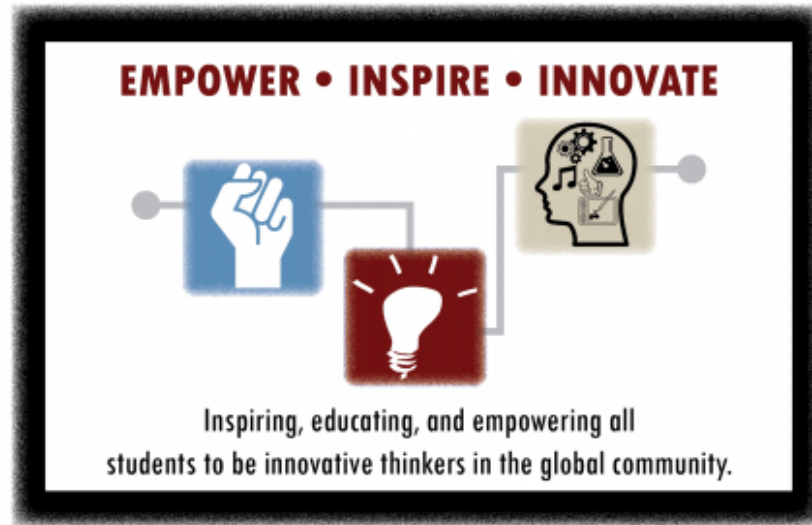


Castleberry Independent School District
REACH High School
2021-2022 Campus Improvement Plan



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.

Table of Contents

- Comprehensive Needs Assessment 4
 - Demographics 4
 - Student Learning 5
 - School Processes & Programs 9
 - Perceptions 15
- Priority Problem Statements 20
- Comprehensive Needs Assessment Data Documentation 26
- Goals 28
 - Goal 1: Transform Teaching and Learning: Student Achievement, Teacher Growth, and Instructional Pedagogy 29
 - Goal 2: Facilitate Engagement through Effective Communication 67
 - Goal 3: Optimize Resources to Sustain and Enhance Effective and Efficient Operations 76
 - Goal 4: Increase Participation in Parent and Family Engagement Activities 84
 - Goal 5: Increase Performance in CCMR: HB3 Board Goals 87
- Campus Funding Summary 89
- Addendums 94

Comprehensive Needs Assessment

Demographics

Demographics Summary

REACH High School is a 9-12 at-risk school of choice accelerated campus located in the Castleberry ISD. Our campus is located five miles west of downtown Fort Worth, in a densely populated community covering an area of approximately 5.438 square miles. The district includes the City of River Oaks (pop. 7,574), a large portion of Sansom Park (pop. 4,776), and a small portion of the City of Fort Worth. Castleberry ISD is bound on the west and the south by the Trinity River, on the east by Fort Worth, and the north by Lake Worth.

The campus employs seven staff members consisting of four teachers, one administrator, one paraeducator, and one secretary/registrar committed to providing a high-quality learning environment for the 27 students, between the ages of 15-19, enrolled at the campus.

The student body at REACH is 100% at risk with a student population of 81.5% Hispanic and 18.5% Anglo with 83.33% economically disadvantaged. In addition, our diverse population includes: 15% English Language Learners, 15% Section 504, 11% Teen Parents, and 7% Gifted Talented.

Due to the accessibility of additional qualifying students enrolling at any time throughout the school year, as well as students no longer remaining enrolled once all requirements for graduation are completed, the breakdown of student demographics varies throughout the school year.

Demographics Strengths

REACH High School strives to provide the finest education to our students. Our student/teacher ratio of 7/1 provides a small class environment which allows students to get the assistance needed to not only get caught up but often times excel beyond their grade level with an individualized accelerated program.

We believe that...

- 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.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): For the CCMR area, under Domain One, the overall score was calculated at a scaled score of 78 and a CCMR Raw Score of 13. **Root Cause:** There are limited opportunities for students to receive CCMR credit if it has not been obtained prior to enrolling at REACH.

