintendent, Executive Director of Secondary Education, Management Systems Coordinator, Campus Data Management Specialists, and Campus Administrators	Ensure accuracy of reports to TEA, help recover students with credit recovery options, and provide enrollment options for potential drop-outs				
<p>Problem Statements: Demographics 7</p> <p>Funding Sources: 199 - General Fund - 0.00</p>							

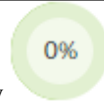
<p align="center">Critical Success Factors CSF 1</p> <p>2) Assistant Principals will follow district truancy procedures and implement appropriate truancy prevention measures (TPM's) to engage parents and prevent students from dropping out of school.</p>	2.6, 3.2	Associate Superintendent, Executive Directors of Elementary and Secondary Education, Coordinator of Research, Evaluations, and Accountability, Campus Attendance Clerks, and Campus Assistant Principals	Increase attendance percentages at each campus and providing intervention for students who are in danger of not being promoted to the next grade level or receiving required credits.				
<p>Problem Statements: Parent and Community Engagement 1, 2</p> <p>Funding Sources: 199 - General Fund - 0.00</p>							
<p>3) Credit recovery opportunities will be offered at both Castleberry High School and REACH High School. Counselors will monitor earned credits and meet with individual students to adjust course selections and graduation plans to ensure students are on track to graduate with their cohort.</p>		Associate Superintendent, Executive Director of Secondary Education, Director of College, Career & Guidance Services, CTE/CCR Counselor, TLI staff, Campus Administrators, and Campus Counselors.	Increase student participation and completion of graduation requirements and providing intervention for students who are not on track to graduate with cohort due to credits.				
<p>Problem Statements: Demographics 1, 7, 10</p> <p>Funding Sources: 199 - General Fund - 0.00</p>							
<p align="center">Critical Success Factors CSF 1</p> <p>4) The district will explore creating a school within a school model at Castleberry High School to give students at-risk of dropping out extra support during the school day.</p>	2.4, 2.5, 2.6	Associate Superintendent, Executive Director of Secondary Education, Director of College, Career & Guidance Services, CTE/CCR Counselor, TLI staff, Campus Administrators, and Campus Counselors.	Provide multiple options for at-risk students to recover credits necessary for graduation requirements and for students to graduate with their cohort				
<p>Problem Statements: Demographics 1, 7, 10</p> <p>Funding Sources: 199 - General Fund - 0.00</p>							



= Accomplished



= Continue/Modify



= No Progress



= Discontinue

Performance Objective 3 Problem Statements:

Demographics
Problem Statement 1: 66% of high school students did not meet the College, Career, and Military Readiness (CCMR) requirement. Root Cause 1: The district did not understand the criteria and implications of the CCMR requirements in the A-F Accountability Ratings.
Problem Statement 7: 3 out of 4 graduation targets in the Closing the Gap Domain were not met. Root Cause 7: The high school campuses did not have a process in place to monitor the 4 year federal graduation cohort target of 90%.
Problem Statement 10: 66% of high school students did not meet the CCMR requirement. Root Cause 10: The district did not provide counseling, mentoring, and/or referral services to all students.
Parent and Community Engagement
Problem Statement 1: Family engagement and parent involvement is low at every campus. Root Cause 1: Parent participation barriers exist such as: language, schedule, and lack of knowledge of the importance in attending events at school.
Problem Statement 2: Family engagement and parent involvement is lower at the secondary level. Root Cause 2: Parents do not realize the importance of being involved in their student's education at the secondary level.

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

Performance Objective 4: In Domain 2, students making a year's worth of academic growth in reading and math will increase from 69% to 75%.

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

Summative Evaluation 4:

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

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>Critical Success Factors CSF 1 CSF 2</p> <p>1) The Teaching, Learning, and Innovation Team will support campus staff in analyzing STAAR Progress Indicators for Fall and Spring Benchmarks to support the development of campus action plans.</p>	2.4, 2.6	Associate Superintendent and Executive Directors of Teaching, Learning, and Innovation	Increase student performance on indicators monitoring student progress (Domain 2)				
				<p>Problem Statements: Curriculum, Instruction, and Assessment 1</p> <p>Funding Sources: 199 - General Fund - 0.00</p>			
<p>Critical Success Factors CSF 1 CSF 4 CSF 5</p> <p>2) The district will support reading achievement with the purchase of additional resources that may be utilized at school and home.</p>	2.4	Associate Superintendent, Executive Directors, Finance Department, and Teaching, Learning, and Innovation Staff	Growth in student Lexile levels				
				<p>Problem Statements: Student Achievement 7, 11 - Technology 2</p> <p>Funding Sources: 211 - Title I, Part A - 0.00</p>			
<p>Critical Success Factors CSF 1 CSF 4 CSF 7</p> <p>3) Professional learning will be provided on Achieve 3000 to increase student Lexile growth.</p>	2.4, 2.6	Executive Directors, and Teaching, Learning, and Innovation Staff	Increase in teacher understanding of program				
				<p>Problem Statements: Student Achievement 11</p> <p>Funding Sources: 199 - General Fund - 0.00</p>			

Critical Success Factors CSF 1 CSF 7 4) Professional learning will be provided on recognizing characteristics of Dyslexia, the process for referral and identification of students with Dyslexia , and interventions to support Dyslexic students with achieving academic success.	2.4, 2.6	Executive Directors, Campus Principals, Dyslexia Therapists, and Reading Specialists	Increased knowledge of the Dyslexia Program and how to support Dyslexic students				
	Problem Statements: Student Achievement 6, 7, 14 Funding Sources: 199 - General Fund - 0.00, 211 - Title I, Part A - 0.00						

Performance Objective 4 Problem Statements:

Student Achievement
Problem Statement 6: When comparing district and state performance on STAAR Writing, the district performed below the state in Approaches, Meets, and Masters. Root Cause 6: The district did not have a viable K-12 curriculum with clear guidelines for writing instructional practices and the writing process.
Problem Statement 7: When comparing district and state performance on STAAR Reading, the district performed below the state in Approaches, Meets and Masters. Root Cause 7: The district did not have a viable K-12 curriculum with clear guidelines for language arts instructional practices.
Problem Statement 11: A majority of student Lexile levels, which measures students' reading skills, are below grade level. Root Cause 11: Teachers have a difficult time incorporating Achieve 3000 in a way it is relevant in their subject area.
Problem Statement 14: Dyslexic student are under-identified in the state of Texas according to the Special Education Corrective Action Plan. Root Cause 14: All teachers have not been trained on the characteristics of Dyslexia.
Curriculum, Instruction, and Assessment
Problem Statement 1: Assessment data has not been utilized effectively to improve student achievement. Root Cause 1: A strong Response to Intervention process was not in place district-wide.
Technology
Problem Statement 2: 29% of 3rd through 12th grade students indicated they do not have WiFi connectivity at home. Root Cause 2: The district is currently 85% economically disadvantaged.

