Castleberry Independent School District

Castleberry High School

2023-2024 Campus Improvement Plan

Mission Statement

The mission of Castleberry High School is to provide a positive learning environment that engages, mentors, and motivates students to excel as successful lifelong learners.

Vision

All learners. All passions. One team.

Values

Values of Castleberry High School: Growth Mindset, Culture, Community, Collaboration, & Student Engagement
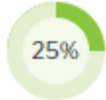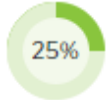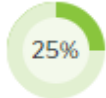
Table of Contents

Goals

Goal 1: Transform Teaching and Learning: Student achievement, Teacher Growth, Instructional Pedagogy
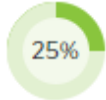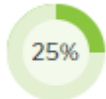
Performance Objective 1: In Domain 1, our campus will increase in the overall "meets" performance level to 60% on the 2024 A-F Accountability Ratings in all EOC areas. (Algebra, Biology, English I & II, and US History.)

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

Strategy 1 Details	Reviews			
Strategy 1: US History-Emphasis will focus on writing and reading skills using Curipod to improve the ability to analyze maps, graphs, quotes, photographs, and political cartoons in order to form a comprehensive understanding of event and time periods throughout US. History.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: There will be a positive impact on Tier 1 instruction including through the use of smart boards, mini lessons, bell work, activities, projects, small group instruction, and assessments. There will be a positive impact on student achievement performance through the use of FLEX, ACE tutoring, STAAR tutoring, and STAAR boot camps. Student incentives will be provided for motivational purposes to include snacks and testing materials. **Staff Responsible for Monitoring:** Associate Principal Academic Dean Principal Social Studies Coordinator Social Studies Teachers **ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Student Learning 12 **Funding Sources:** Supplies for SS Dept Teachers - 199 - General Fund: High School Allotment - $1,500, Title 1 - 211 - Title I, Part A - 6100, 6300 and 6400 - $3,000	25%			

Strategy 2 Details	Reviews			
Strategy 2: PLC Goal in Biology - Emphasis on using hands on activities and manipulatives in each unit of study to improve understanding of materials.	**Formative**			**Summative**
	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: There will be a positive impact on tier I instruction through the use of smart boards, academic vocabulary (TIP charts), comprehension activities, vocabulary reinforcement, and assessments throughout each unit. Students will have an increased exposure to graphics through labs, bell work, and formative assessments. There will be an increased intentional focus on process standards. There will be an increase in achievement with the use of mandatory targeted tutorials and intervention classes for some students. Student incentives will be provided for motivational purposes to include snacks and testing materials. **Staff Responsible for Monitoring:** Associate Principal Academic Dean Secondary Science Coordinator Biology Teachers ACE Programs **Problem Statements:** Student Learning 11 **Funding Sources:** Science Dept Supplies for Teachers - 199 - General Fund: High School Allotment - $2,500, Additional Funding - 211 - Title I, Part A - 6100, 6200, 6300 - $3,000	25%			

Strategy 3 Details	Reviews			
Strategy 3: PLC Goal in Algebra - Emphasis on students working on new item types using My Open Math to improve overall performance.	**Formative**			**Summative**
	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: Increased Algebra I scores for re-testers through the use of an Algebraic Reasoning intervention course, FLEX, and Saturday tutorials. Increased performance through the use of smart boards, practice online testing for LEP, calculator use, and spiraling through the use of bell work/exit tickets. Student incentives will be provided for motivational purposes to include snacks and testing materials. **Staff Responsible for Monitoring:** Associate Principal Academic Dean Secondary Math Coordinator Algebra Teachers Math Lab Teachers - Re-testers **Additional Targeted Support Strategy** **Problem Statements:** Student Learning 10 **Funding Sources:** Supplies for Math Dept Teachers - 199 - General Fund: High School Allotment - $2,000, Additional Funding - 211 - Title I, Part A - 6100, 6300, and 6400 - $3,000	25%			

Strategy 4 Details	Reviews			
Strategy 4: PLC Goal in English I and II-Emphasis on students increased writing using the ACE strategy to improve ECR and SCR performance as well as focus on reading comprehension skills.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**

Strategy 4: PLC Goal in English I and II-Emphasis on students increased writing using the ACE strategy to improve ECR and SCR performance as well as focus on reading comprehension skills.

> **Strategy's Expected Result/Impact:** Improved Tier I instruction by utilizing smart boards, aligning reading and writing activities and using a common rubric.
> Growth in writing with the use of sentence stems, graphic organizers, and mnemonic devices for the writing portion and the rationale strategy/intentional instruction for revising/editing grammar rules.
> Increased achievement through data analysis of misconceptions on essential standards with reteaching and reassessing for student growth.
> Improve the use of text based evidence and original commentary to support an interpretive response. Student incentives will be provided for motivational purposes to include snacks and testing materials.
>
> **Staff Responsible for Monitoring:** Associate Principal
> Academic Dean
> Secondary ELA Coach
> Secondary ELA Coordinator
> English I Teachers
> English I Intervention Teachers
>
> **Problem Statements:** Student Learning 1, 3, 4, 8
> **Funding Sources:** Supplies for English Dept Teachers - 199 - General Fund: High School Allotment - $3,000, Subs for Planning Days - Federal Funds: ESSER - $1,200, Additional Funding for incentives and resources - 211 - Title I, Part A - 6100, 6200, 6400 - $3,000

Nov formative: 25%

Strategy 5 Details	Reviews			
Strategy 5: Improve the effectiveness of Professional Learning Communities (PLCs), promoting collaboration and continuous professional growth among educators by monitoring participation rates, documenting collaborative activities, and assessing the impact on instructional practices and increased student achievement during progress monitoring.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**

Strategy 5: Improve the effectiveness of Professional Learning Communities (PLCs), promoting collaboration and continuous professional growth among educators by monitoring participation rates, documenting collaborative activities, and assessing the impact on instructional practices and increased student achievement during progress monitoring. Departments use PLC time to analyze data and develop instruction based on identified needs of underperforming subpopulations utilizing benchmark data, unit assessment data, MAPs testing, and student work.

> **Strategy's Expected Result/Impact:** Increased student performance on all assessments through data analysis, a deep dive into the guiding documents while deconstructing essential standards, progress monitoring, MAPs testing, reteaching, and reassessing on essential standards.
> **Staff Responsible for Monitoring:** Academic Associate
> Academic Dean
> Department Chairs
> Teachers
> Campus Administration
> District TLI
>
> **Problem Statements:** Student Learning 6

Nov formative: 25%

Strategy 6 Details	Reviews			
Strategy 6: HB4545 accelerated instruction will be provided by teachers for all students who failed 8th-grade STAAR and any EOC exams for Math, Reading, Science, and Social Studies through intentional scheduling within the school day utilizing the Flex courses, summer school, Saturday programs, and after school tutorials.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Students will receive 30 hours of HB4545 required tutoring for each EOC/ STAAR content area they failed last year. This will be done collectively by teachers through flex courses, summer school, after-school and on Saturdays. The expected result is an increase in students achievement. **Staff Responsible for Monitoring:** Associate Principal Academic Dean Principal Teachers ACE Program **Title I:** 2.4, 2.5, 2.6 **Problem Statements:** Student Learning 1, 4, 8, 9, 11, 12 **Funding Sources:** Teachers/Tutors for Saturday HB4545 & After School Tutoring - Federal Funds: ESSER - $20,000 , Teachers/Tutors for Saturday & After School Tutoring - 211 - Title I, Part A	25%			

Strategy 7 Details	Reviews			
Strategy 7: The district and campus will provide TEKS-aligned online resources, materials, and professional learning for all content areas to support student performance and growth.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Growth in student performance **Staff Responsible for Monitoring:** Teaching, Learning, and Innovation Department Principal Associate Principal Academic Dean **Title I:** 2.4, 2.5, 2.6 **Problem Statements:** Student Learning 2, 4, 9 **Funding Sources:** Materials and Resources - 211 - Title I, Part A, Materials and Resources - 215 - Title I, Part D, Materials and Resources - Federal Funds: ESSER, Materials and Resources - 199 - General Fund	25%			

Strategy 8 Details	Reviews			

Strategy 8: The district and campus will provide CHS teachers with staff development over the five High Yield Instructional Strategies. (The Fundamental Five)
    Strategy's Expected Result/Impact: Increase Tier 1 instruction for all students.
    Staff Responsible for Monitoring: Academic Dean, Associate Principal, Principal, and other Administrators.
 	