Problem Statement 2 (Prioritized): For CCMR, 87% of students did not meet one of the state designated areas for credit. **Root Cause:** Typically, students are enrolled at REACH for a limited time prior to graduation.

Problem Statement 3 (Prioritized): For CCMR, 0% of students earned college credit for at least 3 hours in ELA or Math or 9 hours in any subject. **Root Cause:** There are not opportunities for students to receive dual credit if it has not been obtained prior to enrolling at REACH.

Problem Statement 4 (Prioritized): Some students are not able to graduate with their 4-year cohort. **Root Cause:** Often times, by the time students are able to enroll at REACH, it is too late for the student to catch up with their cohort.

Student Learning

Student Learning Summary

REACH High School provides self-paced, individualized accelerated instruction to students as well as direct-teach classes and computerized instruction. All students are working hard to graduate and the curriculum follows state and district guidelines so that students may earn the necessary credits for a diploma. Students will also be prepared to pass the state assessment as well as prepared for success in a post-secondary institution. This curriculum consists of innovative lessons and teaching strategies that will entice and challenge every student to successfully learn. Computerized instruction is utilized for the majority of the classes and each student has been issued a netbook. In order to assure success, each student has an individualized plan to meet the goals of each course.

Given the impact of COVID-19, all districts and schools in Texas received a label of Not Rated: Declared State of Disaster for the 2020-2021 school year.

Although the campus was not rated based on the A-F State Accountability System, the following accountability data summary (August 2021) was provided based on 2020-2021 student testing results. If a letter grade would have been awarded, REACH High School would have scored a letter grade of a B (83).

2020-2021 STAAR Data:

ELA STAAR Performance: Approaches, 44%; Meets, 25%; Masters 0%

Algebra STAAR Performance: Approaches, 60%; Meets, 0%; Masters 0%

Biology STAAR Performance: No Data

U.S. History STAAR Performance: Approaches 70%; Meets, 43%; Masters, 14%

For the 2019-2020 school year, schools were Not Rated.

For the 2018-2019 academic year, REACH received a rating of "B" letter grade under the A-F State Accountability System. In domain one, Student Achievement, REACH "Met Standard" with a score of 79 plus 4 bonus points for a total of 83 out of 100. In domain two, School Progress, REACH received a score of 71. In domain three, Closing the Gaps, REACH was not rated.

Domain One, Student Achievement: The campus grade is calculated on three areas: STAAR performance (40%), College, Career and Military Readiness (40%), and Graduation Rate (20%). The overall score was 79 plus 4 bonus points. For STAAR performance in all subject areas the percentage of students who met Approaches Grade Level or above was 63%. The percentage of students who Met Grade Level or Above was 23%, and the percentage of students who Mastered was 5%.

Domain Two, School Progress: REACH received an overall score of 71. The calculation was based only on Academic Growth.

Domain Three, Closing the Gap: REACH was not rated due to the low number of students participating in the Algebra EOC.

Student Learning Strengths

2020-2021 School Year- No Rating "Declared State of Disaster"

Although the campus was not rated based on the A-F State Accountability System, the following accountability data summary (August 2021) was provided based on 2020-2021 student testing results. If a letter grade would have been awarded, REACH High School would have scored a letter grade of a B (83).

2020-2021 STAAR Data:

ELA STAAR Performance: Approaches, 44%; Meets, 25%; Masters 0%

Algebra STAAR Performance: Approaches, 60%; Meets, 0%; Masters 0%

Biology STAAR Performance: No Data

U.S. History STAAR Performance: Approaches 70%; Meets, 43%; Masters, 14%

Following the 2020-2021 school year, which has 100% participation on all EOC tests, REACH is no longer categorized as a Comprehensive Support and Improvement School.

2019-2020 School Year- No Rating

2018-2019 School Year - Rating "B"

Domain I, Student Achievement based on 2018-2019 data:

REACH High School improved by 17 points, for a scaled score of 83 compared to a scaled score of 66 the previous year.

