

Castleberry Independent School District
REACH High School
2023-2024 Campus Improvement Plan



Mission Statement

REACH High School provides a supportive, individualized learning experience focused on developing personal, educational, and professional skills for a successful future.

Vision

At REACH High School, we work as a team to graduate as scholars while providing real-world learning opportunities for future goals.

Responsibility **E**mployability **A**chievement **C**itizenship **H**armony

We believe:

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

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Goals

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

Performance Objective 1: REACH High School will increase in the overall "meets" performance level to 60% on the 2024 A-F Accountability Ratings.

- Evaluation Data Sources:** STAAR EOC Data
 Common Assessments
 Benchmarks
 Formative Assessments
 MAP Testing Results
 Student Work Products

Strategy 1 Details	Reviews			
<p>Strategy 1: The Teaching, Learning, and Innovation Team will work with teachers during PLCs and other support sessions to enhance high-leverage instructional practices that yield strong student outcomes by focusing on gaps in knowledge and/or skills.</p> <p>Strategy's Expected Result/Impact: Growth in campus data and student performance on all STAAR tests.</p> <p>Staff Responsible for Monitoring: Teaching, Learning, and Innovation Staff Campus Principal</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>Problem Statements: Student Learning 1, 4, 5</p> <p>Funding Sources: - 199 - General Fund, - 211 - Title I, Part A</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 2 Details	Reviews			
<p>Strategy 2: Ongoing professional learning and support offered by campus leadership and the Teaching, Learning, and Innovation Team to focus on creating learning experiences that provide opportunities for students to enhance their skills to complete rigorous, TEKS-aligned tasks.</p> <p>Strategy's Expected Result/Impact: Targeted MTSS implementation MAP and District Testing Results</p> <p>Staff Responsible for Monitoring: Teaching, Learning, and Innovation Team, Campus Principal, Teachers</p> <p>Title I: 2.4, 2.6</p> <p>Problem Statements: Student Learning 1, 4, 5</p> <p>Funding Sources: Materials and resources - 211 - Title I, Part A</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
<p>Strategy 3: Supplemental aids for use in the classrooms and on STAAR will be effectively implemented and monitored.</p> <p>Strategy's Expected Result/Impact: Growth in campus data and student performance at all levels Collaboration with the Assessment Coordinator to ensure accommodations are provided to students Maintain an Accommodation Tracker to record accommodations for each week of the 9W-cycles</p> <p>Staff Responsible for Monitoring: Assessment Coordinator, Principal, Teaching Staff, Members of the Special Programs Team</p> <p>Results Driven Accountability</p> <p>Problem Statements: Student Learning 1, 3</p> <p>Funding Sources: - 199 - General Fund</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 4 Details	Reviews			
<p>Strategy 4: The English Language Arts Coordinator and ELA Coach will provide professional learning and resources on current, evidence-based practices in writing instruction to support teachers' planning to ensure that they and their students are equipped to excel on the newly designed English EOC exam that will embed SCRs (Short Constructed Responses) as well as ECRs (Extended Constructed Responses).</p> <p>Strategy's Expected Result/Impact: Growth in STAAR writing scores, Student writing samples that show growth over time, student writing that shows evidence of internalizing the recursive writing process to become independent, confident writers</p> <p>Staff Responsible for Monitoring: English Language Arts Coordinator, Literacy Coach, Campus Principal</p> <p>Problem Statements: Student Learning 3 - School Processes & Programs 2</p> <p>Funding Sources: Materials and resources - 199 - General Fund</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 5 Details	Reviews			
<p>Strategy 5: The district and campus will provide TEKS-aligned online resources, materials, and professional learning for hands-on activities that are adaptable for REACH High School's campus.</p> <p>Strategy's Expected Result/Impact: Growth in campus data and student performance in the core subjects.</p> <p>Staff Responsible for Monitoring: TLI Content Coordinator, TLI Coaches/Specialists, Principal</p> <p>Title I: 2.4, 2.6</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1, 4, 5</p> <p>Funding Sources: Materials and Resources - 410- IMA, Materials and Resources - 211 - Title I, Part A, Materials and Resources - Federal Funds: ESSER</p>	Formative			Summative
	Nov	Jan	Mar	June
	 20%			
Strategy 6 Details	Reviews			
<p>Strategy 6: The TLI Coordinators/Specialists will support the REACH teachers in creating and monitoring formative assessments to ensure students are able to transfer knowledge from classroom activities to STAAR formatted questions.</p> <p>Strategy's Expected Result/Impact: Growth in campus data and students' performance on all STAAR tests</p> <p>Staff Responsible for Monitoring: Teaching, Learning, and Innovation Staff, Campus Principal</p> <p>ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: School Processes & Programs 2</p>	Formative			Summative
	Nov	Jan	Mar	June
	 30%			
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 1 Problem Statements:

Student Learning
<p>Problem Statement 1: Students perform at low-performance percentages across all STAAR EOC exams at Meets and Masters. For example, outside of STAAR U.S. History EOC, no students achieved a Masters performance score while 40% scored Approaches and 22% met Meets in the exams administered during Spring 2023 for English I, English II, Algebra, and Biology. Root Cause: The majority of resources and time are focused on students who require intervention rather than advancement.</p>
<p>Problem Statement 3: On the RLA STAAR/EOC, 29% percent of students scored a 0 out of 10 points on the extended constructed response (ECR). Root Cause: Additional explicit instruction with modeling and multiple opportunities to practice with immediate and corrective feedback is needed.</p>
<p>Problem Statement 4: There was a drop in English II EOC scores comparing 2022 and 2023 results; specifically 7% for Approaches. Root Cause: Students have below grade-level reading proficiency resulting in students not testing at the Masters performance level.</p>
<p>Problem Statement 5: In 2023, there was an increase in Algebra I EOC scores from 50% to 80% for Approaches and Masters from 14% to 20%, Meets evidenced a decrease of 9%. Root Cause: Based on the open enrollment process and urgency to re-teach content, instructional priorities were geared toward lower-performing students.</p>

School Processes & Programs

Problem Statement 2: Teachers have reduced access to peers of the same subject or specialty to discuss content-specific instructional resources and approaches. **Root Cause:** There is only one teacher per subject matter at REACH High School.

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

Performance Objective 2: REACH High School will increase to 85% in Student Growth on the 2023 A-F Accountability Ratings.

Evaluation Data Sources: STAAR EOC data, Common Assessments, Benchmarks, Formative Assessments, Student Artifacts, and Student Portfolios.