    Problem Statements: Demographics 3 - Student Learning 1, 9
	Formative			Summative

	Nov	**Jan**	**Mar**	**June**
	25%			

0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 3: All students are struggling with Tier 1 academics, behavior, and attendance issues.   **Root Cause**: The campus does not have a school-wide RTI approach to identify ALL students who have concerns with attendance, grades, and discipline to implement targeted supports in a timely manner.

Student Learning
Problem Statement 1: In English 1, students scored 40% meets and in English 2, students scored 46% meets on STAAR/EOC.   **Root Cause**: Inconsistencies in Tier 1 strategies campus-wide to increase student learning.
Problem Statement 2: Many students are reading below grade level which impacts performance in all content areas and performance on EOC exams that are highly rigorous.   **Root Cause**: Lexile levels for many students are below grade level. More PD is needed for teachers on teaching literacy in all contents, and intentional planning for students to read, write, listen, and speak daily. Improved use of MAP data is also needed.
Problem Statement 3: Only 40% of all students achieved the Meets performance level on the ELA 1 and only 46% of all students achieved the Meets performance on ELA 2 STAAR/EOC.   **Root Cause**: Need for more explicit and systematic instruction with scaffolding within the gradual release of responsibility model of instruction.
Problem Statement 4: Special Education students achieved 0% at Meets and Masters in ELA I and II.   **Root Cause**: Inconsistent co-teach models were utilized in these areas due to the inefficient scheduling of special education teachers/classes within the master schedule.
Problem Statement 6: The PLC process was not implemented effectively.   **Root Cause**: An Academic Dean is needed for counseling support, a full time Associate Dean is needed for PLC facilitation, and an additional Assistant Principal is needed to support our students.
Problem Statement 8: On the RLA STAAR/EOC, 29% percent of students scored a 0 out of 10 points on the extended constructed response (ECR).   **Root Cause**: Lack of explicit instruction with modeling and multiple opportunities to practice with immediate and corrective feedback.
Problem Statement 9: Math STAAR performance for the 2023 accountability continues to be below the state performance average.   **Root Cause**: Adjustments needed to written curriculum and ongoing support for effective tier 1 instruction.
Problem Statement 10: Only 28% of all students are achieving meets on the Math STAAR/EOC.   **Root Cause**: Teachers need more professional learning in content and tier 1 instructional strategies, coaching, and support on facilitating conceptual understanding and providing lesson extensions
Problem Statement 11: Science STAAR decreased in Meets and Masters as compared to 2022 and fell below the state performance average.   **Root Cause**: The lack of content knowledge and gaps in supporting background knowledge from previous years have affected overall performance.
Problem Statement 12: Social Studies performance for the 2023 accountability is below the state average.   **Root Cause**: Adjustments needed to written curriculum and ongoing support for effective tier 1 instruction.

Generated by Plan4Learning.com

8 of 47

Campus #220917001
December 15, 2023 1:41 PM

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

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

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

Strategy 1 Details	Reviews			
Strategy 1: Provide accelerated instructional opportunities and enrichment through the ACE afterschool/summer program (21st Century grant), Saturday Tutorials, FLEX and credit recovery programs.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Support student growth and increase in credits recovered. **Staff Responsible for Monitoring:** Academic Dean Associate Principal Counselors Advanced Academics Coordinator Administrators **TEA Priorities:** Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments **Problem Statements:** Student Learning 1, 4, 9, 11, 12 **Funding Sources:** 199 - General Fund - Federal Funds: ESSER - Title Funds	25%			

Strategy 2 Details	Reviews			
Strategy 2: Will support teachers with implementing student data tracking, goal setting with supplemental supports, and student reflection of their learning.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Students will build self reflection, efficacy, and ownership in their own learning. **Staff Responsible for Monitoring:** Academic Dean Associate Principal Administration **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments **Problem Statements:** Demographics 3	25%			

Strategy 3 Details	Reviews			
	Formative			**Summative**
Strategy 3: Campus Admin and Teachers will know how and when to utilize MAPS reports to plan and monitor Tier II and III interventions for students in all STAAR grades/subjects as evidenced by 9 week MTSS progress monitoring meetings.	**Nov**	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Targeted MTSS Tier 2/3 interventions. Growth in skills leading to increases in ELA and Math scores. **Staff Responsible for Monitoring:** Campus Administration MTSS/504 Counselors TLI Staff Department Leaders **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing **Problem Statements:** Student Learning 2, 17	25%			

Strategy 4 Details	Reviews			
	Formative			**Summative**
Strategy 4: Gifted and Talented will provide ongoing training to core content teachers on developing rigor and higher order thinking skills through Tier 1 instruction and lesson extensions that provide depth, complexity, and challenge.	**Nov**	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Teachers will provide engaging learning extensions and enrichment opportunities for students. **Staff Responsible for Monitoring:** Campus Administration GT Coordinator Counselors **TEA Priorities:** Recruit, support, retain teachers and principals - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing	25%			

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 3: All students are struggling with Tier 1 academics, behavior, and attendance issues.   **Root Cause**: The campus does not have a school-wide RTI approach to identify ALL students who have concerns with attendance, grades, and discipline to implement targeted supports in a timely manner.

Student Learning

Problem Statement 1: In English 1, students scored 40% meets and in English 2, students scored 46% meets on STAAR/EOC. **Root Cause**: Inconsistencies in Tier 1 strategies campus-wide to increase student learning.

Problem Statement 2: Many students are reading below grade level which impacts performance in all content areas and performance on EOC exams that are highly rigorous. **Root Cause**: Lexile levels for many students are below grade level. More PD is needed for teachers on teaching literacy in all contents, and intentional planning for students to read, write, listen, and speak daily. Improved use of MAP data is also needed.

Problem Statement 4: Special Education students achieved 0% at Meets and Masters in ELA I and II. **Root Cause**: Inconsistent co-teach models were utilized in these areas due to the inefficient scheduling of special education teachers/classes within the master schedule.

Problem Statement 9: Math STAAR performance for the 2023 accountability continues to be below the state performance average. **Root Cause**: Adjustments needed to written curriculum and ongoing support for effective tier 1 instruction.

Problem Statement 11: Science STAAR decreased in Meets and Masters as compared to 2022 and fell below the state performance average. **Root Cause**: The lack of content knowledge and gaps in supporting background knowledge from previous years have affected overall performance.

Problem Statement 12: Social Studies performance for the 2023 accountability is below the state average. **Root Cause**: Adjustments needed to written curriculum and ongoing support for effective tier 1 instruction.

Problem Statement 17: The implementation of utilizing MAPS/screening data within the MTSS process continues to be an area of practice that needs refinement. **Root Cause**: Inconsistent implementation of practices during campus PLCs .

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

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

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

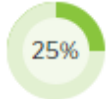| Strategy 1 Details	Reviews			
Strategy 1: By the end of the 23-24 school year, 100% of General Education and Special Education teachers involved in a STAAR co-teaching situation will be trained in effective and intentional co-teaching practices.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**

Strategy's Expected Result/Impact: Increase in high yield strategies for all students, increase in effective differentiation
    Staff Responsible for Monitoring: Campus Administration
Academic Dean
SPED Director
 	
    TEA Priorities:
Recruit, support, retain teachers and principals, Build a foundation of reading and math
 - **ESF Levers:**
Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction
Problem Statements: Demographics 2 - Student Learning 4, 16
	25%			

Strategy 2 Details	Reviews			
Strategy 2: By utilizing data from campus walkthroughs, decrease the use of the 2 low yield co-teaching strategies (1 teach, 1 assist or 1 teach, 1 observe) and an increase in the 4 high-yield co-teaching strategies (team teaching, alternative teach, station teaching, or parallel teach) over the course of the 23-24 school year.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Increased in RLA scores, Increase in SpEd scores, closing gaps in learning **Staff Responsible for Monitoring:** Principal Academic Dean Associate Principal Teaching and Learning Director of SPED **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction **Problem Statements:** Demographics 2	25%			

Performance Objective 3 Problem Statements:

Demographics
Problem Statement 2: Special Education students are under-performing.   **Root Cause**: There is a lack of planning/training between general ed. teacher/sped. teacher and implementation of highly effective co-teach best practices to differentiate for the individual needs of students.
Student Learning
Problem Statement 4: Special Education students achieved 0% at Meets and Masters in ELA I and II.   **Root Cause**: Inconsistent co-teach models were utilized in these areas due to the inefficient scheduling of special education teachers/classes within the master schedule.
Problem Statement 16: The effective implementation of high yield co-teaching strategies, along with intentional master schedules, and Special Education teacher contributions in Tier I planning and PLCs, continues to show a need for improvement as seen in schedules, scores, and walkthroughs.   **Root Cause**: Ineffective use of staff and high sped teacher turnover rates.