Student Achievement based on 2018-2019 data:

English EOC - 38% of students achieve Approaches Grade Level; 12% of students achieve Meets; 0% of students achieve Masters

Algebra EOC - 88% of students achieve Approaches Grade Level; 13% of students achieve Meets; 0% of students achieve Masters

Biology EOC - 100% of students achieve Approaches Grade Level; 33% of students achieve Meets; 33% of students achieve Masters

U.S. History EOC - 89% of students achieve Approaches Grade Level; 47% of students achieve Meets; 11% of students achieve Masters

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Regarding STAAR performance in 2021 for all tests, 59% achieved Approaches, 26% achieved Meets, and 5% achieved Masters. **Root Cause:** A greater focus needs to be on students achieving Meets and Masters.

Problem Statement 2 (Prioritized): There is a low percentage of students achieving Meets or Masters on the STAAR EOC. **Root Cause:** The majority of resources and time are focused on students who require intervention rather than advancement.

Problem Statement 3 (Prioritized): In 2021, 44% of all students achieved Approaches Grade Level, 25% achieve Meets Grade Level, and 0% Masters Grade Level on the English EOC assessments. **Root Cause:** Students who attend REACH generally have low lexile reading levels and the reading level content on the EOC is challenging.

Problem Statement 4 (Prioritized): In 2021, although there was an increase in English EOC scores from 38% to 44% in Approaches and an increase in Meets from 12% to 25%,

there were not any students who achieved Masters. **Root Cause:** Students have low Lexile reading levels which results in struggles with assessments.

Problem Statement 5 (Prioritized): Students' scores on essay writings for the STAAR English EOC demonstrates improvement is needed. **Root Cause:** Limited practice in expository and persuasive writing across the curriculum.

Problem Statement 6 (Prioritized): In 2021, there was a decrease in Algebra EOC scores in comparison to 2019. Approaches decreased from 88% to 60%; Meets decreased from 13% to 0%; Masters remained at 0%. **Root Cause:** Learning loss due to COVID-19

Problem Statement 7 (Prioritized): In 2021, regarding Algebra EOC scores, 60% achieved Approaches while 0% achieved Meets or Masters. **Root Cause:** Students who attend REACH generally have a history of attendance issues and thus have gaps in learning.

Problem Statement 8 (Prioritized): In 2021, there was a decrease in Biology EOC scores in comparison to 2019. Approaches decreased from 67% to 50%; Meets remained at 17%; Masters remained at 0%. **Root Cause:** Learning loss due to COVID-19

Problem Statement 9 (Prioritized): In 2021, regarding Biology EOC scores, 50% achieved Approaches, 17% achieved Meets, and 0% achieved Masters. **Root Cause:** Learning loss due to COVID-19.

Problem Statement 10 (Prioritized): In 2021, there was a decrease in Social Studies EOC scores in comparison to 2019. Approaches decreased from 89% to 70%; Meets decreased from 14% to 11%; 0% achieved Masters. **Root Cause:** Learning loss due to COVID-19

Problem Statement 11 (Prioritized): In 2021, regarding Social Studies EOC scores, 70% achieved Approaches, 11% achieved Meets, and 0% achieved Masters. **Root Cause:** Students who attend REACH generally have a history of attendance issues and thus have gaps in learning.

Problem Statement 12 (Prioritized): The majority of student Lexile levels, which measures students' tactile reading ability, are below grade level, resulting in struggles with assessments. **Root Cause:** Poor attendance in the past, Covid learning loss, lack of growth in English language development, and various other conditions are determining factors for low reading levels/learning gaps in the majority of students.

Problem Statement 13 (Prioritized): There has been significant learning loss due to COVID-19. **Root Cause:** With the first six weeks of the past school year operating 100% remote and the second six weeks operating both remote as well as in-person, in addition to excessive student absences, inconsistencies in learning for the majority of students is evident.