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

Performance Objective 5: In Domain 3, all students and 6 out of 9 sub populations will meet the closing the gap reading and math target on the 2019 A-F Accountability Ratings.

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

Summative Evaluation 5:

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

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 7</p> <p>1) Each six weeks, campuses will present data collected during progress monitoring and write targeted action plans including RTI plans based on data from unit assessments, campus-based assessments, and district benchmarks.</p>	2.4, 2.6	Associate Superintendent, Executive Directors, Campus Principals, and Campus Academic Leaders	Creation of campus action plans based on current data				
				<p>Problem Statements: Curriculum, Instruction, and Assessment 1</p> <p>Funding Sources: 199 - General Fund - 0.00, 211 - Title I, Part A - 0.00</p>			
<p>Critical Success Factors CSF 1 CSF 2</p> <p>2) The Teaching, Learning, and Innovation Team will provide on-going professional learning for teachers and administrators on how to use STAAR benchmark and unit assessment data to drive instruction and tiered intervention.</p>	2.4, 2.5, 2.6	Associate Superintendent and Executive Directors of Teaching, Learning, and Innovation	Improvement in tier one instruction and the RTI process				
				<p>Problem Statements: Curriculum, Instruction, and Assessment 1</p> <p>Funding Sources: 199 - General Fund - 0.00, 211 - Title I, Part A - 0.00</p>			
<p>Critical Success Factors CSF 1 CSF 3</p> <p>3) The district will review and revise the data walks format to include specific feedback to teachers creating a culture of continuous improvement.</p>	2.4	Superintendent's Cabinet	Provide feedback to teachers for continuous improvement in teaching and learning				
				<p>Problem Statements: Staff Quality, Recruitment, and Retention 3</p> <p>Funding Sources: 199 - General Fund - 0.00</p>			

<p>Critical Success Factors CSF 1 CSF 3 CSF 4</p> <p>4) The administrative leadership team will be trained on how to implement and monitor an effective response to intervention (RTI) system to provide support for struggling learners in reading and math.</p>	2.4, 2.5, 2.6	Executive Directors, Campus Principals, and Campus Academic Leaders	Increase support for struggling students				
<p>Problem Statements: Curriculum, Instruction, and Assessment 1</p>							
<p>Funding Sources: 199 - General Fund - 0.00, 211 - Title I, Part A - 0.00</p>							
<p>Critical Success Factors CSF 1 CSF 7</p> <p>5) ELA Coordinators will support the implementation of small group instruction, differentiation, and effective instructional practices in all K-12 ELA classes.</p>	2.4, 2.5	Associate Superintendent and Executive Directors of Teaching, Learning, and Innovation	Increase in STAAR reading and writing scores				
<p>Problem Statements: Student Achievement 1, 2, 6, 7</p>							
<p>Funding Sources: 199 - General Fund - 0.00, 211 - Title I, Part A - 0.00</p>							
<p>Critical Success Factors CSF 1 CSF 2</p> <p>6) Teaching, Learning, and Innovation Team will provide on-going professional learning for teachers and administrators on how to use reading and writing assessment data to drive instruction in small groups, as well as tiered groups for intervention.</p>	2.5	Associate Superintendent and Executive Directors of Teaching, Learning, and Innovation	Increase in STAAR reading and writing scores				
<p>Problem Statements: Student Achievement 1, 2, 6, 7 - Curriculum, Instruction, and Assessment 1</p>							
<p>Funding Sources: 199 - General Fund - 0.00, 211 - Title I, Part A - 0.00</p>							
<p>Critical Success Factors CSF 1</p> <p>7) The district will implement 38 Great Academic Language Builders (strategies that build academic vocabulary, conversation, and reading and writing skills) at IMMS and CHS.</p>	2.4, 2.6	Bilingual/ESL Coordinator, Bilingual/ESL Coach, and Secondary ELA Coordinator	ELs will meet the closing the gap Reading target on the 2019 A-F Accountability Ratings				
<p>Problem Statements: Student Achievement 1, 2 - Curriculum, Instruction, and Assessment 6</p>							
<p>Funding Sources: 263 - Title III, LEP - 1000.00</p>							
<p>PBMAS</p> <p>8) The district will implement the Positive Learning Math program (Academic Language Support System) at IMMS.</p>		Bilingual/ESL Coordinator, Bilingual/ESL Coach, and Secondary Math Coordinator	ELs will meet the closing the gap Math target on the 2019 A-F Accountability Ratings				
<p>Problem Statements: Curriculum, Instruction, and Assessment 6</p>							
<p>Funding Sources: 263 - Title III, LEP - 6500.00</p>							

Critical Success Factors CSF 1 CSF 4 9) The district will implement a Full Day Pre-Kindergarten program to address early literacy and numeracy development gaps that exist for At-risk populations.	2.4, 2.5, 2.6	Executive Director of Elementary Education and Campus Administrators	There will be an increase in on level students entering kindergarten				
	Problem Statements: Student Achievement 1, 2, 6, 7, 8 Funding Sources: 263 - Title III, LEP - 0.00, 199 - General Fund - 0.00, 211 - Title I, Part A - 0.00						

Performance Objective 5 Problem Statements:

Student Achievement
Problem Statement 1: English Language Learners achieved 56% at Approaches Grade Level or Above in Reading STAAR. Root Cause 1: In 2017-2018, all teachers were not ESL Certified.
Problem Statement 2: English Language Learners achieved 45% passing rate in Writing STAAR. Root Cause 2: The district did not hold teachers in non-tested grade levels and subject areas accountable for student writing performance.
Problem Statement 6: When comparing district and state performance on STAAR Writing, the district performed below the state in Approaches, Meets, and Masters. Root Cause 6: The district did not have a viable K-12 curriculum with clear guidelines for writing instructional practices and the writing process.
Problem Statement 7: When comparing district and state performance on STAAR Reading, the district performed below the state in Approaches, Meets and Masters. Root Cause 7: The district did not have a viable K-12 curriculum with clear guidelines for language arts instructional practices.
Problem Statement 8: When comparing district and state performance on STAAR Math, the district performed below the state in Approaches, Meets, and Masters. Root Cause 8: The district did not have a viable K-12 curriculum with clear guidelines for Mathematics instructional practices.
Staff Quality, Recruitment, and Retention
Problem Statement 3: CISD has a 72% teacher retention rate. Root Cause 3: Educators are faced with challenges associated with a high economically disadvantaged population.
Curriculum, Instruction, and Assessment
Problem Statement 1: Assessment data has not been utilized effectively to improve student achievement. Root Cause 1: A strong Response to Intervention process was not in place district-wide.
Problem Statement 6: Outdated supplemental resources or equipment necessary for efficiently delivering the curriculum. Root Cause 6: Replacement plans for some curriculum resources or equipment not considered or aligned to 5 Year Curriculum Plan.

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

Performance Objective 6: In Domain 3, all students and 2 out of 3 sub populations will meet the graduation rate target of 90%.

Evaluation Data Source(s) 6: Leaver Tracking Notebook

Summative Evaluation 6:

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

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Critical Success Factors CSF 1 1) The high school counselors will create a process to monitor the four year graduation cohort target of 90%.	2.4, 2.5, 2.6	Executive Director of Secondary Education	Increase in percentage of students graduating in four years				
Problem Statements: Demographics 7, 10 Funding Sources: 199 - General Fund - 0.00							

Performance Objective 6 Problem Statements:

Demographics
Problem Statement 7: 3 out of 4 graduation targets in the Closing the Gap Domain were not met. Root Cause 7: The high school campuses did not have a process in place to monitor the 4 year federal graduation cohort target of 90%.
Problem Statement 10: 66% of high school students did not meet the CCMR requirement. Root Cause 10: The district did not provide counseling, mentoring, and/or referral services to all students.

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





Performance Objective 7: In Domain 3, all current and monitored English Learners will meet the closing the gap target of 42%.

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

Summative Evaluation 7:

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

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>PBMAS Critical Success Factors CSF 1</p> <p>1) Implement a new CISD Dual Language Program (K - 2 English Language Development; K-5 Teaching for Biliteracy practices; 3 - 5 Science in English).</p>	2.4, 2.6	Bilingual/ESL Coach and Bilingual/ESL Coordinator	<p>Students will make the required 1 year progress on language acquisition as measured by TELPAS. Growth on academic performance as measured by STAAR. Increase in the number of reclassified students. BE STAAR 3 - 8 Passing Rate will increase in the areas of Science and Writing by 10 percentage points (PBMAS)</p>				
				<p>Problem Statements: Student Achievement 4, 12, 13 Funding Sources: 199 - General Fund: Bilingual Allotment - 10000.00</p>			
<p>PBMAS</p> <p>2) The district will align K - 5 English Language Arts (ELAR) and Spanish Language Arts (SLAR) curriculum documents and assessments, and create ELAR/SLAR conventions documents to facilitate language transfer instruction within the Dual Language Program.</p>		Bilingual/ESL Coach, Bilingual/ESL Coordinator, and Humanities Coordinator	<p>Students will make the required 1-year progress on language acquisition as measured by TELPAS; Growth on academic performance as measured by STAAR; Increase in the number of reclassified students. BE STAAR 3 - 8 Passing Rate will increase in the areas of Science and Writing by 10 percentage points (PBMAS)</p>				
				<p>Problem Statements: Student Achievement 4 - Curriculum, Instruction, and Assessment 2 Funding Sources: 199 - General Fund - 0.00, 199 - General Fund: Bilingual Allotment - 0.00</p>			
<p>PBMAS Critical Success Factors CSF 1</p> <p>3) Purchase and implement vocabulary programs and resources for multiple content areas to support ELs (including but not limited to consultants, instructional resources, instructional programs, professional learning, and conferences).</p>	2.4, 2.6	Bilingual/ESL Coach, Bilingual/ESL Coordinator, Content Coordinators	<p>ESL STAAR 3 - 8 Passing Rate in Science, Reading, Social Studies, and Writing; and LEP STAAR EOC Passing Rate will increase by 15 percentage points.</p>				
				<p>Problem Statements: Curriculum, Instruction, and Assessment 6 Funding Sources: 199 - General Fund: Bilingual Allotment - 18000.00, 263 - Title III, LEP - 22000.00</p>			

PBMAS Critical Success Factors CSF 7 4) Implement Sheltered Instruction, ESL Certification and ESL professional learning (Pre-K-12) as part of the TEA required Comprehensive Professional Development plan for districts submitting an ESL Waiver.	2.4, 2.6	Bilingual/ESL Coach and Bilingual/ESL Coordinator	Students will make the required 1-year progress on language acquisition as measured by TELPAS; Growth on academic performance as measured by STAAR; Increase in the number of reclassified students.				
	Problem Statements: Student Achievement 1, 4 Funding Sources: 199 - General Fund: Bilingual Allotment - 39739.00						
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>= Accomplished</p> </div> <div style="text-align: center;">  <p>= Continue/Modify</p> </div> <div style="text-align: center;">  <p>= No Progress</p> </div> <div style="text-align: center;">  <p>= Discontinue</p> </div> </div>							

Performance Objective 7 Problem Statements:

Student Achievement
Problem Statement 1: English Language Learners achieved 56% at Approaches Grade Level or Above in Reading STAAR. Root Cause 1: In 2017-2018, all teachers were not ESL Certified.
Problem Statement 4: English Language Learners achieved 37% at Approaches Grade Level or Above in Science STAAR 5th grade bilingual education. Root Cause 4: Science vocabulary in Spanish is at a higher level of complexity; therefore, students acquire the Science English vocabulary more readily.
Problem Statement 12: English Language Learners achieved 37% at Approaches Grade Level or Above in Science STAAR 5th grade bilingual education. Root Cause 12: Students were entering Kindergarten with higher dominance in the English language, however, English literacy development was delayed until second grade with the previous Dual Language model.
Problem Statement 13: English Language Learners achieved 37% at Approaches Grade Level or Above in Science STAAR 5th grade bilingual education. Root Cause 13: Students were not able to make connections between English and Spanish Science vocabulary with the previous Dual Language model.
Curriculum, Instruction, and Assessment
Problem Statement 2: Guiding documents are not available for all teachers. Root Cause 2: Previous curriculum writing was focused on elementary math and reading.
Problem Statement 6: Outdated supplemental resources or equipment necessary for efficiently delivering the curriculum. Root Cause 6: Replacement plans for some curriculum resources or equipment not considered or aligned to 5 Year Curriculum Plan.

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

Performance Objective 8: In Domain 3, all students and 4 out of 6 sub populations will meet the closing the gap college, career, and military readiness target on the 2019 Accountability Ratings.

Evaluation Data Source(s) 8: CCMR Tracking Spreadsheet

Summative Evaluation 8:

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

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>Critical Success Factors CSF 1 CSF 2</p> <p>1) The district will track/adjust student choice and monitor progress and successful completion in all areas of College, Career, and Military Readiness (CCMR).</p>	2.4, 2.6	Associate Superintendent, Executive Director of Secondary Education, Director of College, Career & Guidance Services, CTE/CCR Counselor, Campus Administrators, CALS, and Campus Counselors.	Students will have multiple opportunities to acquire CCMR skills and apply them to his/her academic success, both in secondary and post-secondary experiences				
<p>Problem Statements: Demographics 1, 3, 10</p> <p>Funding Sources: 199 - General Fund - 0.00</p>							

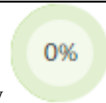
<p align="center">Critical Success Factors CSF 1</p> <p>2) The district will monitor the School Quality Status (CCMR Target) for each of the following sub populations: All students (47%), Hispanic students (41%), white students (58%), and economically disadvantaged students (39%). Counselors will meet with students who are not on target to meet their CCMR goal to revise the student's graduation plan.</p>	2.4, 2.6	Associate Superintendent, Executive Director of Secondary Education, Director of College, Career & Guidance Services, CTE/CCR Counselor, TLI staff, Campus Administrators, CALS, and Campus Counselors.	Removing barriers preventing students from achieving the CCMR target will enable them to be more successful at the Post-Secondary level and will create a more future ready graduate				
<p>Problem Statements: Demographics 1, 2, 3, 4, 5, 10 Funding Sources: 199 - General Fund - 0.00</p>							
<p align="center">Critical Success Factors CSF 1</p> <p>3) The district will train selected teachers in project-based learning, which encourages students to use skills from a variety of disciplines and solve complex problems, which can have real world applications thus preparing students to be college ready.</p>	2.5	Executive Directors and Teaching Learning and Innovation Staff	Increase student engagement and college readiness				
<p>Problem Statements: Demographics 11 - Technology 2, 4 Funding Sources: 199 - General Fund - 0.00</p>							
<p align="center">Critical Success Factors CSF 1</p> <p>4) The district will research the implementation of personalized learning opportunities delivered with a blended learning approach along with ways to create innovative learning spaces to meet individual student educational needs.</p>	2.5	Associate Superintendent and Executive Directors of Teaching, Learning, and Innovation, CHS Principal, and CHS Associate Principal	Implementation of blended learning at Castleberry High School				
<p>Problem Statements: Demographics 1, 4, 11 - Technology 2, 4 Funding Sources: 199 - General Fund - 0.00</p>							
<p align="center">Critical Success Factors CSF 1 CSF 2 CSF 5</p> <p>5) The district will utilize the Naviance College and Career Readiness platform to raise awareness about various careers, support communication among student, counselor, and parents related to post-secondary exploration and decision making.</p>	3.2	Director of College, Career and Guidance Services, CTE/CCR Counselor, CTE Instructors, and Campus Counselors	Students will make better informed choices and decisions that will lead to a greater level of post-secondary readiness to include multiple post-secondary options for future success which will improve communication and tracking of student progress toward identified post-secondary goals (Naviance's Alumni Tracker)				
<p>Problem Statements: Demographics 3, 7, 10 Funding Sources: 244 - CTE - 0.00</p>							



= Accomplished



= Continue/Modify



= No Progress



= Discontinue

Performance Objective 8 Problem Statements:



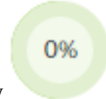

Demographics
Problem Statement 1: 66% of high school students did not meet the College, Career, and Military Readiness (CCMR) requirement. Root Cause 1: The district did not understand the criteria and implications of the CCMR requirements in the A-F Accountability Ratings.
Problem Statement 2: 96.7% of high school students did not earn an Industry-Based Certification. Root Cause 2: Current Career and Technical Pathways offered in CISD do not qualify as one of the 74 state recognized Industry certifications.
Problem Statement 3: 91.6% of high school students did not complete a college level dual credit course. Root Cause 3: The district did not sufficiently prepare, support, and monitor student performance throughout the year.
Problem Statement 4: 82.2% of high school students did not score at or above the college level on SAT, ACT, or TSIA. Root Cause 4: The district did not offer college preparatory courses or enrichment opportunities for students.
Problem Statement 5: 0% of students earned an Associates Degree while attending high school. Root Cause 5: The district does not currently meet the requirements to offer an Associates Degree while attending high school.
Problem Statement 7: 3 out of 4 graduation targets in the Closing the Gap Domain were not met. Root Cause 7: The high school campuses did not have a process in place to monitor the 4 year federal graduation cohort target of 90%.
Problem Statement 10: 66% of high school students did not meet the CCMR requirement. Root Cause 10: The district did not provide counseling, mentoring, and/or referral services to all students.
Problem Statement 11: When comparing the district and state performance, there is a larger gap in Meets and Masters than Approaches. Root Cause 11: Teachers' mindsets have been focused on students reaching the Approaches Grade Level versus Meets and Masters.
Technology
Problem Statement 2: 29% of 3rd through 12th grade students indicated they do not have WiFi connectivity at home. Root Cause 2: The district is currently 85% economically disadvantaged.
Problem Statement 4: 42% of students are not asked to identify and solve authentic problems using technology. Root Cause 4: High-stakes testing demands prevent teachers from implementing real world project-based learning.