Strategy 1 Details	Reviews			
<p>Strategy 1: The Algebra EOC and Biology EOC classes will meet three and two times per week respectively. In doing so, student learning will strategically follow the pacing calendar with an intensified focus on essential TEKS standards.</p> <p>Strategy's Expected Result/Impact: The gaps in student learning will close resulting in a substantial success rating on the A-F Accountability System.</p> <p>Staff Responsible for Monitoring: Teacher, Campus Principal</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 2, 5</p> <p>Funding Sources: - 199 - General Fund</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Students will meet with the teacher regularly to analyze performance data as well as co-design a personalized plan for success.</p> <p>Strategy's Expected Result/Impact: Increased student achievement on Meets and Masters on the A-F Accountability System.</p> <p>Staff Responsible for Monitoring: Teacher, Campus Principal</p> <p>Title I: 2.4, 2.6</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1</p> <p>Funding Sources: Materials and Resources - 199 - General Fund, Materials and Resources - 211 - Title I, Part A</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 3 Details	Reviews			
<p>Strategy 3: Students will experience instruction that is grounded in content language acquisition through frequent interaction with vocabulary that has historically been embedded in state STAAR exams.</p> <p>Strategy's Expected Result/Impact: Scores on assessments will increase as students understand questions at a deeper level resulting in achievement captured in positive rating on the A-F Accountability System.</p> <p>Staff Responsible for Monitoring: Teachers, Campus Principal</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1</p> <p>Funding Sources: Vocabulary materials and resources - 199 - General Fund, Vocabulary materials and resources - 211 - Title I, Part A</p>	Formative			Summative
	Nov	Jan	Mar	June
	 30%			
Strategy 4 Details	Reviews			
<p>Strategy 4: Students will complete a pre-test and post-test assessment to analyze their strengths and weakness for the corresponding unit in order to monitor and adjust learning.</p> <p>Strategy's Expected Result/Impact: Increase in Meets and Masters on the A-F Accountability System.</p> <p>Staff Responsible for Monitoring: Teachers, Campus Principal.</p> <p>ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1</p> <p>Funding Sources: - 199 - General Fund</p>	Formative			Summative
	Nov	Jan	Mar	June
	 60%			
Strategy 5 Details	Reviews			
<p>Strategy 5: Students will have the opportunity to analyze and reflect on unit assessments to correct misconceptions and master standards.</p> <p>Strategy's Expected Result/Impact: Scores on assessments will increase as students understand questions at a deeper level resulting in a substantial success rating on the A-F Accountability System.</p> <p>Staff Responsible for Monitoring: Teacher, Campus Principal</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>Problem Statements: Student Learning 1, 3</p> <p>Funding Sources: - 199 - General Fund</p>	Formative			Summative
	Nov	Jan	Mar	June
	 40%			

Strategy 6 Details	Reviews			
<p>Strategy 6: In small groups and tutorials, extra assistance will be provided to students to deepen their understanding of highly tested TEKS in EOC classes.</p> <p>Strategy's Expected Result/Impact: Increase in Meets and Masters on A-F Accountability</p> <p>Staff Responsible for Monitoring: Teachers, Campus Principal</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1, 3</p> <p>Funding Sources: - 199 - General Fund</p>	Formative			Summative
	Nov	Jan	Mar	June
	 40%			
Strategy 7 Details	Reviews			
<p>Strategy 7: The Social Studies coordinator will work with students struggling in U.S. History via pull outs.</p> <p>Strategy's Expected Result/Impact: Tier 3 instruction strengthens knowledge resulting in higher success rates on A-F Accountability.</p> <p>Staff Responsible for Monitoring: Teacher, Social Studies Coordinator, Principal</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 6 - School Processes & Programs 2</p> <p>Funding Sources: - 199 - General Fund</p>	Formative			Summative
	Nov	Jan	Mar	June
	 65%			
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 2 Problem Statements:

Student Learning
<p>Problem Statement 1: Students perform at low-performance percentages across all STAAR EOC exams at Meets and Masters. For example, outside of STAAR U.S. History EOC, no students achieved a Masters performance score while 40% scored Approaches and 22% met Meets in the exams administered during Spring 2023 for English I, English II, Algebra, and Biology. Root Cause: The majority of resources and time are focused on students who require intervention rather than advancement.</p>
<p>Problem Statement 2: In 2023, Biology EOC scores dropped 10% in Approaches, 2% in Meets, and 7% in Meets. Root Cause: The instructional approach remains laser-focused on students who require interventions to address gaps that will have them achieve at Meets based on the performance levels students have upon enrollment.</p>
<p>Problem Statement 3: On the RLA STAAR/EOC, 29% percent of students scored a 0 out of 10 points on the extended constructed response (ECR). Root Cause: Additional explicit instruction with modeling and multiple opportunities to practice with immediate and corrective feedback is needed.</p>
<p>Problem Statement 5: In 2023, there was an increase in Algebra I EOC scores from 50% to 80% for Approaches and Masters from 14% to 20%, Meets evidenced a decrease of 9%. Root Cause: Based on the open enrollment process and urgency to re-teach content, instructional priorities were geared toward lower-performing students.</p>

Student Learning

Problem Statement 6: In 2023, although there was an increase in U.S. History EOC scores from 29% to 38% for Meets; students still fall short by 22% in meeting the district's goal of 60% at Meets. **Root Cause:** The cause of this problem is rooted in enrollment date into REACH High School and literacy proficiency of students at the start of their high school careers causing learners to struggle on questions that require higher-level of literacy and formulating short or extended constructed responses.

School Processes & Programs

Problem Statement 2: Teachers have reduced access to peers of the same subject or specialty to discuss content-specific instructional resources and approaches. **Root Cause:** There is only one teacher per subject matter at REACH High School.

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

Performance Objective 3: REACH High School will meet 95% of the indicators in Closing the Gaps for its students.

Evaluation Data Sources: STAAR EOC data, Common Assessments, Benchmarks, Formative Assessments, Student Artifacts, and Student Portfolios.