Problem Statement 14 (Prioritized): Regarding CCMR, 16% of the student population met the TSI criteria for at least one indicator in Reading. **Root Cause:** Students are several grade levels behind in reading.

Problem Statement 15 (Prioritized): Regarding CCMR, there were not any students who met the TSI criteria for at least one indicator in Math. **Root Cause:** Students are below grade level in math.

Problem Statement 16 (Prioritized): Regarding CCMR, there are not any students who met the TSI criteria in both ELA/Reading and Mathematics. **Root Cause:** Students are below grade level in both reading and math.

Problem Statement 17 (Prioritized): Regarding CCMR, there are not any students who met the SAT criteria. **Root Cause:** Students have not been provided time and assistance in preparing for tests that measure college readiness.

Problem Statement 18 (Prioritized): In 2021, 65% of graduating seniors did not successfully complete at least one Advanced Academics course. **Root Cause:** Students are not routinely enrolled in an Advanced Academics.

School Processes & Programs

School Processes & Programs Summary

REACH High School provides self-paced, individualized accelerated instruction to students as well as direct-teach classes and computerized instruction. All students are working hard to graduate and the curriculum follows state and district guidelines so that students may earn the necessary credits for a diploma. A goal at REACH is for students to receive the necessary preparation to be prepared to pass the state assessment as well as preparation for success in a post-secondary institution. Computerized instruction is utilized for the majority of the credit classes and each student is issued a netbook.

Staffing - REACH staff consists of 7 employees: 1 administrator, 4 teachers, 1 paraprofessional, and 1 paraeducator. All staff are highly qualified and meet state standards or higher. The teaching staff has remained unchanged over the past 5 years. The REACH principal position has remained unchanged for 16 years.

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

Teachers have a number of professional learning days, throughout the school year, to engage in continuous learning. In addition, REACH engages teachers in Professional Learning Communities (PLC's) on a consistent basis.

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

Site-Based Decision Making Committee - The Site-Based Decision Making Committee (SBDM) is composed of the campus administrator, teachers, parents, district representative, business representatives and community representatives from all three communities (River Oaks, Sansom Park, and Fort Worth) in which Castleberry ISD serves. The SBDM is involved in decisions about budgeting, curriculum, staffing patterns, staff development, and campus organization.

Instructional - The main goal of instruction currently is to effectively and efficiently respond to learning loss due to Covid-19. STAAR data indicates losses in learning for students across the state and within our district. In order to address learning loss, the district is implementing numerous strategies and programs: implementation of House Bill 4545, Accelerated Learning, instructional leadership providing classroom support and monitoring, and Professional Learning Communities. In order to address learning loss as denoted by STAAR, REACH is implementing House Bill 4545 which provides for thirty hours of high impact tutoring in small groups throughout the year. Students will participate in high impact tutoring during the school day. Student progress will be monitored using measurable goals and objectives by highly qualified teachers. For each STAAR subject or EOC a student did not pass, 30 hours of tutoring will be provided.

The district led a book study, *Learning in the Fast Lane*, for all administrators, coordinators, campus academic leaders, directors and executive directors. The book study included reading the book, studying its content for two days during an Administrative Leadership Retreat, and developing *lookfors* in classrooms as

we moved into implementation. The plan of action includes creating standards walls, success starters, effective use of feedback and assessments, vocabulary development by use of TIP charts, and scaffolding student understanding and learning. Campus administrators engage in 10 walk throughs a week to provide feedback on instruction for teachers with a focus on campus goals and Accelerated Learning. The look fors which were developed at the ALT Retreat are used as a framework to provide feedback to teachers and monitor teacher growth in Accelerated Learning.

Professional Learning Communities will continue to answer the four questions of learning: What do we want all students to know and be able to do? How will we know if they learn it? How will we respond when some students do not learn? and How will we extend the learning for students who are already proficient? Each PLC will focus on these questions and focus on the interactions between students, teachers, and content to determine learning outcomes.