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

Performance Objective 4: College, Career, and Military (CCMR) Readiness measure will increase from 77 to 90 scaled score on the 2024 A-F Accountability Ratings.
- Increase the percentage of students eligible for CCMR outcome bonuses by 25% within the 2023-2024 academic year, with a focus on achieving predefined benchmarks for college enrollment, career placement, number of students receiving scholarships, and military readiness.
- The career ready annual graduates will meet the state established baseline of 20% for the newly aligned IBC criteria.
- The percent of students that meet the completer status for a coherent sequence of coursework aligned with State adopted CTE pathways will increase from 45% to 60% by August 2024.

    Evaluation Data Sources: CCMR Spreadsheet, On Data Suite

Strategy 1 Details		Reviews			
Strategy 1: We will include students in tracking and monitoring their progress toward earning College, Career, and Military Readiness (CCMR).		**Formative**			**Summative**
		Nov	**Jan**	**Mar**	**June**

Strategy's Expected Result/Impact: Students will have a clear understanding of their CCMR goal and will have a plan to work toward that goal with the end in mind for post-secondary awareness and success
     Staff Responsible for Monitoring: CHS Academic Dean, Associate CCMR Advisor, Career and Technical Education (CTE) Director, Principals, Counselors
 	
     TEA Priorities:
 Recruit, support, retain teachers and principals, Connect high school to career and college
  - ESF Levers:
 Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing
     Problem Statements: Student Learning 7, 15 - School Processes & Programs 5
		25%			

Strategy 2 Details	Reviews			
Strategy 2: The district will provide college prep courses and academic boot camp opportunities to prepare students for success on college and military entry exams.	Formative			Summative
	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: Students will increase scores on college entry exams such as the PSAT/NMSQT, SAT, ACT, TSI, and ASVAB **Staff Responsible for Monitoring:** Executive Director of Educational Leadership, CHS Academic Dean, Associate CCMR Advisor, CTE Director, Teaching, Learning, and Innovation Department, Principals, CALs, Counselors **TEA Priorities:** Connect high school to career and college - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 5: Effective Instruction **Problem Statements:** Student Learning 7, 15, 18 - School Processes & Programs 5	25%			

Strategy 3 Details	Reviews			
Strategy 3: Dual Enrollment/OnRamps and Dual Credit courses will be evaluated each year to ensure the courses are expanded and outlined in the Student Academic Planning Guide (APG).	Formative			Summative
	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: Expand and strengthen existing partnerships in CTE Technical Dual Credit, explore additional OnRamps offerings, and Dual Credit opportunities **Staff Responsible for Monitoring:** Executive Director of Educational Leadership, CHS Academic Dean, Associate CCMR Advisor, CTE Director, Teaching, Learning, and Innovation Department, Principals, CALs, Counselors **TEA Priorities:** Recruit, support, retain teachers and principals, Connect high school to career and college - **ESF Levers:** Lever 2: Strategic Staffing **Problem Statements:** Student Learning 18 - School Processes & Programs 4	25%			

Strategy 4 Details	Reviews			

Strategy 4: Career and Technology Education will refine and continue to implement the plan that links new pathways, develops local partnerships, and gives students the opportunity to acquire industry-based certifications.
    Strategy's Expected Result/Impact: 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
    Staff Responsible for Monitoring: Executive Director of Educational Leadership, CHS Academic Dean, Associate CCMR Advisor, CTE Director, Teaching, Learning, and Innovation Department, Principals, CALs, Counselors
 	
    TEA Priorities:
Recruit, support, retain teachers and principals, Connect high school to career and college
 - **ESF Levers:**
Lever 1: Strong School Leadership and Planning
    Problem Statements: Student Learning 18 - School Processes & Programs 4
	Formative			**Summative**

	Nov	**Jan**	**Mar**	**June**
	25%			

Strategy 5 Details	Reviews			

Strategy 5: The district will expand options for students to become core complete or earn a Level I/Level II Certificate from a cooperating community college by the time they graduate from high school as well as enter into higher education.
    Strategy's Expected Result/Impact: New partnership exploration and existing partnership expansion will lead to obtaining a degree or student certificate
    Staff Responsible for Monitoring: Executive Director of Educational Leadership, CHS Academic Dean, Associate CCMR Advisor, CTE Director, Teaching, Learning, and Innovation Department, Principals, CALs, Counselors
 	
    Problem Statements: Student Learning 7, 15, 18
	Formative			**Summative**

	Nov	**Jan**	**Mar**	**June**
	25%			

Strategy 6 Details	Reviews			

Strategy 6: Advance Placement teachers will meet once every six weeks or more with the Campus Academic Leader, CHS Academic Dean, and Associate CCMR Advisor to discuss the effective use of the Advanced Placement dashboard.
    Strategy's Expected Result/Impact: Consistent use of Advanced Placement dashboard thereby increasing the rigor of the course content and quality of assessment feedback; 25% of students taking an Advanced Placement course in a core academic area will score a 3 or higher
    Staff Responsible for Monitoring: CHS Academic Dean, Associate CCMR Advisor, CTE Director, Principals, CALs
 	
    Problem Statements: Student Learning 7, 18 - School Processes & Programs 4
	Formative			**Summative**

	Nov	**Jan**	**Mar**	**June**
	25%			

Strategy 7 Details	Reviews			
Strategy 7: Embed TSI supports into existing courses to increase student success on the Texas Success Initiative Assessment.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: The percentage of students successful on the TSI assessment will increase. **Staff Responsible for Monitoring:** CHS Academic Dean, Associate CCMR Advisor, Principals, CAL, Counselors, ACE Program **Problem Statements:** Student Learning 13	25%			

0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue
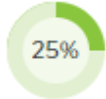
Performance Objective 4 Problem Statements:
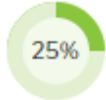
Student Learning
Problem Statement 7: CHS has not received any CCMR Outcome Bonuses.   **Root Cause**: Administrators, Counselors, Teachers and students don't understand CCMR and outcome bonuses process.
Problem Statement 13: 85% of high school students did not score at or above the college level on SAT, ACT, or TSIA.   **Root Cause**: Students are struggling with the content of the exams and need more curriculum support in the form of spiraled ACT and SAT information embedded in core academic areas.
Problem Statement 15: Zero CCMR Outcome Bonuses have been awarded to Castleberry ISD.   **Root Cause**: The number of graduates who successfully meet the TSI criteria and enroll in college is not above the established threshold for Economically Disadvantaged, Non-Economically Disadvantaged or Special Education.
Problem Statement 18: The percent of career or military ready annual graduates that earned an Industry-Based Certification is anticipated to be at 28% for the 2022-2023 school year.   **Root Cause**: The new CCMR accountability system has removed the MOS certification. Other certification opportunities must be identified and added to our program.
School Processes & Programs
Problem Statement 4: Students are losing credit due to high absences, non-mastery, and discipline which causes them to be unable to complete their CTE pathways.   **Root Cause**: We don't have a system of communication and counseling of students and parents in understanding of the requirements for students to graduate in 4-years including: STAAR, credits/course completion, FAFSA, CPR, CCMR, Texas College Bridge and Attendance.
Problem Statement 5: The CHS staff possess varying levels of understanding A-F accountability, ability to communicate the campus vision and mission, and how they play a part in campus rating.   **Root Cause**: Lack of awareness/training in A-F, CCMR, campus goals, CIP, and campus committees/focus groups aligned to highest priority campus goals to build capacity.