Strategy 1 Details	Reviews			
<p>Strategy 1: Each nine weeks, teachers will gather and analyze data from unit assessments, campus-based assessments, and district benchmarks to develop/revise targeted action plans to increase student achievement.</p> <p>Strategy's Expected Result/Impact: Increased student achievement on Meets and Masters on the A-F Accountability System.</p> <p>Staff Responsible for Monitoring: Teachers, Campus Principal</p> <p>ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1, 2, 3, 4, 5, 6</p> <p>Funding Sources: - 199 - General Fund</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: As a result of English EOC students tracking progress/mastery of TEKS on campus, district, and state assessments, students will be able to verbalize strengths and weaknesses as well as explain how EOC class activities address them.</p> <p>Strategy's Expected Result/Impact: Students will strengthen their overall reading and writing skills resulting in an increased success rate on the A-F Accountability System.</p> <p>Staff Responsible for Monitoring: Teachers, Campus Principal</p> <p>ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1, 2, 3, 4, 5, 6</p> <p>Funding Sources: - 199 - General Fund</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 3 Details	Reviews			
<p>Strategy 3: Using EOC, district, and campus level assessment data, the teacher and student will identify individual strengths and weaknesses in tested targeted TEKS and create individualized action plans.</p> <p>Strategy's Expected Result/Impact: Students will receive focused instruction resulting in an increased success rate on the A-F Accountability System.</p> <p>Staff Responsible for Monitoring: Teachers, Campus Principal</p> <p>ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1, 2, 3, 4, 5, 6</p> <p>Funding Sources: - 199 - General Fund</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 4 Details	Reviews			
<p>Strategy 4: Students will meet with teachers, regularly to analyze data, and generate a plan for success that is defined by acquiring high school credits leading to graduation.</p> <p>Strategy's Expected Result/Impact: Students will strengthen their overall reading and writing skills resulting in an increased success rate on the A-F Accountability System.</p> <p>Staff Responsible for Monitoring: Teachers, Campus Principal</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 3 - School Processes & Programs 3</p> <p>Funding Sources: - 199 - General Fund</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 5 Details	Reviews			
<p>Strategy 5: Students will routinely read and analyze texts in EOC classes for purpose, organization, main idea, supporting details, and inference.</p> <p>Strategy's Expected Result/Impact: Increased Lexile reading scores resulting in a substantial success rating on the A-F Accountability System.</p> <p>Staff Responsible for Monitoring: Teachers, Campus Principal</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1, 3, 4</p> <p>Funding Sources: - 199 - General Fund</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 6 Details	Reviews			
<p>Strategy 6: The teacher will incorporate comprehensive skills and inferencing strategies into daily learning activities and Sirius modules.</p> <p>Strategy's Expected Result/Impact: Increased exposure leading to achievement results on STAAR Test resulting in a substantial success rating on the A-F Accountability System.</p> <p>Staff Responsible for Monitoring: Teachers, Campus Principal</p> <p>Title I: 2.4, 2.6</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1, 2, 3, 4, 5, 6</p> <p>Funding Sources: Materials and Resources - 199 - General Fund, Materials and Resources - 211 - Title I, Part A</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 7 Details	Reviews			
<p>Strategy 7: Students will be assigned Sirius activities, with a goal of achieving 75% success rate or higher. This expectation will accelerate as the year continues. A portion of the second day of instruction focuses on deeper learning and essential topics which include: sentence types, commas, verb tense agreement, and subject/verb agreement.</p> <p>Strategy's Expected Result/Impact: Increased Lexile reading scores resulting in a substantial success rating on the A-F Accountability System.</p> <p>Staff Responsible for Monitoring: Teachers, Campus Principal</p> <p>Title I: 2.4, 2.6</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments</p> <p>Problem Statements: Student Learning 3, 4</p> <p>Funding Sources: Materials and Resources - 199 - General Fund, Materials and Resources - 211 - Title I, Part A</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 8 Details	Reviews			
<p>Strategy 8: Students will use an electronic and traditional dictionary/thesaurus routinely during all classes as well as for synonyms and antonyms while writing.</p> <p>Strategy's Expected Result/Impact: Students will routinely use this technique in order to increase effectiveness of reading and writing.</p> <p>Staff Responsible for Monitoring: Teachers, Campus Principal</p> <p>Title I: 2.4, 2.6</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 3, 4</p> <p>Funding Sources: Materials and Resources - 199 - General Fund, Materials and Resources - 211 - Title I, Part A</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 9 Details	Reviews			
<p>Strategy 9: Students will be introduced to revising and editing strategies to improve their writing quality, fluidity, and confidence around prompts that require short constructed responses. In addition, students will collaborate and give/receive feedback from the teacher and peers during the drafting, revising, and editing phase of the writing process.</p> <p>Strategy's Expected Result/Impact: Students will develop a process to consistently write high scoring essays based on the district's grade level rubric.</p> <p>Staff Responsible for Monitoring: Teacher, Campus Principal</p> <p>Title I: 2.4, 2.6</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 3, 4</p> <p>Funding Sources: Materials and Resources - 199 - General Fund, Materials and Resources - 211 - Title I, Part A</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 10 Details	Reviews			
<p>Strategy 10: In small groups and tutorials (during and after the instructional day), extra assistance will be provided to students to deepen their understanding of EOC topics and highly tested TEKS.</p> <p>Strategy's Expected Result/Impact: Students will successfully complete classes with a deeper understanding of all content in the courses.</p> <p>Staff Responsible for Monitoring: Teachers, Campus Principal</p> <p>Title I: 2.4, 2.6</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments</p> <p>Problem Statements: Student Learning 2, 3, 4, 5, 6</p> <p>Funding Sources: Materials and Resources - 199 - General Fund, Materials and Resources - 211 - Title I, Part A</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 11 Details	Reviews			
<p>Strategy 11: The Social Studies coordinator will work with students struggling in U.S. History via pull outs.</p> <p>Strategy's Expected Result/Impact: Tier 3 instruction strengthens knowledge resulting in higher success rates on A-F Accountability.</p> <p>Staff Responsible for Monitoring: Teacher, Social Studies Coordinator, Administrator</p> <p>Problem Statements: Student Learning 6</p> <p>Funding Sources: - 199 - General Fund</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 12 Details	Reviews			
<p>Strategy 12: Embed writing strategies; e.g., ACE and IBC, to support writing proficiency with essay assignments that are content-specific for the core subjects. The approach walks students through the drafting, revisiting, and finalizing of writing samples and essays for professional as well as academic purposes.</p> <p>Strategy's Expected Result/Impact: Students will develop and become proficient in a writing process that equips them to write essays that meets standard on state exams as well as the industry standard for professional writing pieces.</p> <p>Staff Responsible for Monitoring: Teachers, Campus Principal</p> <p>Title I: 2.4, 2.6</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 3</p> <p>Funding Sources: - 199 - General Fund</p>	Formative			Summative
	Nov	Jan	Mar	June
				

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Performance Objective 3 Problem Statements:

Demographics
<p>Problem Statement 3: Lack of exposure to post-secondary learning institutions, colleges, universities, and trade schools despite encouraging students to explore opportunities after high school. Historically, events and/or trips related to post-graduation opportunities, have been minimal; i.e., less than 5 events annually over the past school year. Root Cause: Staff bandwidth to help explore, plan, and experience post-secondary school field trips.</p>
Student Learning
<p>Problem Statement 1: Students perform at low-performance percentages across all STAAR EOC exams at Meets and Masters. For example, outside of STAAR U.S. History EOC, no students achieved a Masters performance score while 40% scored Approaches and 22% met Meets in the exams administered during Spring 2023 for English I, English II, Algebra, and Biology. Root Cause: The majority of resources and time are focused on students who require intervention rather than advancement.</p>
<p>Problem Statement 2: In 2023, Biology EOC scores dropped 10% in Approaches, 2% in Meets, and 7% in Meets. Root Cause: The instructional approach remains laser-focused on students who require interventions to address gaps that will have them achieve at Meets based on the performance levels students have upon enrollment.</p>
<p>Problem Statement 3: On the RLA STAAR/EOC, 29% percent of students scored a 0 out of 10 points on the extended constructed response (ECR). Root Cause: Additional explicit instruction with modeling and multiple opportunities to practice with immediate and corrective feedback is needed.</p>
<p>Problem Statement 4: There was a drop in English II EOC scores comparing 2022 and 2023 results; specifically 7% for Approaches. Root Cause: Students have below grade-level reading proficiency resulting in students not testing at the Masters performance level.</p>
<p>Problem Statement 5: In 2023, there was an increase in Algebra I EOC scores from 50% to 80% for Approaches and Masters from 14% to 20%, Meets evidenced a decrease of 9%. Root Cause: Based on the open enrollment process and urgency to re-teach content, instructional priorities were geared toward lower-performing students.</p>
<p>Problem Statement 6: In 2023, although there was an increase in U.S. History EOC scores from 29% to 38% for Meets; students still fall short by 22% in meeting the district's goal of 60% at Meets. Root Cause: The cause of this problem is rooted in enrollment date into REACH High School and literacy proficiency of students at the start of their high school careers causing learners to struggle on questions that require higher-level of literacy and formulating short or extended constructed responses.</p>

School Processes & Programs

Problem Statement 3: Although there have been gains, students enrolled at REACH High School have limited access to a full menu of course options that support CCMR growth.
Root Cause: Course offerings that support CCMR development have not been made accessible to REACH students because of scheduling, operational, and personnel challenges at REACH High School.

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

Performance Objective 4: REACH High School, for a 4-year graduation rate, will work to increase its percentage from 97.3% to 97.4%.