Ongoing progress monitoring every six weeks will continue by campus. District created Unit assessments and benchmarks are used to monitor and adjust teaching and learning outcomes. Campus and district administration work collaboratively on this day to triangulate the written, taught, and tested curriculum, so all students have equal access to a viable curriculum that meets the needs of Castleberry's diverse student population. The TLI department will continue to provide support to all campuses during PLCs, direct one on one support with teachers, and campus support.

A district calendar of testing dates is provided by the Teaching, Learning, and Innovation staff to all educators. Student achievement will be assessed throughout the year using teacher-created formative assessments, district created unit assessments, benchmarks, reading inventories, and college entrance exams such as TSI, SAT, and ACT.

The district's goal of mitigating learning loss, actively monitoring learning outcomes, and building strong, effective PLCs are the cornerstones of CISD's strong instructional best practices.

Technology - Each year, students, teachers, administrators, and parents at Castleberry ISD take the BrightBytes survey to assess the district's current digital learning approaches and technologies available to students. In the summer prior to the 2020-2021 school year, BrightBytes implemented a new survey called the Modern Learning Survey. In this new survey, educational environments such as virtual learning and hybrid learning were included. The new survey continued to include feedback on instruction, skills, access, and support, but also added a new section with questions directed at Social and Emotional Learning (SEL).

The survey results indicated teachers and students continue to raise the rigor of lessons through the use of technology to deliver instruction. Highlights of the survey showed that 95% of teachers utilized Canvas Learning Management System (LMS) on a daily basis, 83% connected with students daily through Google Meets, and 48% of teachers used digital textbooks daily. Responses from students showed that 69% of students said that they collaborated online weekly. In addition, 66% of students recorded that they created digital products daily, compared to only 28% in the previous year. Although both teachers and students indicated that online instruction was utilized, one area of growth is to increase opportunities for students to interact virtually with experts in the online learning environment. A couple of strategies that can be game changers in this area are to integrate flipped instructional strategies and for content coaches and innovation leaders to model the use of new technologies.

In looking at teacher and student access to technology at school as well as home, CISD continues to score near perfect with 99% of students and 98% of staff indicating that they have a school issued device to complete tasks. Thanks to the completion of the Digital Equity 4 All Program, 98% of students indicated that they can access the Internet at home on their school device. This program will continue to expand ensuring that 100% of students will be able to access the Internet at home to continue learning beyond the classroom.

In the area of technology skills, teachers and students continue to indicate that they feel comfortable participating in an online learning environment. Furthermore, in the area of digital citizenship skills, teachers (99%), parents (92%), and students (79%) responded that students treat each other respectfully

online. However, as an area needing growth, 35% of students do not read or write online outside of school. Two strategies that can be utilized to help increase in this area are to include real world applications to lesson activities, and to offer students choice in showcasing their learning.

The section of the survey that continues to score extremely high is the support section. Ninety-five percent of students indicated that they have access to technical support when needed, compared to 99% of teachers. Furthermore, 98% of teachers felt supported when technology problems disrupted instruction. Also in the area of support, 99% of teachers feel supported by campus and district leadership to try new teaching strategies using technology. A game changer that will continue to be a focus for the coming year is to find ways to reward teachers who take risks in using technology.

Finally, in the new section of the survey that measures social and emotional learning, 86% of students feel safe while learning online with 90% of parents indicating that their child feels safe learning online. All of the teachers surveyed indicated that they feel safe facilitating online learning. Another strength in the SEL section was student engagement. Teachers feel that students are more engaged when using technology in learning activities and 70% of students say that they pay more attention when using technology for learning. Based on the survey results, the one area that still needs some growth is preparing students to complete difficult tasks. Of those surveyed, 43% of students indicated that it was difficult for them to complete tasks that are hard. One game changer in this area is to create instructional environments allowing students to succeed both academically and socially.

As CISD continues to grow in teaching and learning, the Modern Learning BrightBytes survey provides the district with a quick snapshot of where we are and how we can continue to grow as we strive for excellence in all areas: instruction, technology skills, access to technology, social and emotional learning, and support.