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

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

    Evaluation Data Sources: Lever Tracking Process

Strategy 1 Details	Reviews			
Strategy 1: All leavers will be documented according to PEIMS guidelines and potential drop-outs will be monitored during monthly campus leadership team meetings.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**

Strategy's Expected Result/Impact: Ensure accuracy of reports to TEA, help recover students with credit recovery options, and provide enrollment options for potential drop-outs
    Staff Responsible for Monitoring: Management Systems Coordinator, Campus Data Management Specialists, Principals, Attendance Officers
 	
    Problem Statements: Demographics 3 - Student Learning 5 - School Processes & Programs 4, 12
	25%			

Strategy 2 Details	Reviews			
Strategy 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.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**

Strategy's Expected Result/Impact: Increase attendance percentages at each campus, decrease dropout rate
    Staff Responsible for Monitoring: Campus Attendance Clerks, Assistant Principals
 	
    Problem Statements: Demographics 3 - School Processes & Programs 4, 12
	25%			

Strategy 3 Details	Reviews			
Strategy 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.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**

Strategy's Expected Result/Impact: Increase student participation and completion of graduation requirements
    Staff Responsible for Monitoring: Associate Principal
Assistant Principals
Principal
 Counselors
 	
    Problem Statements: Student Learning 5
	25%			

Strategy 4 Details		Reviews			
Strategy 4: Each 9-weeks teachers analyze and present data collected during progress monitoring and revise targeted action plans including MTSS plans based on data from all district assessments.		Formative			Summative
		Nov	Jan	Mar	June
Strategy's Expected Result/Impact: Increased achievement Targeted interventions to students' needs Reteaching of essential standards Know/Show Chart to create aligned activities/exemplars to the level of rigor on the standard. **Staff Responsible for Monitoring:** Associate Principal Assistant Principals Principal Teachers **Problem Statements:** Student Learning 1, 3, 8, 9, 11, 12 **Funding Sources:** - 199 - General Fund		25%			

Strategy 5 Details		Reviews			
Strategy 5: Collaborative planning and closely monitoring of the master schedule to ensure the efficient scheduling of special populations and staff, which will increase the ability to co-teach in high-priority areas.		Formative			Summative
		Nov	Jan	Mar	June
Strategy's Expected Result/Impact: Efficient student/staff master scheduling, increase in co-teaching in high needs areas. **Staff Responsible for Monitoring:** Executive Director of Educational Leadership, Special Programs Director, Principals **Problem Statements:** Demographics 2		25%			

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

Performance Objective 5 Problem Statements:

Demographics
Problem Statement 2: Special Education students are under-performing.   **Root Cause**: There is a lack of planning/training between general ed. teacher/sped. teacher and implementation of highly effective co-teach best practices to differentiate for the individual needs of students.
Problem Statement 3: All students are struggling with Tier 1 academics, behavior, and attendance issues.   **Root Cause**: The campus does not have a school-wide RTI approach to identify ALL students who have concerns with attendance, grades, and discipline to implement targeted supports in a timely manner.

Student Learning
Problem Statement 1: In English 1, students scored 40% meets and in English 2, students scored 46% meets on STAAR/EOC.   **Root Cause**: Inconsistencies in Tier 1 strategies campus-wide to increase student learning.
Problem Statement 3: Only 40% of all students achieved the Meets performance level on the ELA 1 and only 46% of all students achieved the Meets performance on ELA 2 STAAR/EOC.   **Root Cause**: Need for more explicit and systematic instruction with scaffolding within the gradual release of responsibility model of instruction.

Student Learning

Problem Statement 5: There are a high numbers of students failing classes due to non-mastery and high absences who have to recoup classes in summer school and through credit recovery. **Root Cause**: Lack of MTSS school-wide approach with data tracking of all students to identify chronic failures, absences, and targeted interventions.

Problem Statement 8: On the RLA STAAR/EOC, 29% percent of students scored a 0 out of 10 points on the extended constructed response (ECR). **Root Cause**: Lack of explicit instruction with modeling and multiple opportunities to practice with immediate and corrective feedback.

Problem Statement 9: Math STAAR performance for the 2023 accountability continues to be below the state performance average. **Root Cause**: Adjustments needed to written curriculum and ongoing support for effective tier 1 instruction.

Problem Statement 11: Science STAAR decreased in Meets and Masters as compared to 2022 and fell below the state performance average. **Root Cause**: The lack of content knowledge and gaps in supporting background knowledge from previous years have affected overall performance.

Problem Statement 12: Social Studies performance for the 2023 accountability is below the state average. **Root Cause**: Adjustments needed to written curriculum and ongoing support for effective tier 1 instruction.

School Processes & Programs

Problem Statement 4: Students are losing credit due to high absences, non-mastery, and discipline which causes them to be unable to complete their CTE pathways. **Root Cause**: We don't have a system of communication and counseling of students and parents in understanding of the requirements for students to graduate in 4-years including: STAAR, credits/course completion, FAFSA, CPR, CCMR, Texas College Bridge and Attendance.

Problem Statement 12: Student attendance has dropped below the 95% budget threshold. **Root Cause**: There is a lack of clearly defined roles for staff who can have a direct impact on student attendance (front office staff, teachers, administrators).

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

Performance Objective 6: Emergent Bilinguals will meet the target of 34% for English Language Proficiency which will result in a 3 in Closing the Gaps on the 2024 A-F Accountability Ratings.

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

Strategy 1 Details	Reviews			
Strategy 1: Current and Monitored Emergent Bilinguals will be supported in the classroom with appropriate accommodations, instruction, and preparation for TELPAS.	Formative			Summative
	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: Increase achievement of EB students Increased performance on TELPAS among EBs **Staff Responsible for Monitoring:** Campus Administration Bilingual / ESL Director ESL Teacher **Title I:** 2.4, 2.6 **Problem Statements:** Demographics 1 - School Processes & Programs 3 **Funding Sources:** materials and resources - 263 - Title III, LEP	25%			

Strategy 2 Details	Reviews			
Strategy 2: Campus will utilize district purchased language development program to assist newcomers in developing English proficiency.	Formative			Summative
	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: Students will make the required 1-year progress on language acquisition as measured by TELPAS. **Staff Responsible for Monitoring:** Bilingual Coordinator, EB Coaches, Principals, CALS, Teacher **Problem Statements:** Demographics 1 - School Processes & Programs 3	25%			

Strategy 3 Details	Reviews			
Strategy 3: Schedule an Emergent Bilingual Parent Night to present TELPAS information, testing, and data to build parent awareness and understanding.	Formative			Summative
	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: Students and parents will realize what it means to be an Emergent Bilingual, the importance of taking the TELPAS test seriously, scores on TELPAS, and ways to exit TELPAS. **Staff Responsible for Monitoring:** Assistant Principal Academic Dean Associate Principal Principal **Title I:** 2.4, 2.6, 4.2 **Problem Statements:** Demographics 1 - School Processes & Programs 3 **Funding Sources:** Light Refreshments for Parents for Parent Event - 263 - Title III, LEP - $200	100%	100%	100%	
0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue				
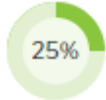
Performance Objective 6 Problem Statements:

Demographics
Problem Statement 1: Our LEP students are under-performing on TELPAS.   **Root Cause**: There is a lack of understanding/training on TELPAS data, how students are assessed, how students exit, data disaggregation of TELPAS scores, and implementation of sheltered instruction and language acquisition strategies campus-wide. Students who are long-term LEP are unable to exit due to complexity of TELPAS as they advance in grade level.

School Processes & Programs
Problem Statement 3: TELPAS indicator has not been met for several years and students are not exiting LEP status.   **Root Cause**: Students do not understand the importance of the TELPAS test and teacher do not understand TELPAS data and how to implement language acquisition strategies and ELPS into classroom instruction daily.

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

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

    Evaluation Data Sources: TAPR, Skyward Data, Castleberry ISD Gifted/Talented Program of Services, PSAT, and MAP Data
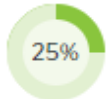
Strategy 1 Details	Reviews			
Strategy 1: Provide ongoing communication in home languages to all stakeholders that outlines gifted behaviors to recognize and the referral and identification processes, and additionally dispense information about updates to gifted services and opportunities.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: A strong understanding of giftedness and an increase in the number of students identified for the services **Staff Responsible for Monitoring:** Gifted and Talented Coordinator, Associate CCMR Advisor, CTE Director	25%			

Strategy 2 Details	Reviews			
Strategy 2: Provide training for teachers and staff to identify gifted behaviors and gifted behaviors specific to special populations, especially gifted girls/gifted boys and CLED (culturally, linguistically, and economically diverse) students. Train teachers to use planned experiences for observing behaviors & collecting work samples, to identify gifted traits in other work samples, and to keep anecdotal records of examples of gifted behaviors they witness.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: A strong understanding of giftedness and an increase in the number of students identified for the services **Staff Responsible for Monitoring:** Gifted and Talented Coordinator, Associate CCMR Advisor, CTE Director, Campus Administration	25%			

0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue

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

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

Evaluation Data Sources: Parent Square

Strategy 1 Details	Reviews			
Strategy 1: Communicate positive information about CHS events and celebrate successes and milestones with stakeholders to build a sense of community, by utilizing Parent Square, and presence on social media and the website.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Increased communication and positive feedback from parents and community support using surveys and Parent Square. **Staff Responsible for Monitoring:** Campus principal Administrators Campus Office Manager Webmaster Campus Communication Committee Communications Specialist **Problem Statements:** Demographics 4	25%			

Strategy 2 Details	Reviews			
Strategy 2: Send out weekly campus newsletter to parents, students, and staff using Parent Square and CANVAS to highlight campus celebrations and make parents aware of events taking place at CHS.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Increased involvement among parent. Increased student and parent satisfaction with school. **Staff Responsible for Monitoring:** Campus Principal Communication Coordinator Administration Teachers Staff **Problem Statements:** Demographics 4 - Perceptions 2, 3	25%			