Evaluation Data Sources: STAAR EOC data, Common Assessments, Benchmarks, Formative Assessments, Student Artifacts, and Student Portfolios

Strategy 1 Details	Reviews			
<p>Strategy 1: In utilizing Sirius, students' will meet their co-generated literacy and writing goals by the next available opportunity to take STAAR EOC Tests.</p> <p>Strategy's Expected Result/Impact: An increase in all students' literacy and writing levels will improve achievement on STAAR EOC Tests.</p> <p>Staff Responsible for Monitoring: Teachers, Campus Principal</p> <p>Title I: 2.4, 2.6</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments</p> <p>Problem Statements: Student Learning 3</p> <p>Funding Sources: Online Resources - 211 - Title I, Part A</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Students will meet with the teacher regularly and on an individual basis, to analyze data, generate a plan for success, and monitor progress.</p> <p>Strategy's Expected Result/Impact: Students will receive focused instruction resulting in an increased success rate on the A-F Accountability System.</p> <p>Staff Responsible for Monitoring: Teachers, Campus Principal</p> <p>ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 1 - Student Learning 1, 2, 3, 4, 5, 6</p> <p>Funding Sources: - 199 - General Fund</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 3 Details	Reviews			
<p>Strategy 3: Teachers will design and execute lessons that consistently include student-centered activities and the expectations for students to take ownership of their learning on individual as well as group assignments.</p> <p>Strategy's Expected Result/Impact: A deeper understanding of the content and an increase in Meets and Masters on the A-F Accountability.</p> <p>Staff Responsible for Monitoring: Teachers, Campus Principal</p> <p>Title I: 2.4, 2.6</p> <p>- ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments</p> <p>Problem Statements: Student Learning 1</p> <p>Funding Sources: - 199 - General Fund</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 4 Details	Reviews			
<p>Strategy 4: The teacher will monitor and adjust instruction through questioning to extend students' thinking and responses to higher levels.</p> <p>Strategy's Expected Result/Impact: A deeper understanding of the content and an increase in Meets and Masters on the A-F Accountability.</p> <p>Staff Responsible for Monitoring: Teachers, Campus Principal</p> <p>Title I: 2.4, 2.6</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 2 - Student Learning 1</p> <p>Funding Sources: - 199 - General Fund</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 5 Details	Reviews			
<p>Strategy 5: All teachers will receive training regarding the strategies and expectations of "Write to Learn." Thus, across the curriculum, students will write frequently, utilizing additional opportunities to practice using conventions correctly.</p> <p>Strategy's Expected Result/Impact: Due to the consistency in all classes regarding well written essays, students will demonstrate a higher academic achievement.</p> <p>Staff Responsible for Monitoring: Teachers, Campus Principal</p> <p>Title I: 2.4, 2.6</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 3, 4</p> <p>Funding Sources: - 199 - General Fund</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 6 Details	Reviews			
<p>Strategy 6: Students are assigned a minimum of two Sirius activities per week, with a goal of 75% success rate or higher. This expectation will accelerate as the year continues. A portion of the second day of instruction will focus on deeper learning and essential standards.</p> <p>Strategy's Expected Result/Impact: Increase in students' literacy levels resulting in a higher success rate on A-F Accountability</p> <p>Staff Responsible for Monitoring: Teachers, Campus Principal</p> <p>Title I: 2.4, 2.6</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments</p> <p>Problem Statements: Demographics 1, 2 - Student Learning 1</p> <p>Funding Sources: - 199 - General Fund</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 7 Details	Reviews			
<p>Strategy 7: The teachers will work individually with retesters 45 minutes per week to review questions which include graphs, charts, political cartoons, and other individual areas of need.</p> <p>Strategy's Expected Result/Impact: Increase Meets and Masters on the A-F Accountability.</p> <p>Staff Responsible for Monitoring: Teacher, Administrator</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1, 2, 4, 5, 6</p> <p>Funding Sources: - 199 - General Fund</p>	Formative			Summative
	Nov	Jan	Mar	June
	 20%			
Strategy 8 Details	Reviews			
<p>Strategy 8: Students will be offered a goal-oriented graduation plan which includes a timeline requiring students to work independently through strategic means; e.g., engaging in school work during evenings and weekends to meet their goals.</p> <p>Strategy's Expected Result/Impact: Students completing classes quicker and graduating on time.</p> <p>Staff Responsible for Monitoring: Teachers, Campus Principal</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 1</p> <p>Funding Sources: - 199 - General Fund</p>	Formative			Summative
	Nov	Jan	Mar	June
	 25%			
Strategy 9 Details	Reviews			
<p>Strategy 9: Students will be accepted to REACH earlier to allow additional time to catch up to their cohort.</p> <p>Strategy's Expected Result/Impact: Students can get caught up to their cohort in order to graduate within 4-years resulting in a substantial success rating on the A-F Accountability System.</p> <p>Staff Responsible for Monitoring: Counselors, Campus-based Administrators, Advance Learning Coordinator, CTE Coordinator</p> <p>Title I: 2.4, 2.6</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning</p> <p>Problem Statements: Demographics 1</p> <p>Funding Sources: - 199 - General Fund</p>	Formative			Summative
	Nov	Jan	Mar	June
	 20%			

Strategy 10 Details	Reviews			
<p>Strategy 10: A tracking system for CHS students interested in attending REACH will be maintained and shared with the counselors at CHS in order to develop a partnership for student support in meeting the attendance goal to be accepted at REACH.</p> <p>Strategy's Expected Result/Impact: Students will be accepted into REACH in time to catch up with 4-year cohort.</p> <p>Staff Responsible for Monitoring: Counselors, Campus-based Administrators</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments</p> <p>Problem Statements: Demographics 1</p> <p>Funding Sources: - 199 - General Fund</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 11 Details	Reviews			
<p>Strategy 11: A student tracker will be maintained, daily, that includes classes currently enrolled, classes needed, classes completed, current credits, cohort, EOC status, special pops, post secondary plans, and graduation completion goal.</p> <p>Strategy's Expected Result/Impact: Students graduate within 4-year cohort resulting in a substantial success rating on the A-F Accountability System.</p> <p>Staff Responsible for Monitoring: Teachers, Campus Principal</p> <p>Title I: 2.4, 2.6</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 1 - Student Learning 1 - School Processes & Programs 3</p> <p>Funding Sources: - 199 - General Fund</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 12 Details	Reviews			
<p>Strategy 12: The principal will conduct individualized goals and strategies conferences with students to monitor attendance and graduation goals as needed but at a minimum three times per year.</p> <p>Strategy's Expected Result/Impact: A concrete plan in place to assist in graduating within 4-years resulting in a substantial success rating on the A-F Accountability System.</p> <p>Staff Responsible for Monitoring: Campus Principal</p> <p>Title I: 2.4, 2.6, 4.2</p> <p>- ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 1 - School Processes & Programs 3</p> <p>Funding Sources: - 199 - General Fund</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 13 Details	Reviews			
<p>Strategy 13: Student-led meetings comprised of student/parent/teacher will be held at least once per year.</p> <p>Strategy's Expected Result/Impact: Strengthen the partnership between student/parent/teacher by student sharing progress and goals toward graduation.</p> <p>Staff Responsible for Monitoring: Teachers, Campus Principal</p> <p>Title I: 2.4, 2.6, 4.2</p> <p>- ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 1, 2 - School Processes & Programs 3 - Perceptions 2</p> <p>Funding Sources: - 199 - General Fund</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 14 Details	Reviews			
<p>Strategy 14: Leavers will be documented according to PEIMS guidelines and potential drop-outs will be monitored on an on-going basis.</p> <p>Strategy's Expected Result/Impact: The drop-out rate at REACH will continue to be 0%</p> <p>Staff Responsible for Monitoring: Campus Principal, Management Information Systems Coordinator, Lead Attendance Officer, Student Advocate Specialist</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning</p> <p>Problem Statements: Demographics 1, 2</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 15 Details	Reviews			
<p>Strategy 15: Qualifying students will be allowed to meet with an Individual Graduation Committee (IGC) after attempting each EOC test at least once in order to free their schedule from EOC assistance classes allowing more time to finish required classes and graduate with their cohort.</p> <p>Strategy's Expected Result/Impact: Students will be able to graduate with 4-year cohort</p> <p>Staff Responsible for Monitoring: Campus Principal, District Assessment Coordinator, Advanced Academics Coordinator</p> <p>ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 1, 2</p> <p>Funding Sources: - 199 - General Fund</p>	Formative			Summative
	Nov	Jan	Mar	June
	 25%			
Strategy 16 Details	Reviews			
<p>Strategy 16: The campus principal and assistant principal will conduct walkthroughs each week and provide bite sized actionable feedback for teachers.</p> <p>Strategy's Expected Result/Impact: Teachers will be able to receive feedback on student learning.</p> <p>Staff Responsible for Monitoring: Campus Principal</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1</p> <p>Funding Sources: - 199 - General Fund</p>	Formative			Summative
	Nov	Jan	Mar	June
	 30%			
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 4 Problem Statements:

Demographics
<p>Problem Statement 1: Economically Disadvantaged and Hispanic students have greater dropout rates than their White counterparts on campus by nearly 7.5%. Root Cause: Economically Disadvantaged students feel pressured to prioritize work and economic gain over high school graduation. The immediate need for survival supersedes the long-term advantages of a high school diploma.</p> <p>Problem Statement 2: Although Hispanic students out-performed All Students by 5% and Economically Disadvantaged students by 8% at Masters for U.S. History, both Hispanic and Economically Disadvantaged students underperformed at Approaches and Meets by 2%. Root Cause: Instruction was strategically focused on students achieving Masters.</p>

Student Learning

Problem Statement 1: Students perform at low-performance percentages across all STAAR EOC exams at Meets and Masters. For example, outside of STAAR U.S. History EOC, no students achieved a Masters performance score while 40% scored Approaches and 22% met Meets in the exams administered during Spring 2023 for English I, English II, Algebra, and Biology. **Root Cause:** The majority of resources and time are focused on students who require intervention rather than advancement.

Problem Statement 2: In 2023, Biology EOC scores dropped 10% in Approaches, 2% in Meets, and 7% in Meets. **Root Cause:** The instructional approach remains laser-focused on students who require interventions to address gaps that will have them achieve at Meets based on the performance levels students have upon enrollment.

Problem Statement 3: On the RLA STAAR/EOC, 29% percent of students scored a 0 out of 10 points on the extended constructed response (ECR). **Root Cause:** Additional explicit instruction with modeling and multiple opportunities to practice with immediate and corrective feedback is needed.

Problem Statement 4: There was a drop in English II EOC scores comparing 2022 and 2023 results; specifically 7% for Approaches. **Root Cause:** Students have below grade-level reading proficiency resulting in students not testing at the Masters performance level.

Problem Statement 5: In 2023, there was an increase in Algebra I EOC scores from 50% to 80% for Approaches and Masters from 14% to 20%, Meets evidenced a decrease of 9%. **Root Cause:** Based on the open enrollment process and urgency to re-teach content, instructional priorities were geared toward lower-performing students.

Problem Statement 6: In 2023, although there was an increase in U.S. History EOC scores from 29% to 38% for Meets; students still fall short by 22% in meeting the district's goal of 60% at Meets. **Root Cause:** The cause of this problem is rooted in enrollment date into REACH High School and literacy proficiency of students at the start of their high school careers causing learners to struggle on questions that require higher-level of literacy and formulating short or extended constructed responses.

School Processes & Programs

Problem Statement 3: Although there have been gains, students enrolled at REACH High School have limited access to a full menu of course options that support CCMR growth. **Root Cause:** Course offerings that support CCMR development have not been made accessible to REACH students because of scheduling, operational, and personnel challenges at REACH High School.

Perceptions

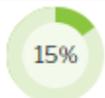
Problem Statement 2: Anemic turnout-less than 5% attendance-to events that families are encouraged to attend in support of their student; e.g., Credit Celebrations and District-Wide Events like Hispanic Heritage Month. **Root Cause:** Parents of our students are often hourly workers/daily laborers. They cannot afford to miss time during the work day. In addition, there have been challenges related to language barriers.

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

Performance Objective 5: REACH High School will increase CCMR percentages from 43% to 70% on the 2023 A-F Accountability Ratings.

HB3 Goal

Evaluation Data Sources: A-F Accountability Data, Cohort Data Tracking System

Strategy 1 Details	Reviews			
<p>Strategy 1: The campus principal will utilize a cohort data tracking system to monitor CCMR measures met by individual students.</p> <p>Strategy's Expected Result/Impact: Students receive support and assistance with CCMR opportunities.</p> <p>Staff Responsible for Monitoring: Campus Principal</p> <p>Problem Statements: Demographics 1 - School Processes & Programs 3</p> <p>Funding Sources: - 199 - General Fund</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: The campus principal will assist each student with post-secondary goals, via multiple meetings, to assure students have all the resources needed to meet their goals.</p> <p>Strategy's Expected Result/Impact: Increase in CCMR attainment, as well as post-secondary enrollment and completion.</p> <p>Staff Responsible for Monitoring: Campus Principal</p> <p>Problem Statements: Demographics 1, 3 - School Processes & Programs 3</p> <p>Funding Sources: - 199 - General Fund</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
<p>Strategy 3: The campus principal will maintain credentials in order to test students for the TSIA2 to offer multiple testing opportunities for juniors and seniors.</p> <p>Strategy's Expected Result/Impact: Increase in CCMR measures on the A-F Accountability System.</p> <p>Staff Responsible for Monitoring: Campus Principal</p> <p>Problem Statements: Demographics 1 - Student Learning 7</p> <p>Funding Sources: - 199 - General Fund</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 4 Details	Reviews			
<p>Strategy 4: Prior to graduation, the campus principal will administer the TSIA2, multiple times if needed, in addition to assisting each student with college applications, scholarships, and financial aid.</p> <p>Strategy's Expected Result/Impact: Increase in CCMR attainment, as well as post-secondary enrollment and completion.</p> <p>Staff Responsible for Monitoring: Campus Principal</p> <p>Problem Statements: Student Learning 7</p> <p>Funding Sources: - 199 - General Fund</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 5 Details	Reviews			
<p>Strategy 5: A new class will be utilized for students as an additional avenue to meet the TSIA2 requirement.</p> <p>Strategy's Expected Result/Impact: Increase in CCMR measures on the A-F Accountability System.</p> <p>Staff Responsible for Monitoring: Campus Principal</p> <p>Problem Statements: Student Learning 7</p> <p>Funding Sources: - 199 - General Fund</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 6 Details	Reviews			
<p>Strategy 6: All students will complete the Texas College Bridge Math and Reading courses and will be offered multiple on-campus opportunities to take the TSIA2, SAT, and PSAT.</p> <p>Strategy's Expected Result/Impact: Increase in students who meet the CCMR requirement.</p> <p>Staff Responsible for Monitoring: Campus Principal</p> <p>Problem Statements: Student Learning 7 - School Processes & Programs 3</p> <p>Funding Sources: - 199 - General Fund</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 7 Details	Reviews			
<p>Strategy 7: All students will be offered the opportunity to enroll in an Advanced Academic class in order to fulfill their CCMR requirement.</p> <p>Strategy's Expected Result/Impact: Increase in attainment of CCMR indicator</p> <p>Staff Responsible for Monitoring: Campus Principal</p> <p>ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments</p> <p>Problem Statements: Demographics 3 - School Processes & Programs 3</p> <p>Funding Sources: - 199 - General Fund</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 8 Details	Reviews			
<p>Strategy 8: During advisory, guest speakers from the military, colleges, trade schools, career exploration, post graduation mentors, and other CCMR resources, will present to students the benefits and information regarding their institute or program.</p> <p>Strategy's Expected Result/Impact: Increase in students' post graduation success.</p> <p>Staff Responsible for Monitoring: Campus Principal</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p> <p>Problem Statements: Demographics 3</p> <p>Funding Sources: - 199 - General Fund</p>	Formative			Summative
	Nov	Jan	Mar	June
				