School Processes & Programs Strengths

Programming Strengths

- Scheduling is individualized for each student.
- Assistance for all STAAR EOC assessments is built into the school day.
- Students receive instruction on ACHIEVE3000 two days per week to assist with Lexile reading levels.
- Smaller class sizes allow for more one-on-one assistance and small group instruction.
- Students are able to take credit recovery classes for classes previously attempted.

Instructional and Curricular Strengths

- Alignment of District and Campus Improvement Plan goals
- Implementation of Professional Learning Communities
- Curriculum deep alignment meetings with teachers and central office administration
- Differentiated Professional Learning opportunities
- Expanding participation and course offerings in the district's dual credit program

- Providing equitable access to transformational learning experiences enabled by technology
- Reorganization of the curriculum and technology departments in the Teaching, Learning, and Innovation Department
- Implementation of a five year Curriculum Management Plan
- The results of the Texas Curriculum Management Audit found considerable evidence of long-range planning in the Castleberry Independent School District. Documented planning efforts met audit standards to provide sound governance of the educational program.
- Year one, two, three, and four of the five year curriculum plan has been completed. In addition, year five curriculum writing began during the summer of 2021, while year one, two, three and four guiding documents were reviewed for deep alignment of the written, taught, and tested curriculum.
- Unit assessments are developed by coordinators, directors, and teachers to increase opportunities for data collection. The district has also implemented five progress monitor days throughout the school year where each campus presents unit assessment, CBA, and benchmark data to the Teaching, Learning, and Innovation Team and Superintendent to receive reflective feedback and to collaborate on action plans.
- An ELL Handbook has been created to ensure strong procedures and processes are in place to identify and support English Language Learners. The new handbook provides clear guidelines for training, assessment, identification, ongoing support, meeting requirements, and exit procedures.
- Writing to Learn is again a district initiative for the 2020-2021 school year. All campuses are incorporating Writing to Learn activities in all subject areas.

Technology

- Over the last nine years, Castleberry has successfully implemented a one-to-one technology initiative for students.
- All 9th-12th grade students are issued a notebook computer upon enrolling.
- It is the expectation that teachers and students will use these technology tools to transform teaching and learning from the old "factory" model of learning to one that is personalized for our students' unique talents and which empowers them to be communicators, creators, critical thinkers, and collaborators in our new diverse global society.

BrightBytes Survey Strengths:

- 97% percent of students indicated that they can access the Internet at home for learning.
- 95% percent of students agreed that there are people at school that can help them with their device when needed.
- 91% percent of students found it easy to video chat online.
- 84% percent of students are asked to collaborate online with classmates at least monthly.
- 86% percent of students feel safe when working online.
- 90% percent of students feel comfortable reporting bullying to their teacher or an adult at school.
- 83% percent of students know what people may be feeling by the look on their face.
- 82% percent of students know when someone needs help.

- 74% percent of teachers ask their students to post or share their work online at least monthly.
- 98% percent of teachers reported they could get devices for their students when needed.
- 98% percent of teachers have access to a computer for their own use all of the time at school along with ninety-seven percent of teachers reporting high quality internet speed.
- 98% percent of teachers rate the quality of tech support for problems disrupting instruction as average or above average.
- 95% percent of teachers rate the quality of computer devices at average or above average.
- 79% percent of teachers feel recognized for using technology in their teaching.
- 94% percent of teachers report that technology is discussed during evaluations.
- 92% percent of teachers have students use a device for learning daily.
- 95% percent of teachers facilitate online learning for students.
- 83% percent of teachers used Google Meet with students daily.
- 98% percent of teachers feel that students treat each other respectfully during online learning.
- 80% percent of teachers believe that learning is more engaging when using technology.
- 98% percent of parents indicated that their child has access to a device to complete required schoolwork.
- 93% percent of parents encourage their child to set aside time to complete schoolwork each day.
- 96% percent of parents indicated that their child's school cares about its students and their families.
- 93% percent of parents agree that students treat each other with respect when working together.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): According to the BrightBytes survey, 67% of teachers only use virtual tools for learning, such as virtual field trips, every few months and 33% never use virtual tools for student learning. **Root Cause:** Teachers have had limited time to explore virtual tools available to them for instruction.