Strategy 3 Details				Reviews			
Strategy 3: Incorporate and communicate campus-wide celebrations of staff and students through Parent Square to support a positive culture and climate.				**Formative**			**Summative**
				Nov	Jan	Mar	June
Strategy's Expected Result/Impact: Increase positive climate and culture among staff members that carries over to students and larger school climate/culture. Increase in survey results, retention. **Staff Responsible for Monitoring:** Campus Administration Counselors Sunshine Committee Employees of the Week Attendance Celebrations Hispanic Heritage Month Red Ribbon Week Homecoming Themed Dress Up Days Supporting Various Causes Pep Rallies **TEA Priorities:** Recruit, support, retain teachers and principals - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture **Problem Statements:** Demographics 4 - Perceptions 3				25%			

Strategy 4 Details				Reviews			
Strategy 4: Develop a comprehensive recognition program to acknowledge and honor outstanding achievements by students, staff, and community members.				**Formative**			**Summative**
				Nov	Jan	Mar	June
Strategy's Expected Result/Impact: More community involvement, better attendance rates, and higher morale as measured by attrition rates **Staff Responsible for Monitoring:** At Risk Counselor Attendance Admin Campus Administrators Counselors MTSS Process **TEA Priorities:** Connect high school to career and college - **ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Perceptions 3				25%			

0% No Progress	100% Accomplished	➜ Continue/Modify	✗ Discontinue

Performance Objective 1 Problem Statements:

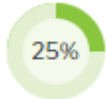| Demographics |
|---|
| **Problem Statement 4**: Survey results indicate that parents have concerns about keeping up with dates, activities, and other important information for parents and students.   **Root Cause**: Lack of a uniform communication process with all parents, students and staff. |

Perceptions
Problem Statement 2: Lack of parental attendance and participation at extracurricular activities, parent meetings, in social media, and school functions is limited.   **Root Cause**: Language barriers, work obligations, and student age may be contributing to low parent involvement. Too many communication tools being used.
Problem Statement 3: Not all staff and students display high levels of school pride and positive morale.   **Root Cause**: Campus does not have a committee or system that consistently recognizes staff and students for accomplishments/hard work, allows for shared decision-making and focus groups to provide open communication/transparency towards campus goals.

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

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

Evaluation Data Sources: Parent Square and Communications Survey

Strategy 1 Details	Reviews			
Strategy 1: Utilize surveys to gain actionable feedback from stakeholders periodically throughout the school year. Share data with all stakeholders.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Improved campus climate and culture Staff, student and parent satisfaction improvement Higher staff retention rates **Staff Responsible for Monitoring:** Campus principal Assistant Principals Department Leaders **Problem Statements:** Perceptions 3	25%			

Strategy 2 Details	Reviews			
Strategy 2: Conduct student led parent conferences to discuss and increase understanding of graduation requirements, CTE pathways, CCMR, and STAAR scores to strengthen collaborative partnerships between the campus and families.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Increased parent academic engagement **Staff Responsible for Monitoring:** Principal Associate Principal Counselors Teachers Students **Problem Statements:** Student Learning 15, 18 - School Processes & Programs 4, 5 **Funding Sources:** Light refreshments for parents - 215 - Title I, Part D	25%			

Strategy 3 Details	Reviews			
Strategy 3: Provide on-going training and support for teachers to ensure they are proficient in using Parent Square.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Improved communication with all stake holders. **TEA Priorities:** Recruit, support, retain teachers and principals - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture **Problem Statements:** Demographics 4	**Nov**	**Jan**	**Mar**	**June**
	25%			

0% No Progress   100% Accomplished   ➡ Continue/Modify   ❌ Discontinue
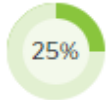
Performance Objective 2 Problem Statements:
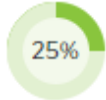
| Demographics |
|---|
| **Problem Statement 4**: Survey results indicate that parents have concerns about keeping up with dates, activities, and other important information for parents and students.   **Root Cause**: Lack of a uniform communication process with all parents, students and staff. |

Student Learning
Problem Statement 15: Zero CCMR Outcome Bonuses have been awarded to Castleberry ISD.   **Root Cause**: The number of graduates who successfully meet the TSI criteria and enroll in college is not above the established threshold for Economically Disadvantaged, Non-Economically Disadvantaged or Special Education.
Problem Statement 18: The percent of career or military ready annual graduates that earned an Industry-Based Certification is anticipated to be at 28% for the 2022-2023 school year.   **Root Cause**: The new CCMR accountability system has removed the MOS certification. Other certification opportunities must be identified and added to our program.

School Processes & Programs
Problem Statement 4: Students are losing credit due to high absences, non-mastery, and discipline which causes them to be unable to complete their CTE pathways.   **Root Cause**: We don't have a system of communication and counseling of students and parents in understanding of the requirements for students to graduate in 4-years including: STAAR, credits/course completion, FAFSA, CPR, CCMR, Texas College Bridge and Attendance.
Problem Statement 5: The CHS staff possess varying levels of understanding A-F accountability, ability to communicate the campus vision and mission, and how they play a part in campus rating.   **Root Cause**: Lack of awareness/training in A-F, CCMR, campus goals, CIP, and campus committees/focus groups aligned to highest priority campus goals to build capacity.

Perceptions
Problem Statement 3: Not all staff and students display high levels of school pride and positive morale.   **Root Cause**: Campus does not have a committee or system that consistently recognizes staff and students for accomplishments/hard work, allows for shared decision-making and focus groups to provide open communication/transparency towards campus goals.

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

Performance Objective 3: Increase attendance from 92.76% to 95% through timely effective communication.

Evaluation Data Sources: Weekly ADA reports, Truancy Prevention Measure Reports, Campus Communication Logs, Skyward Attendance Notes, CHS Weekly Newsletter, Bi-monthly Attendance Newsletters, and Attendance Liaison parent conferences and home visits.

Strategy 1 Details	Reviews			
Strategy 1: Weekly TPM letters sent electronically, phone calls/conferences/contracts with students who have excessive absences, attendance newsletter, and home visits to truant student's homes.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: improved ADA attendance reduction of 10+TPMs **Staff Responsible for Monitoring:** Assistant Principals Attendance Clerk Student Advocate Specialist **Problem Statements:** Demographics 3 - School Processes & Programs 4, 12	25%			
Strategy 2 Details	**Reviews**			
Strategy 2: 3rd period teachers make phone calls home notifying parents of absent students and track in campus-wide attendance tracker.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Through the relationship and ongoing communication absent student's attendance rate will improve which will improve ADA for campus. **Staff Responsible for Monitoring:** Administrators Attendance Clerk Teachers Student Advocate Specialist **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture **Problem Statements:** Demographics 3 - School Processes & Programs 4, 12	25%			

Strategy 3 Details	Reviews			
Strategy 3: Provide ongoing attendance incentives for students and staff throughout the year.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increased attendance Increased awareness of attendance laws Improved culture & climate **Staff Responsible for Monitoring:** Sunshine Committee Administration Secretary/AP Secretary Student Advocate Specialist **Problem Statements:** Demographics 3 - School Processes & Programs 4, 12 **Funding Sources:** Incentives for students - 211 - Title I, Part A - 6100,6300, 6400 - $3,000	**Nov**	**Jan**	**Mar**	**June**
	25%			

0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue

Performance Objective 3 Problem Statements:

Demographics
Problem Statement 3: All students are struggling with Tier 1 academics, behavior, and attendance issues.   **Root Cause**: The campus does not have a school-wide RTI approach to identify ALL students who have concerns with attendance, grades, and discipline to implement targeted supports in a timely manner.
School Processes & Programs
Problem Statement 4: Students are losing credit due to high absences, non-mastery, and discipline which causes them to be unable to complete their CTE pathways.   **Root Cause**: We don't have a system of communication and counseling of students and parents in understanding of the requirements for students to graduate in 4-years including: STAAR, credits/course completion, FAFSA, CPR, CCMR, Texas College Bridge and Attendance.
Problem Statement 12: Student attendance has dropped below the 95% budget threshold.   **Root Cause**: There is a lack of clearly defined roles for staff who can have a direct impact on student attendance (front office staff, teachers, administrators).

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

Performance Objective 4: Welcome, honor, and connect with our families through REAL family engagement activities to increase student success (relationship building, academics, behavior, professional learning/training).