Goal 2: Facilitate Engagement through Effective Communication

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

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

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Critical Success Factors CSF 5 CSF 6 1) Survey or connect with stakeholders for their input.		Associate Superintendent, Web Administrator, and District Translator	Increase in social media, website, and School Messenger reach				
	Problem Statements: Staff Quality, Recruitment, and Retention 2 - Parent and Community Engagement 1, 3, 4 Funding Sources: 199 - General Fund - 0.00						
Critical Success Factors CSF 1 CSF 7 2) Market CISD by advertising district strengths to recruit innovative staff.		Associate Superintendent, Web Administrator, and District Translator	Increase in views of district website and social media posts				
	Problem Statements: Staff Quality, Recruitment, and Retention 1 - Parent and Community Engagement 1, 3 Funding Sources: 199 - General Fund - 0.00						
Critical Success Factors 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	Increase in views of district website and social media posts translated in Spanish				
	Problem Statements: Parent and Community Engagement 1, 4 Funding Sources: 199 - General Fund - 0.00						
4) 4) Limit brand confusion by funneling communications through approved channels or mediums.			Increase in followers and reach of approved and supported platforms and a decrease in unapproved pages/profiles				
	Problem Statements: Parent and Community Engagement 3, 4 Funding Sources: 199 - General Fund - 0.00						
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>= Accomplished</p> </div> <div style="text-align: center;">  <p>= Continue/Modify</p> </div> <div style="text-align: center;">  <p>= No Progress</p> </div> <div style="text-align: center;">  <p>= Discontinue</p> </div> </div>							

Performance Objective 1 Problem Statements:

Staff Quality, Recruitment, and Retention

Problem Statement 1: The recruiting process is ineffective in branding the district, attracting quality teachers, and not streamlined. **Root Cause 1:** The recruiting process and materials have not been thoroughly reviewed in the last 8 years.

Problem Statement 2: The 2017-2018 exit survey indicated a higher percentages of exiting employees at A.V. Cato (35.29%) and Castleberry High School (26.47%). **Root Cause 2:** Lack of clear communication, strong and effective leadership, dissatisfaction with work environment, and campus principal turnover.

Parent and Community Engagement

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

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

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

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	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Critical Success Factors 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	Clear communications delivered in various print and electronic media				
	Funding Sources: 199 - General Fund - 0.00						
2) Increase campus participation in and ownership of official district communications.		Campus Principals	School climate survey will show more positive connections between campuses and their community				
	Problem Statements: Parent and Community Engagement 1, 3, 4 Funding Sources: 199 - General Fund - 0.00						

Performance Objective 2 Problem Statements:

Parent and Community Engagement
Problem Statement 1: Family engagement and parent involvement is low at every campus. Root Cause 1: Parent participation barriers exist such as: language, schedule, and lack of knowledge of the importance in attending events at school.
Problem Statement 3: District image suffers from brand confusion. Root Cause 3: There is an excess of unsupported and unverified social media profiles and information sources.
Problem Statement 4: There is a disconnect between the different levels and sources of district communication. Root Cause 4: Recent developments in modern media have made it difficult to manage individuals trying to brand the district.

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	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Critical Success Factors CSF 6 1) Additional electronic resources for employees will be posted on the district website. 2) Establish new clear and firm procedures and channels for internal and external communications.		Central Office	District Website will provide employee resources				
Problem Statements: Staff Quality, Recruitment, and Retention 2 Funding Sources: 199 - General Fund - 5000.00							
			Employee surveys will indicate satisfactory internal communications				
Problem Statements: Staff Quality, Recruitment, and Retention 2 - Parent and Community Engagement 4 Funding Sources: 199 - General Fund - 0.00							

Performance Objective 3 Problem Statements:

Staff Quality, Recruitment, and Retention
Problem Statement 2: The 2017-2018 exit survey indicated a higher percentages of exiting employees at A.V. Cato (35.29%) and Castleberry High School (26.47%). Root Cause 2: Lack of clear communication, strong and effective leadership, dissatisfaction with work environment, and campus principal turnover.
Parent and Community Engagement
Problem Statement 4: There is a disconnect between the different levels and sources of district communication. Root Cause 4: Recent developments in modern media have made it difficult to manage individuals trying to brand the district.

Goal 2: Facilitate Engagement through Effective Communication

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

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

Summative Evaluation 4:

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

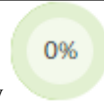
Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Critical Success Factors CSF 5 CSF 6 1) Review and revise all communication flow maps to ensure procedures are in place for sharing district and campus information and events.		Associate Superintendent, Web Administrator, District Translator, and Human Resources Department	Updated flow maps are uploaded to the 2016-2019 Communications Plan				
	Problem Statements: Staff Quality, Recruitment, and Retention 2 Funding Sources: 199 - General Fund - 0.00						
Critical Success Factors CSF 6 2) Train all staff involved in deploying communications to the community on the procedures for sharing district and campus information and events.		Associate Superintendent, Web Administrator, and District Translator	Staff members following guidelines for all methods of communication and providing information in a timely manner according to communications flow maps				
	Problem Statements: Parent and Community Engagement 1, 3, 4 Funding Sources: 199 - General Fund - 0.00						
3) Set a mandatory annual communications training at the start of every year for all applicable staff.			Employee surveys will indicate improved employee satisfaction with and understanding of internal communications				
	Problem Statements: Staff Quality, Recruitment, and Retention 2 - Parent and Community Engagement 4						
4) Review and revise communications practices at the end of every year.			Continued improvement to district communications procedures will result in increased satisfaction rating with district communications in the employee surveys				
	Problem Statements: Staff Quality, Recruitment, and Retention 2 - Parent and Community Engagement 4						



= Accomplished



= Continue/Modify



= No Progress



= Discontinue

Performance Objective 4 Problem Statements:

Staff Quality, Recruitment, and Retention

Problem Statement 2: The 2017-2018 exit survey indicated a higher percentages of exiting employees at A.V. Cato (35.29%) and Castleberry High School (26.47%). **Root Cause 2:** Lack of clear communication, strong and effective leadership, dissatisfaction with work environment, and campus principal turnover.