Problem Statement 2 (Prioritized): According to the BrightBytes survey, regarding how often do students use online skills to write online, 40% of students and 33% of teachers report this skill is only used every few months. **Root Cause:** Not all teachers are not aware of specific ways to utilize this skill within their discipline.

Problem Statement 3 (Prioritized): Assessment data has not been utilized effectively by students to improve student achievement. **Root Cause:** Not all teachers require students to track their own data following local benchmarks and assessments.

Problem Statement 4 (Prioritized): Students are not progressing adequately on their Lexile levels. **Root Cause:** Students are not utilizing Achieve3000 classes at the necessary frequency to take learning to the next level.

Problem Statement 5 (Prioritized): The majority of student Lexile levels, which measures students' tactile reading ability, are extremely below grade level, resulting in struggles with EOC assessments. **Root Cause:** Poor attendance in the past, limited English proficiency, learning loss due to COVID-19, and various other conditions are determining factors for low reading levels/learning gaps in the majority of students.

Problem Statement 6 (Prioritized): Students are not maintaining daily progress monitoring for Edgenuity classes. **Root Cause:** Students have not been held accountable for maintaining the daily student tracker.

Problem Statement 7 (Prioritized): There is not a central location for students' collection of archived writings. **Root Cause:** A system for student portfolios is not a priority with all teachers.

Problem Statement 8 (Prioritized): Teachers rarely collaborate with others in their same discipline. **Root Cause:** There is only one teacher per core subject at REACH.

Problem Statement 9 (Prioritized): REACH High School does not offer a full range of courses aligned to the A-F Accountability System. **Root Cause:** Course offerings which are aligned to CCMR requirements are not available on campus.

Problem Statement 10 (Prioritized): There is a drastic decrease and inconsistency in student attendance. **Root Cause:** COVID-19 exposure and concern are creating absences that typically would not occur.

Perceptions

Perceptions Summary

REACH High School has been established to provide a supportive environment for students to become successful in academics as well as in becoming productive, respectable community members. Expectations at REACH High School are high as it is a school of choice and has limited enrollment.

REACH High School strives to provide the finest education to our students. Through this learning process, we provide a supportive, individualized learning experience focused on developing personal, educational, and professional skills for a successful future.

Students enrolled in REACH High School are expected to assume responsibility by following five basic rules:

1. Students will show respect and consideration for their fellow students, the faculty, and the facility.
2. Students will make measurable academic improvement and progress at all times.
3. Students will bring their netbook to school each day.
4. Students will attend school every day and be on time.
5. Students will exhibit behavior consistent with the Campus and District Codes of Conduct including Dress Code.

Surveys

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

Surveys include:

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

The information from these surveys are used to drive the school to modify the culture and direction as needed.

REACH High School relies on all stakeholders to support student success. Developing programs and activities supporting Parent and Family Engagement involves coordinating and planning jointly with the district, community, parent, and family members. The campus' Family Engagement Committee annually evaluates the content and effectiveness of previous events and programs to identify participation barriers to parents who may be economically disadvantaged, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority group, to design events meaningful and beneficial to all.

REACH High School partners with local colleges, business leaders, and philanthropic businesses and organizations to improve student achievement and school

performance by seeking input from these and other stakeholders.