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Performance Objective 5 Problem Statements:

Demographics
<p>Problem Statement 1: Economically Disadvantaged and Hispanic students have greater dropout rates than their White counterparts on campus by nearly 7.5%. Root Cause: Economically Disadvantaged students feel pressured to prioritize work and economic gain over high school graduation. The immediate need for survival supersedes the long-term advantages of a high school diploma.</p> <p>Problem Statement 3: Lack of exposure to post-secondary learning institutions, colleges, universities, and trade schools despite encouraging students to explore opportunities after high school. Historically, events and/or trips related to post-graduation opportunities, have been minimal; i.e., less than 5 events annually over the past school year. Root Cause: Staff bandwidth to help explore, plan, and experience post-secondary school field trips.</p>
Student Learning
<p>Problem Statement 7: 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.</p>
School Processes & Programs
<p>Problem Statement 3: Although there have been gains, students enrolled at REACH High School have limited access to a full menu of course options that support CCMR growth. Root Cause: Course offerings that support CCMR development have not been made accessible to REACH students because of scheduling, operational, and personnel challenges at REACH High School.</p>

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

Performance Objective 1: REACH High School will mirror the Castleberry ISD Brand Manual in all of its outreach over the course of the 2023-2024 SY.

Evaluation Data Sources: Completed campus-based brand manual that is made to school administration and secretary for all communications both internal and external.

Strategy 1 Details	Reviews			
<p>Strategy 1: Make the Graphic Design document readily available to school administrators and the secretary by sharing the district-generated graphics spreadsheet.</p> <p>Strategy's Expected Result/Impact: Communication will be placed on branded letterhead and templates.</p> <p>Staff Responsible for Monitoring: Campus Administrators, Secretary</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Engage in a methodical review of all documents to ensure that they are branded correctly.</p> <p>Strategy's Expected Result/Impact: This process will ensure that the campus is utilizing the same messaging through branding that is aligned with the greater Castleberry ISD.</p> <p>Staff Responsible for Monitoring: Campus Administration, Secretary</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Jan	Mar	June
				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

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

Performance Objective 2: Retain current students and increase transfers through effective communication with all stakeholders, including those in surrounding areas.

Evaluation Data Sources: Enrollment Data

Strategy 1 Details	Reviews			
<p>Strategy 1: Develop and distribute information regarding potential transfers from Castleberry H.S. and beyond the district's footprint to REACH H.S. via clearly defined steps illustrated on the website as well as in paper pamphlets to help facilitate the application process in both English and Spanish.</p> <p>Strategy's Expected Result/Impact: Facilitate the application process through a transparent and clear approach.</p> <p>Staff Responsible for Monitoring: Campus Principal, Secretary</p> <p>ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Demographics 1</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Provide current students and families with ongoing opportunities to contribute to the improvement of how we do things at REACH High School through open lines of communication and through questionnaires sent home, posted to the newsletter, The Weekly Wrap-Up, or sent to families via email or through Parent Square.</p> <p>Strategy's Expected Result/Impact: Increased sense of validation for families to feel validated and valued members of the REACH Community.</p> <p>Staff Responsible for Monitoring: Campus Principal</p> <p>ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Perceptions 2</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 3 Details	Reviews			
<p>Strategy 3: Research possibilities for a flexible schedule for students at REACH to increase student enrollment, completion, and graduation.</p> <p>Strategy's Expected Result/Impact: Increased enrollment Increased percentage of students graduating from REACH Decreased district dropout rate</p> <p>Staff Responsible for Monitoring: Executive Director of Educational leadership, CTE Coordinator, College and Career Advisor, Principal</p> <p>Problem Statements: Demographics 1, 3</p>	Formative			Summative
	Nov	Jan	Mar	June
				

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Performance Objective 2 Problem Statements:

Demographics
<p>Problem Statement 1: Economically Disadvantaged and Hispanic students have greater dropout rates than their White counterparts on campus by nearly 7.5%. Root Cause: Economically Disadvantaged students feel pressured to prioritize work and economic gain over high school graduation. The immediate need for survival supersedes the long-term advantages of a high school diploma.</p>
<p>Problem Statement 3: Lack of exposure to post-secondary learning institutions, colleges, universities, and trade schools despite encouraging students to explore opportunities after high school. Historically, events and/or trips related to post-graduation opportunities, have been minimal; i.e., less than 5 events annually over the past school year. Root Cause: Staff bandwidth to help explore, plan, and experience post-secondary school field trips.</p>
Perceptions
<p>Problem Statement 2: Anemic turnout-less than 5% attendance-to events that families are encouraged to attend in support of their student; e.g., Credit Celebrations and District-Wide Events like Hispanic Heritage Month. Root Cause: Parents of our students are often hourly workers/daily laborers. They cannot afford to miss time during the work day. In addition, there have been challenges related to language barriers.</p>

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

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

Evaluation Data Sources: Participation and Attendance at Meetings/Events
 Survey Data
 View on Social Media Feeds and Weekly Newsletter

Strategy 1 Details	Reviews			
<p>Strategy 1: Parents will be encouraged to participate in CISD parenting education opportunities offered in partnership with the ACE Program.</p> <p>Strategy's Expected Result/Impact: An increase in the awareness of the importance of parent involvement.</p> <p>Staff Responsible for Monitoring: Campus Principal</p> <p>Title I: 4.2</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Perceptions 2</p> <p>Funding Sources: - 211 - Title I, Part A</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Parents/community will be encouraged to attend assemblies with presentations from guest speakers.</p> <p>Strategy's Expected Result/Impact: Partnership with school / student / parent / family / community.</p> <p>Staff Responsible for Monitoring: Teachers, Campus Principal</p> <p>Title I: 4.2</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Perceptions 2</p> <p>Funding Sources: - 199 - General Fund</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 3 Details	Reviews			
<p>Strategy 3: Open house will include relevant guest speakers for families and community members. Strategy's Expected Result/Impact: Families will be more aware of accessibility to resources. Staff Responsible for Monitoring: Teachers, Campus Principal</p> <p>Title I: 4.2 - ESF Levers: Lever 3: Positive School Culture Problem Statements: Perceptions 2 Funding Sources: - 211 - Title I, Part A</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 4 Details	Reviews			
<p>Strategy 4: Parents/families will be encouraged to attend campus celebrations to recognize the successes of students. Strategy's Expected Result/Impact: Increased partnership with stakeholders Staff Responsible for Monitoring: Teachers, Campus Principal</p> <p>Title I: 4.2 - ESF Levers: Lever 3: Positive School Culture Problem Statements: Perceptions 2 Funding Sources: - 211 - Title I, Part A</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 5 Details	Reviews			
<p>Strategy 5: REACH will provide non-traditional avenues for parents and families to engage in campus activities. Strategy's Expected Result/Impact: Increased parent involvement Staff Responsible for Monitoring: Campus Principal</p> <p>Title I: 4.2 - ESF Levers: Lever 3: Positive School Culture Problem Statements: Perceptions 2 Funding Sources: - 199 - General Fund</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 6 Details	Reviews			
<p>Strategy 6: The campus principal will provide information to parents regarding requirements of state assessments and how to support student learning at home.</p> <p>Strategy's Expected Result/Impact: Increased parental support</p> <p>Staff Responsible for Monitoring: Campus Principal</p> <p>Title I: 4.2</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Demographics 1, 2 - Student Learning 1 - Perceptions 2</p> <p>Funding Sources: - 199 - General Fund</p>	Formative			Summative
	Nov	Jan	Mar	June
	 20%			
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 3 Problem Statements:

Demographics
<p>Problem Statement 1: Economically Disadvantaged and Hispanic students have greater dropout rates than their White counterparts on campus by nearly 7.5%. Root Cause: Economically Disadvantaged students feel pressured to prioritize work and economic gain over high school graduation. The immediate need for survival supersedes the long-term advantages of a high school diploma.</p>
<p>Problem Statement 2: Although Hispanic students out-performed All Students by 5% and Economically Disadvantaged students by 8% at Masters for U.S. History, both Hispanic and Economically Disadvantaged students underperformed at Approaches and Meets by 2%. Root Cause: Instruction was strategically focused on students achieving Masters.</p>
Student Learning
<p>Problem Statement 1: Students perform at low-performance percentages across all STAAR EOC exams at Meets and Masters. For example, outside of STAAR U.S. History EOC, no students achieved a Masters performance score while 40% scored Approaches and 22% met Meets in the exams administered during Spring 2023 for English I, English II, Algebra, and Biology. Root Cause: The majority of resources and time are focused on students who require intervention rather than advancement.</p>
Perceptions
<p>Problem Statement 2: Anemic turnout-less than 5% attendance-to events that families are encouraged to attend in support of their student; e.g., Credit Celebrations and District-Wide Events like Hispanic Heritage Month. Root Cause: Parents of our students are often hourly workers/daily laborers. They cannot afford to miss time during the work day. In addition, there have been challenges related to language barriers.</p>

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

Performance Objective 4: In partnership with REACH's Family Engagement Coordinator, design a Family Engagement Plan to strengthen ties with families.

Evaluation Data Sources: Participation and attendance at school events
View on The Weekly Wrap-Up Newsletter and social media fora
Impact on student attendance, behavior, and achievement

Strategy 1 Details	Reviews			
<p>Strategy 1: Write and disseminate a weekly newsletter through ParentSquare that is translated into the home language.</p> <p>Strategy's Expected Result/Impact: Keeps parents in the know.</p> <p>Staff Responsible for Monitoring: Campus Principal</p> <p>ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Perceptions 2</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Strategically organize campus-based events that promote celebration and a sense of community.</p> <p>Strategy's Expected Result/Impact: Support the process of building a strong sense of community, cultivating a culture of belonging, and promoting validation of all constituents.</p> <p>Staff Responsible for Monitoring: Campus Principal, Teachers, Secretary</p> <p>ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Perceptions 2</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 3 Details	Reviews			
<p>Strategy 3: Leverage programs, such as LoopSprire to share ongoing student growth (academic and behavioral) with families in real time.</p> <p>Strategy's Expected Result/Impact: Increase engagement with families by having families have access to their student's progress and status.</p> <p>Staff Responsible for Monitoring: Teachers, Campus Principal</p> <p>ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Perceptions 2</p> <p>Funding Sources: - Federal Funds: ESSER</p>	Formative			Summative
	Nov	Jan	Mar	June
				
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Performance Objective 4 Problem Statements:

Perceptions
<p>Problem Statement 2: Anemic turnout-less than 5% attendance-to events that families are encouraged to attend in support of their student; e.g., Credit Celebrations and District-Wide Events like Hispanic Heritage Month. Root Cause: Parents of our students are often hourly workers/daily laborers. They cannot afford to miss time during the work day. In addition, there have been challenges related to language barriers.</p>

Goal 3: Implement Effective and Efficient Operations

Performance Objective 1: Maximize the school budget as well as systems and structures to support sustainable programs and initiatives that support student growth and achievement yielded by quality teaching.

Evaluation Data Sources: Budget comparison from years past
 Achievement Data
 Graduation Data
 CCMR Data
 CTE Enrollment and Completion

Strategy 1 Details	Reviews			
<p>Strategy 1: Leverage internal approaches as well as implement programs including but not limited to LoopSpire and Sirius3000 to help monitor, improve, and communicate student growth.</p> <p>Strategy's Expected Result/Impact: Increased student achievement numbers.</p> <p>Staff Responsible for Monitoring: Teachers, Secretary, Principal</p> <p>ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Demographics 1, 2 - Student Learning 1, 2, 3, 4, 5, 6, 7</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: The district and campus will provide TEKS-aligned online resources, materials, and professional learning for all content areas to support student performance and growth.</p> <p>Strategy's Expected Result/Impact: Growth in campus data and student performance</p> <p>Staff Responsible for Monitoring: Teaching, Learning, and Innovation Team, Principal</p> <p>Problem Statements: Student Learning 1, 2, 4, 5, 6, 7</p> <p>Funding Sources: Materials and Resources - Federal Funds: ESSER, Materials and Resources - 211 - Title I, Part A, Materials and Resources - 199 - General Fund</p>	Formative			Summative
	Nov	Jan	Mar	June
				
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 1 Problem Statements:

Demographics

Problem Statement 1: Economically Disadvantaged and Hispanic students have greater dropout rates than their White counterparts on campus by nearly 7.5%. **Root Cause:** Economically Disadvantaged students feel pressured to prioritize work and economic gain over high school graduation. The immediate need for survival supersedes the long-term advantages of a high school diploma.

Problem Statement 2: Although Hispanic students out-performed All Students by 5% and Economically Disadvantaged students by 8% at Masters for U.S. History, both Hispanic and Economically Disadvantaged students underperformed at Approaches and Meets by 2%. **Root Cause:** Instruction was strategically focused on students achieving Masters.

Student Learning

Problem Statement 1: Students perform at low-performance percentages across all STAAR EOC exams at Meets and Masters. For example, outside of STAAR U.S. History EOC, no students achieved a Masters performance score while 40% scored Approaches and 22% met Meets in the exams administered during Spring 2023 for English I, English II, Algebra, and Biology. **Root Cause:** The majority of resources and time are focused on students who require intervention rather than advancement.

Problem Statement 2: In 2023, Biology EOC scores dropped 10% in Approaches, 2% in Meets, and 7% in Meets. **Root Cause:** The instructional approach remains laser-focused on students who require interventions to address gaps that will have them achieve at Meets based on the performance levels students have upon enrollment.

Problem Statement 3: On the RLA STAAR/EOC, 29% percent of students scored a 0 out of 10 points on the extended constructed response (ECR). **Root Cause:** Additional explicit instruction with modeling and multiple opportunities to practice with immediate and corrective feedback is needed.

Problem Statement 4: There was a drop in English II EOC scores comparing 2022 and 2023 results; specifically 7% for Approaches. **Root Cause:** Students have below grade-level reading proficiency resulting in students not testing at the Masters performance level.

Problem Statement 5: In 2023, there was an increase in Algebra I EOC scores from 50% to 80% for Approaches and Masters from 14% to 20%, Meets evidenced a decrease of 9%. **Root Cause:** Based on the open enrollment process and urgency to re-teach content, instructional priorities were geared toward lower-performing students.