Parent and Community Engagement

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

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





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

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

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

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

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>Critical Success Factors 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>Problem Statements: School Culture and Climate 1, 2, 3, 4, 5 Funding Sources: 211 - Title I, Part A - 0.00</p>							
<p>Critical Success Factors 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>Critical Success Factors 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				
<p>Funding Sources: 199 - General Fund - 0.00</p>							
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>= Accomplished</p> </div> <div style="text-align: center;">  <p>= Continue/Modify</p> </div> <div style="text-align: center;">  <p>= No Progress</p> </div> <div style="text-align: center;">  <p>= Discontinue</p> </div> </div>							

Performance Objective 1 Problem Statements:

School Culture and Climate
Problem Statement 1: Exterior door configuration and front office configuration of the secondary campuses are not secure. Root Cause 1: The secondary campuses were built in the 1950's.
Problem Statement 2: Current door access and ID badge system is unreliable, not cost effective, and the vendor has poor customer service. Root Cause 2: The secondary campuses were built in the 1950's.

Problem Statement 3: CISD Police Officers are not equipped with tasers that help reduce the need for excessive force. Root Cause 3: Funding is not provided in the current security budget.
Problem Statement 4: Safety at all UIL athletic events is jeopardized without the implementation of a “clear bag” policy. Root Cause 4: Funding is not provided in the current security budget for additional contracted labor and security officers.
Problem Statement 5: Safety at all UIL athletic events is jeopardized without the integration of metal detectors. Root Cause 5: Funding is not provided in the current security budget for additional contracted labor and security officers.

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

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

- Evaluation Data Source(s) 2:** 1. Maximize district facilities by continuing programming (in coordination WRA Architects), practices, and energy savings procedures (CISD Energy Management Plan).
 2. Acquire student/ staff feedback, relevant district data, and current instructional trends to assist in the design of appropriate learning spaces.

Summative Evaluation 2:

Strategy Description	ELEMENTS	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.		Student Services and Operations	Lower energy expenses and effective operation of facilities				
Funding Sources: 199 - General Fund - 0.00							
2) Acquire student/staff feedback, relevant district data, and current instructional trends to assist in the design of appropriate learning spaces.		Human Resources, Student Services and Operations, Teaching, Learning, and Innovation Leaders, Superintendent	Collection of survey data, instructional practices, facility needs				
Funding Sources: 199 - General Fund - 0.00							

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

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

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

Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Review, monitor, and revise the CISD Energy Management Plan.		Students Services and Operations	Efficient Energy Bills, Facilities, and Operations				
Funding Sources: 199 - General Fund - 0.00							
Critical Success Factors CSF 1 CSF 6		Teaching, Learning, and Innovation Team, and Operations	Age of staff and student technology devices are within the 5 year replacement cycle				
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:**
1. Continue to be active (visible) on all campuses and facilities through various usage of security (CISD Police Department) and safety personnel.
 2. Schedule, implement, review and evaluate all campus drills and safety equipment.
 3. Review, monitor, and revise the Standard Response Protocol and pertinent safety information to all stakeholders.
 4. Investigate, schedule, and conduct a safety & security audit (through a outside agency) in order to help devise and modify a five year safety plan.
 5. Implement, adhere, and revise protocols for bag checks (search) for extracurricular activities (UIL Athletics).

Summative Evaluation 4:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>Critical Success Factors 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	Positive feedback from students, parents, community, and district surveys				
Funding Sources: 199 - General Fund - 0.00							
<p>Critical Success Factors CSF 6</p> <p>2) Review, monitor, and revise the Standard Response Protocol and Emergency Procedures Handbook; as well as inserting parental notification procedures related to suicide prevention, self-harm and other maltreatment of children.</p>		Student Services and Operations, Campus Administrators and Campus Counselors.	Completion of campus safety drills, management guide, procedures handbook, and timely campus safety reports				
Funding Sources: 199 - General Fund - 0.00							
<p>Critical Success Factors CSF 6</p> <p>3) Implement, review, and evaluate campus drills and safety equipment.</p>		Student Services and Operations	Completion of campus safety drills, management guide, procedures handbook, and timely campus safety reports				
Funding Sources: 199 - General Fund - 0.00							