Evaluation Data Sources: Flyers/Advertisements of Events
Attendance sign-in sheets
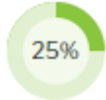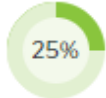Surveys - Feedback from parents
Parents Enrolled and Graduated - Parent University
Documentation in District tracking system
Parent Square
ACE Program
T3

Strategy 1 Details	Reviews			
Strategy 1: Campus staff, counselors, and administrators will engage parents, students, and community by hosting informational events related to graduation requirements, endorsements, course selections, advanced academics, dual credit, On-Ramps, and college admission timelines; including, but not limited to: Chart your Course, Fish Camp, Financial Aid workshops, and Senior Summit.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: 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. **Staff Responsible for Monitoring:** Advanced Academics Coordinator Director of Fine Arts/UIL Academics Teaching, Learning, and Innovation Staff Principals Associate Principal Counselors T3 **Title I:** 2.4, 2.5, 2.6, 4.2 **Problem Statements:** Student Learning 6, 7, 15, 18 - Perceptions 4, 6 **Funding Sources:** Refreshments, Snacks, Drinks for Parents for Parent Events - 211 - Title I, Part A - $1,000	25%			

Strategy 2 Details		Reviews		
Strategy 2: Partner with ACE to provide attractive and engaging REAL Family Engagement events and training sessions.		Formative		Summative
Strategy's Expected Result/Impact: Increased Real Family Engagement		Nov	Jan	Mar	June
Staff Responsible for Monitoring: ACE Staff Campus Administration Counselors T3 **Problem Statements:** Perceptions 4, 5, 6		25%			

Strategy 3 Details		Reviews		
Strategy 3: Campus staff will engage parents, students, and community by hosting informational events related to graduation requirements, endorsements, course selections, advanced academics, dual credit, OnRamps, and college admission timelines; including, but not limited to: Chart Your Course, Financial Aid workshops, Fish Camp, and Senior Summit.		Formative		Summative
		Nov	Jan	Mar	June
Strategy's Expected Result/Impact: 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 **Staff Responsible for Monitoring:** CHS, Academic Dean, Associate CCMR Advisor, CTE Director, Director of Fine Arts/UIL Academics, Principals, CALs, Counselors, T3 **Title I:** 2.5, 2.6, 4.1, 4.2 - **TEA Priorities:** Recruit, support, retain teachers and principals, Connect high school to career and college - **ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Student Learning 7, 13, 15, 18 - School Processes & Programs 4, 6 **Funding Sources:** Food and Resources - 199 - General Fund - $1,000, Food and Resources - 211 - Title I, Part A - $1,000		25%			

	No Progress		Accomplished		Continue/Modify		Discontinue
	0%		100%		→		✖

Performance Objective 4 Problem Statements:

Student Learning
Problem Statement 6: The PLC process was not implemented effectively.   **Root Cause**: An Academic Dean is needed for counseling support, a full time Associate Dean is needed for PLC facilitation, and an additional Assistant Principal is needed to support our students.
Problem Statement 7: CHS has not received any CCMR Outcome Bonuses.   **Root Cause**: Administrators, Counselors, Teachers and students don't understand CCMR and outcome bonuses process.

Student Learning

Problem Statement 13: 85% of high school students did not score at or above the college level on SAT, ACT, or TSIA.   **Root Cause**: Students are struggling with the content of the exams and need more curriculum support in the form of spiraled ACT and SAT information embedded in core academic areas.

Problem Statement 15: Zero CCMR Outcome Bonuses have been awarded to Castleberry ISD.   **Root Cause**: The number of graduates who successfully meet the TSI criteria and enroll in college is not above the established threshold for Economically Disadvantaged, Non-Economically Disadvantaged or Special Education.

Problem Statement 18: The percent of career or military ready annual graduates that earned an Industry-Based Certification is anticipated to be at 28% for the 2022-2023 school year.   **Root Cause**: The new CCMR accountability system has removed the MOS certification. Other certification opportunities must be identified and added to our program.

School Processes & Programs

Problem Statement 4: Students are losing credit due to high absences, non-mastery, and discipline which causes them to be unable to complete their CTE pathways.   **Root Cause**: We don't have a system of communication and counseling of students and parents in understanding of the requirements for students to graduate in 4-years including: STAAR, credits/course completion, FAFSA, CPR, CCMR, Texas College Bridge and Attendance.

Problem Statement 6: Many parents are not involved with student academic progress.   **Root Cause**: Parents lack skills, knowledge, and/or equipment necessary to properly monitor student grades and student work in Canvas, Skyward, etc. Lack of training/parent nights to educate parents on the importance of their child's data and progress.

Perceptions

Problem Statement 4: Family engagement and parent involvement is low at the CHS campus.   **Root Cause**: Parent participation barriers exist, like language, schedule, and lack of knowledge of the importance in attending events at school.
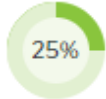
Problem Statement 5: Family engagement and parental involvement is low at CHS   **Root Cause**: Lack of fully operational PTA or REAL family engagement events to communicate campus needs for volunteers and shared ownership in partnership between home and school.
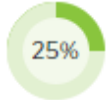
Problem Statement 6: Family engagement and parental involvement is low at CHS   **Root Cause**: Lack of coordination & intentional planning for parent events, limited # of parent events scheduled, limited resources/budget to bring in food/drink.

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

Performance Objective 5: Utilize multi-tiered systems of support (MTSS) to ensure that the social emotional needs of students are met.

Evaluation Data Sources: Behavior and Counseling Data
SABERS Data

Strategy 1 Details		Reviews			
Strategy 1: Implement Social Emotional Learning (SEL) time and TIER 1 lessons at each campus.		**Formative**			**Summative**
Strategy's Expected Result/Impact: Reduce discipline referrals Meet requirements for bullying instruction		**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Director of School and Student Support Campus Administration **Problem Statements:** School Processes & Programs 4, 5, 12 - Perceptions 2, 7, 8, 9		25%			

Strategy 2 Details		Reviews			
Strategy 2: Increase the effectiveness of Tier III behavior intervention plans by monitoring the implementation and support through the use of campus MTSS trackers and associated Special Education referrals.		**Formative**			**Summative**
		Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Increase in the timely intervention of students with behavior needs. **Staff Responsible for Monitoring:** Campus Administration **Problem Statements:** Demographics 5 - Student Learning 5, 17		25%			

Strategy 3 Details	Reviews			
Strategy 3: Will implement the universal SAEBRS screener three times per year to determine students in need of behavior and Social-Emotional Learning (SEL) support along with discussing and identifying needed targeted interventions and support in 100% of MTSS meetings.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Reduction in discipline referrals, related threat assessments, and reactive counseling services **Staff Responsible for Monitoring:** Crisis Counselors Director of School and Student Support Social Workers Special Programs Coordinator 504/MTSS Counselors Principals Teachers **Problem Statements:** Perceptions 9	25%			

Strategy 4 Details	Reviews			
Strategy 4: Incorporate Tier 1 behavior strategies such as CHAMPS (Conversation, Help, Activity, Movement, Participation, Success) and PBIS (Positive Behavioral Interventions and Supports) into campus standardized Teacher Walk Through forms and provide feedback and teacher assistance as necessary.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Reduction in discipline referrals, related threat assessments, and reactive counseling services **Staff Responsible for Monitoring:** Director of School and Student Support Counselors Principals Assistant Principals Teachers **Problem Statements:** Perceptions 3, 4, 7, 8, 9	25%			

0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue

Performance Objective 5 Problem Statements:

Demographics
Problem Statement 5: During 2022-2023 the number of discipline offences that resulted in ISS, OSS, or DAEP rose from 1322 to 1500 which is an increase of 12% **Root Cause**: Need for stronger and more aligned support for supports for behavior and social emotional learning for all tiers. (MTSS Process)
Student Learning
Problem Statement 5: There are a high numbers of students failing classes due to non-mastery and high absences who have to recoup classes in summer school and through credit recovery. **Root Cause**: Lack of MTSS school-wide approach with data tracking of all students to identify chronic failures, absences, and targeted interventions.

Student Learning

Problem Statement 17: The implementation of utilizing MAPS/screening data within the MTSS process continues to be an area of practice that needs refinement. **Root Cause**: Inconsistent implementation of practices during campus PLCs .

School Processes & Programs

Problem Statement 4: Students are losing credit due to high absences, non-mastery, and discipline which causes them to be unable to complete their CTE pathways. **Root Cause**: We don't have a system of communication and counseling of students and parents in understanding of the requirements for students to graduate in 4-years including: STAAR, credits/course completion, FAFSA, CPR, CCMR, Texas College Bridge and Attendance.

Problem Statement 5: The CHS staff possess varying levels of understanding A-F accountability, ability to communicate the campus vision and mission, and how they play a part in campus rating. **Root Cause**: Lack of awareness/training in A-F, CCMR, campus goals, CIP, and campus committees/focus groups aligned to highest priority campus goals to build capacity.