Problem Statement 6: In 2023, although there was an increase in U.S. History EOC scores from 29% to 38% for Meets; students still fall short by 22% in meeting the district's goal of 60% at Meets. **Root Cause:** The cause of this problem is rooted in enrollment date into REACH High School and literacy proficiency of students at the start of their high school careers causing learners to struggle on questions that require higher-level of literacy and formulating short or extended constructed responses.

Problem Statement 7: 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.

Goal 3: Implement Effective and Efficient Operations

Performance Objective 2: Maintain retention efforts at REACH High School to ensure stability for the campus as evidenced by the staff retention rate for the 2023 school year compared to the 2024 school year.

Evaluation Data Sources: TASB Salary Survey
 UEA Turnover Comparison Report
 Retention Analysis
 Forecast5
 TAPR Report
 Campus Survey

Strategy 1 Details	Reviews			
<p>Strategy 1: Maintain the current retention rate by identifying opportunities to collect input from staff for for improvement as well as highlight the work and celebrate team members for the work they do each day.</p> <p>Strategy's Expected Result/Impact: Teacher retention and improved attendance rates.</p> <p>Staff Responsible for Monitoring: Principal</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Increase the substitute fill rate with the development and implementation of a substitute plan.</p> <p>Strategy's Expected Result/Impact: Increased substitute fill rate increased teacher retention</p> <p>Staff Responsible for Monitoring: Executive Director of Educational Leadership, Campus Principal, Secretary</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 3 Details	Reviews			
<p>Strategy 3: Implement the use of a walkthrough and coaching feedback process that provides teachers with bite sized, high leverage, actionable feedback that can be applied quickly in the classroom.</p> <p>Strategy's Expected Result/Impact: Increased teacher growth Increased teacher retention rate</p> <p>Staff Responsible for Monitoring: Executive Director of Educational leadership Principal Assistant Principal</p> <p>Problem Statements: Student Learning 1, 2, 3, 4, 5, 6, 7</p> <p>Funding Sources: Training and materials - Federal Funds: ESSER</p>	Formative			Summative
	Nov	Jan	Mar	June
	 25%			

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Performance Objective 2 Problem Statements:

Student Learning
<p>Problem Statement 1: Students perform at low-performance percentages across all STAAR EOC exams at Meets and Masters. For example, outside of STAAR U.S. History EOC, no students achieved a Masters performance score while 40% scored Approaches and 22% met Meets in the exams administered during Spring 2023 for English I, English II, Algebra, and Biology. Root Cause: The majority of resources and time are focused on students who require intervention rather than advancement.</p> <p>Problem Statement 2: In 2023, Biology EOC scores dropped 10% in Approaches, 2% in Meets, and 7% in Meets. Root Cause: The instructional approach remains laser-focused on students who require interventions to address gaps that will have them achieve at Meets based on the performance levels students have upon enrollment.</p> <p>Problem Statement 3: On the RLA STAAR/EOC, 29% percent of students scored a 0 out of 10 points on the extended constructed response (ECR). Root Cause: Additional explicit instruction with modeling and multiple opportunities to practice with immediate and corrective feedback is needed.</p> <p>Problem Statement 4: There was a drop in English II EOC scores comparing 2022 and 2023 results; specifically 7% for Approaches. Root Cause: Students have below grade-level reading proficiency resulting in students not testing at the Masters performance level.</p> <p>Problem Statement 5: In 2023, there was an increase in Algebra I EOC scores from 50% to 80% for Approaches and Masters from 14% to 20%, Meets evidenced a decrease of 9%. Root Cause: Based on the open enrollment process and urgency to re-teach content, instructional priorities were geared toward lower-performing students.</p> <p>Problem Statement 6: In 2023, although there was an increase in U.S. History EOC scores from 29% to 38% for Meets; students still fall short by 22% in meeting the district's goal of 60% at Meets. Root Cause: The cause of this problem is rooted in enrollment date into REACH High School and literacy proficiency of students at the start of their high school careers causing learners to struggle on questions that require higher-level of literacy and formulating short or extended constructed responses.</p> <p>Problem Statement 7: 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.</p>

Goal 3: Implement Effective and Efficient Operations

Performance Objective 3: Embrace safety & security measures to safeguard the campus and learning environment.

Evaluation Data Sources: Weekly Door Sweeps
Internal and External Safety Audits (Texas School Safety Center)
Campus Drill Evaluation Forms

Strategy 1 Details	Reviews			
<p>Strategy 1: The implementation of a Safe and Secure Committee at REACH, will conduct threat assessments by assessing and reporting individuals who make threats of violence or exhibit harmful, threatening or violent behavior, to determine the level of risk and appropriate intervention.</p> <p>Strategy's Expected Result/Impact: Creates a safer environment for the campus</p> <p>Staff Responsible for Monitoring: Campus Principal</p> <p>ESF Levers: Lever 3: Positive School Culture</p> <p>Funding Sources: - 199 - General Fund</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: The campus principal will schedule, implement, review and evaluate all campus drills and safety equipment.</p> <p>Strategy's Expected Result/Impact: Reinforces safety for the campus</p> <p>Staff Responsible for Monitoring: Campus Principal</p> <p>ESF Levers: Lever 3: Positive School Culture</p> <p>Funding Sources: - 199 - General Fund</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
<p>Strategy 3: For the safety of all, an intercom system will be used to announce and conclude drills so that the building receives the same message and guidance.</p> <p>Strategy's Expected Result/Impact: Safety assistance for staff/students.</p> <p>Staff Responsible for Monitoring: Administrator</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>Funding Sources: - 199 - General Fund</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 4 Details	Reviews			
<p>Strategy 4: The campus will implement systems to monitor student emotional well-being with parental awareness support and learning opportunities by continued communication and ongoing access to programs such as LoopSpire.</p> <p>Strategy's Expected Result/Impact: Higher level of social and emotional well being of students</p> <p>Staff Responsible for Monitoring: Campus Principal</p> <p>TEA Priorities: Connect high school to career and college</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Perceptions 3</p> <p>Funding Sources: - 199 - General Fund</p>	Formative			Summative
	Nov	Jan	Mar	June
	 40%			
Strategy 5 Details	Reviews			
<p>Strategy 5: Implement, and assess campus safety and security audits to identify hazards, threats, and vulnerabilities that might possess a potential threat to students and staff.</p> <p>Strategy's Expected Result/Impact: Increased student and staff safety</p> <p>Staff Responsible for Monitoring: District Security Personnel, Campus Principal</p>	Formative			Summative
	Nov	Jan	Mar	June
	 20%			
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 3 Problem Statements:

Perceptions
<p>Problem Statement 3: According to the BrightBytes survey, over a third of all students are having difficulty/extreme difficulty knowing ways to calm themselves down as well as knowing the emotions they are experiencing. Root Cause: Struggles of at-risk teens compounded with post-pandemic challenges have manifested greater gaps in social-emotional development.</p>

Goal 3: Implement Effective and Efficient Operations

Performance Objective 4: Leverage a campus-based School Behavioral Threat Assessment Team that conducts behavioral threat assessments to ensure the well-being and safety of students are addressed and student well-being is at each campus of the district.

Evaluation Data Sources: Threat Assessment Reports in Skyward

Strategy 1 Details	Reviews			
<p>Strategy 1: Formulate a threat-assessment team to ensure that students in need of immediate care and action are served with immediacy and urgency.</p> <p>Strategy's Expected Result/Impact: Immediate support and care are offered to students to address potential concerns.</p> <p>Staff Responsible for Monitoring: School Administration</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Jan	Mar	June
				
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				