Critical Success Factors CSF 1 CSF 4 CSF 5 CSF 6 4) Provide services to address areas such as homelessness, pregnancy related services, dropout recovery, and students in alternative discipline settings.		Student Services and Operations, School Counselors, Principals, Special Education Department, Cabinet	Annual attendance goals met				
	Funding Sources: 199 - General Fund - 0.00						
Critical Success Factors CSF 1 CSF 4 5) Provide accelerated instructional opportunities such as summer school and credit recovery programs.	2.4, 2.5, 2.6	Executive Directors, Cabinet	Increase in credits recovered, so students graduate within their graduation cohort				
	Funding Sources: 199 - General Fund - 20000.00						
Critical Success Factors CSF 6 6) Continue to offer more made-from-scratch recipes to students and staff while providing nutrition education about their daily food choices to encourage a healthy lifestyle.	2.6	Child Nutrition Director and District Chef	Increase in the amount of healthy meals served				
	Funding Sources: 199 - General Fund - 0.00						
Critical Success Factors CSF 4 CSF 6 7) Monitor campus discipline management plans for clear expectations, establishment of routines and procedures, and consistent expectations in commons areas and classrooms.	2.6	Executive Directors, Campus Principals, Campus Assistant Principals, and Counselors	Lower number of student discipline referrals				
	Problem Statements: School Culture and Climate 6						
Critical Success Factors CSF 4 CSF 6 8) Promote conflict resolution, healthy relationships, dating violence prevention through the use of classroom guidance lessons, Lion's Quest character development program, school-wide awareness/prevention activities (Red Ribbon Week, Cyberbully Prevention, etc.) and crisis prevention responsive services.	2.5, 2.6	Executive Directors of Elementary & Secondary Education, Director of Special Education, TLI Staff, Campus Principals, Administrators and Counselors	Reduction of student referrals for violent and/or socially irresponsible behavior				
	Problem Statements: School Culture and Climate 6 - Technology 1						
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>100% = Accomplished</p> </div> <div style="text-align: center;">  <p>= Continue/Modify</p> </div> <div style="text-align: center;">  <p>0% = No Progress</p> </div> <div style="text-align: center;">  <p>= Discontinue</p> </div> </div>							

Performance Objective 4 Problem Statements:

School Culture and Climate

Problem Statement 6: Overall, student discipline referrals increased during the 2017-2018 school year. **Root Cause 6:** Some campus discipline management plans have been ineffective.

Technology



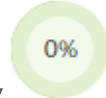

Problem Statement 1: 70% of students indicated that digital citizenship lessons were not taught at least monthly. **Root Cause 1:** Teachers view digital citizenship lessons as additional curriculum which takes away from core instructional time.

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:**
1. Provide competitive salaries and funds that impact professional learning, technology, new certifications, and increase teacher retention.
 2. Provide staff that can assist campuses with creative scheduling that improves teacher and student performance by providing response to intervention, classroom and program assistance.
 3. Provide funds and personnel to renovate and operate new, expanded, or remodeled facilities in order to provide quality learning spaces.

Summative Evaluation 5:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Critical Success Factors CSF 6 CSF 7 1) Provide competitive salaries and funds that impact professional learning, technology, new certifications, and increase teacher retention by at least 10 percent.		Human Resources, Financial Services, Superintendent	Teacher retention, higher salaries in region, professional learning plans				
	Funding Sources: 199 - General Fund - 0.00, 211 - Title I, Part A - 0.00, 263 - Title III, LEP - 0.00, 255 - Title II, Part A TPTR - 0.00						
Critical Success Factors CSF 1 CSF 7 2) Provide staff that can assist with creative scheduling that improves teacher and student performance by providing response to intervention, classroom, and program assistance.		Human Resources, Financial Services, Teaching, Learning, and Innovation Team	Increased student performance on assessments, highly qualified staff				
	Funding Sources: 199 - General Fund - 0.00						
Critical Success Factors CSF 1 CSF 6 3) Provide funds and personnel to renovate and operate new, expanded, or remodeled facilities in order to provide quality learning spaces.		Student Services and Operations, Human Resources, Financial Services	Provide quality facilities, operations, and learning spaces				
	Problem Statements: School Culture and Climate 1, 2, 3, 4, 5 Funding Sources: 199 - General Fund - 0.00						
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  = Accomplished </div> <div style="text-align: center;">  = Continue/Modify </div> <div style="text-align: center;">  = No Progress </div> <div style="text-align: center;">  = Discontinue </div> </div>							

Performance Objective 5 Problem Statements:

School Culture and Climate

Problem Statement 1: Exterior door configuration and front office configuration of the secondary campuses are not secure. Root Cause 1: The secondary campuses were built in the 1950's.
Problem Statement 2: Current door access and ID badge system is unreliable, not cost effective, and the vendor has poor customer service. Root Cause 2: The secondary campuses were built in the 1950's.
Problem Statement 3: CISD Police Officers are not equipped with tasers that help reduce the need for excessive force. Root Cause 3: Funding is not provided in the current security budget.
Problem Statement 4: Safety at all UIL athletic events is jeopardized without the implementation of a “clear bag” policy. Root Cause 4: Funding is not provided in the current security budget for additional contracted labor and security officers.
Problem Statement 5: Safety at all UIL athletic events is jeopardized without the integration of metal detectors. Root Cause 5: Funding is not provided in the current security budget for additional contracted labor and security officers.

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

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

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

Summative Evaluation 6:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>Critical Success Factors 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>Critical Success Factors 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>Critical Success Factors 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>Critical Success Factors 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>		Financial Services	POs for copier supplies, documentation of the number of copies made, reduction in the down time, and need for repairs to be made				

 = Accomplished  = Continue/Modify  = No Progress  = Discontinue





Goal 4: Increase Participation in Parent and Family Engagement Activities

Performance Objective 1: Increase Parent and Family Engagement Participation

Evaluation Data Source(s) 1: Attendance sign-in sheets
 Surveys
 Graduates of Parent University

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>Critical Success Factors CSF 1</p> <p>1) Parent University will hold 13-week class sessions with a participant graduation each semester.</p>	3.2	Coordinator of Research, Evaluation, and Accountability	Student academic growth, increased attendance, decreased discipline problems				
<p>Problem Statements: Parent and Community Engagement 1 Funding Sources: 199 - General Fund - 0.00</p>							
<p>Critical Success Factors CSF 1 CSF 5</p> <p>2) District and campuses will plan activities increasing parent involvement while complying with ESSA Title I, Part A Requirements.</p>	3.1, 3.2	Coordinator of Research, Evaluation, and Accountability	Increased parent and family involvement, increased student performance, decreased truancy				
<p>Problem Statements: Parent and Community Engagement 1 Funding Sources: 211 - Title I, Part A - 0.00</p>							