Problem Statement 12: Student attendance has dropped below the 95% budget threshold. **Root Cause**: There is a lack of clearly defined roles for staff who can have a direct impact on student attendance (front office staff, teachers, administrators).

Perceptions

Problem Statement 2: Lack of parental attendance and participation at extracurricular activities, parent meetings, in social media, and school functions is limited. **Root Cause**: Language barriers, work obligations, and student age may be contributing to low parent involvement. Too many communication tools being used.

Problem Statement 3: Not all staff and students display high levels of school pride and positive morale. **Root Cause**: Campus does not have a committee or system that consistently recognizes staff and students for accomplishments/hard work, allows for shared decision-making and focus groups to provide open communication/transparency towards campus goals.

Problem Statement 4: Family engagement and parent involvement is low at the CHS campus. **Root Cause**: Parent participation barriers exist, like language, schedule, and lack of knowledge of the importance in attending events at school.

Problem Statement 7: Limited student organizations and clubs for broader options for student involvement. **Root Cause**: Lack of after school program that allows teachers the opportunity to create clubs and tutorials with students.

Problem Statement 8: During the 2022-2023 school year a large number of students were out of dress code, used their phones during class, and did not wear their ID's. **Root Cause**: Students were not held accountable for meeting the expectations and temporary ID's were used.

Problem Statement 9: There has been an increase in the number of students demonstrating deficits in social and emotional well being. **Root Cause**: Students are underdeveloped in social and emotional learning due to deficits created while in remote learning. We need a student organization to create and support students with need.

Goal 3: Implement Effective and Efficient Operations

Performance Objective 1: Provide designated staff development opportunities to new teachers and staff.

HB3 Goal

Evaluation Data Sources: Staff Development Agendas
PLC Meetings

Strategy 1 Details	Reviews			
Strategy 1: Implement campus mentor/mentee program and conduct monthly mentor meetings.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase teacher effectiveness Increased teacher retention	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Associate Principal Campus Administration New Teachers Mentor Teachers	25%			
Problem Statements: School Processes & Programs 1, 2, 5 - Perceptions 3 **Funding Sources:** Refreshments for Mentee Mtgs. - 425 - Teacher Induction/Mentor - $250, Food for Staff - 199 - General Fund: High School Allotment - $2,500				

Strategy 2 Details	Reviews			
Strategy 2: Provide teachers with leadership opportunities such as department chairs, campus committees, administrator interns, district committees, and extra-curricular sponsors to maintain a strong culture that values shared vision and shared leadership.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Maintenance of a strong campus culture and high teacher morale Decrease in teacher turnover rate by 5% **Staff Responsible for Monitoring:** Campus Administration Executive Director of Educational Leadership Executive Director of Teaching, Learning, and Innovation **Problem Statements:** Perceptions 3	25%			

0% No Progress	100% Accomplished	➡ Continue/Modify	✖ Discontinue

Performance Objective 1 Problem Statements:

School Processes & Programs

Problem Statement 1: Inconsistencies in highly effective Tier 1 strategies campus-wide to increase student learning. Varied instructional best practices across contents and in tested areas vs. non-tested areas.   **Root Cause**: Lack of literacy/writing strategies campus-wide and training in instructional best practices in PLC meetings.

Problem Statement 2: High Teacher turnover rates make it difficult to build continuity with the continuous improvement process. A great deal of time has to be utilized to bring new teachers up to speed on campus and district expectations.   **Root Cause**: High stress in EOC tested areas, high percentage of at-risk students, a significant amount of content to learn and then teach

Problem Statement 5: The CHS staff possess varying levels of understanding A-F accountability, ability to communicate the campus vision and mission, and how they play a part in campus rating.   **Root Cause**: Lack of awareness/training in A-F, CCMR, campus goals, CIP, and campus committees/focus groups aligned to highest priority campus goals to build capacity.
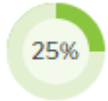
Perceptions

Problem Statement 3: Not all staff and students display high levels of school pride and positive morale.   **Root Cause**: Campus does not have a committee or system that consistently recognizes staff and students for accomplishments/hard work, allows for shared decision-making and focus groups to provide open communication/transparency towards campus goals.

Goal 3: Implement Effective and Efficient Operations

Performance Objective 2: Create and implement systems and processes that provide clear expectations, monitoring, and support of teachers in the workplace (Lion Pride, Sub Management Plans, Behavior Expectations, tardy sweeps, dress code checks, backpack checks, as well as grade level assemblies to provide clear expectations).

Evaluation Data Sources: Lion Pride, Sub Management Plans, Behavior Expectations, Weekly Tardy Sweeps, IDs, Dress Code Checks, Use of Clear Backpacks, Grade Level Assemblies, Reminders via PA system & CHS Newsletter via Parent Square.

Strategy 1 Details	Reviews			
Strategy 1: Establish discipline committee to set campus-wide expectations and train all staff on expected behavior in common areas and classrooms.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Improved campus climate and culture. Reduce referrals and absenteeism by staff and students. **Staff Responsible for Monitoring:** Campus Discipline Committee Administration Teachers	25%			

Strategy 2 Details	Reviews			
Strategy 2: Development of a campus discipline committee to increase teacher voice and provide clear expectations, monitoring, and support of teachers in the workplace	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Reduction in tardies Reduction in dress code violations Increase in campus climate & culture **Staff Responsible for Monitoring:** Campus Administrators Teachers **Problem Statements:** Demographics 5 - Perceptions 8, 9	25%			

Strategy 3 Details	Reviews			
Strategy 3: Provide CHAMPs discipline training and implement classroom CHAMP posters for clear expectations and consistent classroom management.	Formative			Summative
	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: Visual representation serves as a reminder, training done by staff with students creates classroom management systems that decrease referrals and behaviors leading to academic success. All staff were provided the CHAMPS book to continue growing in this area and to refer back to later for additional support. **Staff Responsible for Monitoring:** Principal Assistant Principals Behavior Committee Teachers **Problem Statements:** Perceptions 8, 9	25%			

Strategy 4 Details	Reviews			
Strategy 4: All administrators, teachers, and staff will hold all students accountable for wearing their school provided ID with systems in place for students who do not consistently wear their ID. Incentives will be provided to students for motivational purposes and materials if needed.	Formative			Summative
	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: Increased number of students wearing their ID **Staff Responsible for Monitoring:** Administrators Teachers Campus Staff **Problem Statements:** Perceptions 8 **Funding Sources:** Additional Funding - 211 - Title I, Part A - 6100, 6200, 6400 - $3,000	25%			

Strategy 5 Details	Reviews			
Strategy 5: Implement school-wide social and emotional learning during Flex to address the social-emotional needs of students.	Formative			Summative
	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: Data is shared with teacher, counselor, and social worker. Data is reviewed monthly in campus leadership meeting. Students receive support in a timely manner and parents are contacted if students need additional outside supports. **Staff Responsible for Monitoring:** Counselors, Social Worker Teachers **Problem Statements:** Perceptions 3, 9	25%			

0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 5: During 2022-2023 the number of discipline offences that resulted in ISS, OSS, or DAEP rose from 1322 to 1500 which is an increase of 12%   **Root Cause**: Need for stronger and more aligned support for supports for behavior and social emotional learning for all tiers. (MTSS Process)

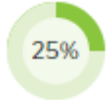| Perceptions |
|---|
| **Problem Statement 3**: Not all staff and students display high levels of school pride and positive morale.   **Root Cause**: Campus does not have a committee or system that consistently recognizes staff and students for accomplishments/hard work, allows for shared decision-making and focus groups to provide open communication/transparency towards campus goals. |
| **Problem Statement 8**: During the 2022-2023 school year a large number of students were out of dress code, used their phones during class, and did not wear their ID's.   **Root Cause**: Students were not held accountable for meeting the expectations and temporary ID's were used. |
| **Problem Statement 9**: There has been an increase in the number of students demonstrating deficits in social and emotional well being.   **Root Cause**: Students are underdeveloped in social and emotional learning due to deficits created while in remote learning. We need a student organization to create and support students with need. |

Goal 3: Implement Effective and Efficient Operations

Performance Objective 3: Create a safe and orderly learning environment ensuring all staff and students are trained on safety policies, procedures, and protocols along with providing an effective system for safety communication.

Evaluation Data Sources: Weekly exterior door checks, TEA intruder audit (Texas School Safety Center), Campus safety drills, campus professional learning/faculty meetings over safety procedures, external safety audit that includes student, staff, and parent surveys.