<p>3) District CCMR staff will engage parents, students and community by hosting informational events related to graduation requirements, endorsements, course selections, advanced academics, dual credit, OnRamps, and college admission timelines; to include Chart Your Course, Financial Aid workshops, Fish Camp, and Senior Summit.</p>		<p>Director of College, Career & Guidance Services, CTE/CCR Counselor, Director of Fine Arts/UII Academics, TLI staff, Campus Principals, Administrators, CALS, Campus Counselors, Coordinator of Research, Evaluation, and Accountability.</p>	<p>Students and parents will have additional information to make informed choices and selections related to their academic plans during their time in CISD, which will increase their post-secondary opportunities and future successes.</p>				
<p>Problem Statements: Parent and Community Engagement 2 Funding Sources: 199 - General Fund: High School Allotment - 0.00, 199 - General Fund - 0.00</p>							
<p>Critical Success Factors CSF 1 CSF 5</p> <p>4) Implement the use of Standards Based-Report Cards in pre-kindergarten-second grade to provide parents with more detailed information regarding student performance.</p>	<p>2.4</p>	<p>Executive Director of Elementary Education, Management Information Systems Coordinator, Campus Principals,</p>	<p>Parents will be able to better support students with academic development because of the increased detail regarding progress presented in Standards-Based Report Cards</p>				
<p>Funding Sources: 199 - General Fund - 0.00</p>							
<p style="text-align: center;">  = Accomplished  = Continue/Modify  = No Progress  = Discontinue </p>							

Performance Objective 1 Problem Statements:

<p>Parent and Community Engagement</p>
<p>Problem Statement 1: Family engagement and parent involvement is low at every campus. Root Cause 1: Parent participation barriers exist such as: language, schedule, and lack of knowledge of the importance in attending events at school.</p>
<p>Problem Statement 2: Family engagement and parent involvement is lower at the secondary level. Root Cause 2: Parents do not realize the importance of being involved in their student's education at the secondary level.</p>

Title I Schoolwide Elements

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

Department Team

Committee Role	Name	Position
District-level Professional	Abigail Offenbaker	
Paraprofessional	Angela Cathey	
District-level Professional	Courtney De La Cruz	
District-level Professional	David Rodriguez	
District-level Professional	DeAnne Page	
District-level Professional	Denise Fisher	
District-level Professional	Elena Guerrero	
District-level Professional	Heather Mayfield	
District-level Professional	Jacob Bowser	
District-level Professional	June Ritchlin	
District-level Professional	Kelli Kelsoe	
District-level Professional	Kelly James	
District-level Professional	Laura Little	
District-level Professional	Lenny Lasher	
District-level Professional	Lynn Jameson	
District-level Professional	Matthew Jones	
District-level Professional	Nicole McDorman	
District-level Professional	Ruth Martin	
District-level Professional	Scott Hutchings	
District-level Professional	Tasha Sheehan	
District-level Professional	Stephanie Martinez	
District-level Professional	Whitney Harper	
District-level Professional	Tyler Wood	

District Funding Summary

199 - General Fund					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1			\$0.00
1	1	2			\$0.00
1	1	4			\$0.00
1	1	5			\$0.00
1	1	6			\$0.00
1	1	8			\$0.00
1	1	14			\$0.00
1	2	1			\$0.00
1	2	2			\$0.00
1	2	3			\$0.00
1	2	6			\$0.00
1	2	7			\$0.00
1	3	1			\$0.00
1	3	2			\$0.00
1	3	3			\$0.00
1	3	4			\$0.00
1	4	1			\$0.00
1	4	3			\$0.00
1	4	4			\$0.00
1	5	1			\$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	5	9			\$0.00
1	6	1			\$0.00
1	7	2			\$0.00
1	8	1			\$0.00
1	8	2			\$0.00
1	8	3			\$0.00
1	8	4			\$0.00
2	1	1	none		\$0.00
2	1	2			\$0.00
2	1	3			\$0.00
2	1	4			\$0.00
2	2	1			\$0.00
2	2	2			\$0.00
2	3	1			\$5,000.00
2	3	2			\$0.00
2	4	1			\$0.00
2	4	2			\$0.00
3	1	3			\$0.00
3	2	1			\$0.00
3	2	2			\$0.00
3	3	1			\$0.00
3	3	2			\$285,000.00
3	4	1			\$0.00
3	4	2			\$0.00
3	4	3			\$0.00
3	4	4			\$0.00
3	4	5			\$20,000.00

3	4	6			\$0.00
3	5	1			\$0.00
3	5	2			\$0.00
3	5	3			\$0.00
3	6	1			\$0.00
3	6	2			\$0.00
3	6	3			\$0.00
4	1	1			\$0.00
4	1	3			\$0.00
4	1	4			\$0.00

Sub-Total \$310,000.00

199 - General Fund: High School Allotment

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
4	1	3			\$0.00
Sub-Total					\$0.00

211 - Title I, Part A

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3			\$0.00
1	1	6			\$0.00
1	1	12			\$0.00
1	1	15	Training, Intervention Materials		\$10,000.00
1	4	2			\$0.00
1	4	4			\$0.00
1	5	1			\$0.00
1	5	2			\$0.00
1	5	4			\$0.00
1	5	5			\$0.00
1	5	6			\$0.00

1	5	9			\$0.00
3	1	1			\$0.00
3	5	1			\$0.00
3	6	1			\$10,000.00
3	6	2			\$5,000.00
3	6	3			\$0.00
4	1	2			\$0.00
Sub-Total					\$25,000.00
244 - CTE					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	8	5			\$0.00
Sub-Total					\$0.00
255 - Title II, Part A TPTR					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	7			\$0.00
3	5	1			\$0.00
Sub-Total					\$0.00
263 - Title III, LEP					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	5	7			\$1,000.00
1	5	8			\$6,500.00
1	5	9			\$0.00
1	7	3			\$22,000.00
3	5	1			\$0.00
Sub-Total					\$29,500.00
199 - General Fund: Bilingual Allotment					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	7	1			\$10,000.00

1	7	2			\$0.00
1	7	3			\$18,000.00
1	7	4			\$39,739.00
Sub-Total					\$67,739.00
410- IMA					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	9			\$0.00
Sub-Total					\$0.00
211 - Title I, Part A - IR					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	16			\$0.00
1	2	8			\$0.00
Sub-Total					\$0.00
Grand Total					\$432,239.00