Strategy 1 Details	Reviews			
Strategy 1: Continue to be active and visible on campus (interior & exterior) and through usage of safety and security personnel (hall monitor/police officer) that includes daily door checks and patrolling of campus.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Positive feedback from students, parents, community, staff, and district surveys. Lower # of student discipline referrals and decreased suspicious activity. **Staff Responsible for Monitoring:** CISD Police Dept. Safety Monitors Principals Assistant Principals Safety & Security Coordinator. **Problem Statements:** Demographics 5 - Perceptions 1	25%			

Strategy 2 Details	Reviews			
Strategy 2: Ensure that all safety drills, staff meetings/trainings, and facility checks are conducted and debriefed with corrective actions, as necessary.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Safe & Secure campuses and facilities, Improved Staff & Substitute preparedness for all emergencies. **Staff Responsible for Monitoring:** Asst. Superintendent of Student Services Facilities, & Operations CISD Police Department Safety Monitors Principals Assistant Principals Safety & Security Coordinator Counselors Social Worker	25%			

Strategy 3 Details	Reviews			
Strategy 3: Monitor campus discipline management plans and the implementation of clear expectations, routines and procedures, viable alternatives, and consistent expectations in common areas and classrooms. **Strategy's Expected Result/Impact:** Lower number of student discipline referrals. **Staff Responsible for Monitoring:** Executive Director of Educational Leadership Director of School and Student Support Principals Assistant Principals, Counselors Safety Monitors Teachers **Problem Statements:** Demographics 5	Formative			Summative
	Nov	Jan	Mar	June
	25%			

Strategy 4 Details	Reviews			
Strategy 4: The Teaching, Learning, and Innovation Team and CHS admin team will work with teachers during professional learning, PLCs, and planning time to provide strategies for creating clear expectations in the learning environment that promotes respectful and responsible interactions. **Strategy's Expected Result/Impact:** Teachers promote positive digital citizenship skills each time students participate or collaborate online. (ex: RUP assemblies, CHAMPs training, PRIDE) **Staff Responsible for Monitoring:** TLI staff Principals Assistant Principals Counselors Teachers	Formative			Summative
	Nov	Jan	Mar	June
	25%			

0% No Progress	100% Accomplished	→ Continue/Modify	✖ Discontinue

Performance Objective 3 Problem Statements:

Demographics
Problem Statement 5: During 2022-2023 the number of discipline offences that resulted in ISS, OSS, or DAEP rose from 1322 to 1500 which is an increase of 12% **Root Cause**: Need for stronger and more aligned support for supports for behavior and social emotional learning for all tiers. (MTSS Process)
Perceptions
Problem Statement 1: Safety and security of students given exterior door configuration and multiple entry points into the building. **Root Cause**: High school campus was built in the 1950s.

Goal 3: Implement Effective and Efficient Operations

Performance Objective 4: Implementation of School Behavioral Threat Assessment Teams that conducts behavioral threat assessments to serve at each campus of the district.

Evaluation Data Sources: Each established team is required to conduct threat assessments that include assessing and reporting individuals who make threats of violence or exhibit harmful, threatening, or violent behavior, Gather and analyze data to determine the level of risk and appropriate interventions, Skyward Threat Assessment Forms

Strategy 1 Details		Reviews			
Strategy 1: Review, monitor, and train the Safe & Supportive School Teams on Threat Assessment Protocols and adhere to the parental notification procedures related to suicide prevention, self-harm, and other maltreatment of children.		**Formative**			**Summative**
		Nov	Jan	Mar	June
Strategy's Expected Result/Impact: Increased student safety (decreased # of suicide attempts, self-harm, etc.) Safe & Secure campuses and facilities **Staff Responsible for Monitoring:** Safe & Supportive School Staff		25%			
Strategy 2 Details		Reviews			
Strategy 2: Implementation of a Student Ambassador Suicide Awareness Program called "Hope Squad" which will include 20-30 CHS student-selected ambassadors to build suicide awareness and how to get other students to help in the event of a crisis.		**Formative**			**Summative**
		Nov	Jan	Mar	June
Strategy's Expected Result/Impact: Train student ambassadors on how to identify students who are suicidal or having suicidal ideations to get adult help immediately and reduce the risk of harm to students. **Staff Responsible for Monitoring:** Counselors Social Worker **ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Perceptions 9		25%			
0% No Progress	100% Accomplished	→ Continue/Modify		✗ Discontinue	

Performance Objective 4 Problem Statements:

Perceptions
Problem Statement 9: There has been an increase in the number of students demonstrating deficits in social and emotional well being. **Root Cause**: Students are underdeveloped in social and emotional learning due to deficits created while in remote learning. We need a student organization to create and support students with need.

Goal 3: Implement Effective and Efficient Operations

Performance Objective 5: Promote and maintain a healthy environment that fosters physical, mental, and social and emotional wellness at school and district events for all students, staff, and the community on a daily basis.

    Evaluation Data Sources: Hope Squad, Stop It, Bark, MTSS Process.

Strategy 1 Details	Reviews			
Strategy 1: Provide services to address homelessness, social emotional support, pregnancy related services, dropout recovery, and students alternative discipline settings.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Annual attendance goals met **Staff Responsible for Monitoring:** At-risk Outreach Coordinator, Assistant Superintendent of Student Services Facilities & Operations Director of School and Student Support Counselors Social Worker Principals Special Education Staff. **Problem Statements:** Demographics 3, 5 - Perceptions 9 **Funding Sources:** Attendance incentives - 199 - General Fund: High School Allotment - $2,000	25%			

Strategy 2 Details	Reviews			
Strategy 2: Provide training to promote conflict resolution, healthy relationships, dating violence through use of classroom guidance lessons, character development programs, school-wide awareness/prevention activities (Red Ribbon Week, Cyberbullying Prevention, etc.) and crisis prevention responsive services.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Reduction of student referrals for violent and/or socially irresponsible behavior. **Staff Responsible for Monitoring:** Executive Director of Educational Leadership Director of Special Education Director of School and Student Support Social Workers, and Counselors **Problem Statements:** Demographics 5 - Perceptions 3, 9 **Funding Sources:** Small Prizes for Students, Incentives, Ribbons, Certificates - 461 - Campus Activity Fund - $750	25%			
	0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue			

Performance Objective 5 Problem Statements:

| Demographics |
|---|
| **Problem Statement 3**: All students are struggling with Tier 1 academics, behavior, and attendance issues.   **Root Cause**: The campus does not have a school-wide RTI approach to identify ALL students who have concerns with attendance, grades, and discipline to implement targeted supports in a timely manner. |
| **Problem Statement 5**: During 2022-2023 the number of discipline offences that resulted in ISS, OSS, or DAEP rose from 1322 to 1500 which is an increase of 12%   **Root Cause**: Need for stronger and more aligned support for supports for behavior and social emotional learning for all tiers. (MTSS Process) |

Perceptions
Problem Statement 3: Not all staff and students display high levels of school pride and positive morale.   **Root Cause**: Campus does not have a committee or system that consistently recognizes staff and students for accomplishments/hard work, allows for shared decision-making and focus groups to provide open communication/transparency towards campus goals.
Problem Statement 9: There has been an increase in the number of students demonstrating deficits in social and emotional well being.   **Root Cause**: Students are underdeveloped in social and emotional learning due to deficits created while in remote learning. We need a student organization to create and support students with need.

Goal 3: Implement Effective and Efficient Operations

Performance Objective 6: CHS will attract, recruit, and retain highly qualified educators who possess the necessary skills and knowledge to facilitate effective classroom instruction resulting in a 100% teacher fill rate and a 6% increase in teacher retention.

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

Strategy 1 Details	Reviews			
Strategy 1: The campus will continue to implement a substitute system that promotes relationship building with substitutes, proactively fill positions several weeks in advance, and increases teacher awareness of absences to limit high absence days.	**Formative**			**Summative**
	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: Increased teacher and substitute retention, decrease in high absence days, increase in sub fill rate **Staff Responsible for Monitoring:** Principal Assistant Principal Teachers Director of Athletics Director of Fine Arts **Problem Statements:** Perceptions 10	25%			

Strategy 2 Details	Reviews			
Strategy 2: Increase the substitute fill rate with the use of floater subs and a substitute plan that promotes the success of substitutes.	**Formative**			**Summative**
	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: Decrease in the number of staff that have to cover classes. **Staff Responsible for Monitoring:** Principal Assistant Principals Director of Talent and Acquisition **Problem Statements:** Perceptions 10	25%			
0% No Progress 100% Accomplished ➡ Continue/Modify ✖ Discontinue				

Performance Objective 6 Problem Statements:

Perceptions
Problem Statement 10: Teachers have missed PLCs to cover classes which impacts teacher preparation time for instruction. **Root Cause**: There is a low sub fill rate.