Creating a Safe and Secure Culture

- For the safety of all students and staff members, the district's Police Department consists of three police officers who are fully commissioned and have the same authority and jurisdiction as those in other law enforcement agencies. If incidents happen at school or school-related activities, the officers may question students, issue tickets, and take students into custody. School principals are authorized to request the assistance of the Castleberry ISD Police Department in instances of trespassing on school grounds, damage to school property, loitering, disruptive activities, drug, alcohol or weapons violations, and fighting or physical violence. The department also consists of a Safety and Security Coordinator who oversees door access, video surveillance installation and troubleshooting, and the fire alarm systems.
- Safety drills include fire, tornado, evacuation, school bus evacuation, lockdown, and shelter-in-place drills. Duress and lockdown buttons are tested each month to coincide with the drills to ensure all equipment is properly working.
- CISD supports the use of video cameras for the purpose of enhancing school safety and security. Our goals are to promote and foster a safe and secure teaching and learning environment for students and staff, to ensure public safety for community members who visit or use our school property, and to diminish the potential for personal and district loss or destruction of property. Security camera recordings will be viewable by authorized designees only.
- The district is committed to the safety and security of students, faculty, staff, and visitors on all its campuses. In order to support that commitment, Castleberry ISD has equipped all campuses with an identification system to help protect the students and staff. Intercept is a web-based, turn-key visitor management system that provides background information with real-time national sex offender database checks.

Perceptions Strengths

Our Culture

The culture and climate at REACH High School is very welcoming. From the moment a student or visitor walks through the door, the individual is greeted in a pleasant and respectful manner. This cheerful disposition is carried over to our students who view REACH as a family.

At REACH, the staff embraces the district's expectation to:

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

In addition,

- REACH High School is represented on the district Family Engagement Committee.
- REACH High School hosts guest speakers to assist students and families with information regarding post-secondary career opportunities.
- REACH High School hosts guest speakers to provide students and families with information regarding resources in the community and beyond.

Research has consistently shown that a positive staff culture directly impacts teacher retention and satisfaction. In order to gauge teacher satisfaction, climate surveys were conducted in February of 2021.

District Culture and Climate Survey

- 201 out of 238 (85%) of teachers in CISD participated in the end of year culture and climate survey.
- Of the 201 participants that completed the end of year climate survey in 2020-2021, 90% believed that meeting the needs of CISD students is a top priority for our district, and 86% felt that the vision, mission, beliefs and goals of CISD were clearly communicated. In addition 96% of participants stated that they are able to access necessary information on the district website.
- At the campus level, 91% felt that they had the technology resources necessary to be successful in their current position, and 85% felt that their principa/supervisor makes timely decisions.
- Our teacher retention rate increased from 70% in 2019-2020 to 78% in 2020-2021.
- The Exiting Survey revealed an increase of employees stating that they would recommend Castleberry ISD (from 54% in 2020 to 57% in 2021).

Safety and Security

- Participated in Half Day Visits with Interquest Detection Canine for Contraband Detection
- Conducts all mandatory Safety Drills 225 Safety (Fire, Tornado, Lockdown, Shelter in Place, Nearby/Remote Evacuation, School Bus Evacuation Drill) throughout the year.
- Implement the Standard Response Protocol
- Submitted Fire Exit Drills and Fire Prevention Forms to Texas Department of Insurance – 100% Compliance.
- Implemented bag search policy and procedures for all varsity UIL athletic contests
- An upgraded video surveillance system to Video Insight. This system allows users to view all camera footage via the web as well as phone and tablet device application.
- Conversion of handheld radio system (analog to digital) in conjunction with the City of Fort Worth, River Oaks, and Sansom Park Police Departments.
- Implementation of CRASE Training (Civilian Response to Active Shooter Events). This program provides district personnel with strategies, guidance, and a proven plan for surviving an active shooter event.
- Implementation of C.R.A.S.E. Training. This program provides local police departments with strategies, guidance, and a proven plan for an active shooter event.
- Provided district wide safety professional development that included: Standard Response Protocol, Stop the Bleed Program, Human Trafficking, Self-Care, and Crisis Management
- Prepared and delivered "Go Kits" (Stop the Bleed Program) to every classroom.
- Provided district staff support and assisted campuses to provide student strategies to prevent and respond to acts of bullying.

- Incorporated digital drill evaluation forms for all campus administrators to ensure drill timeliness, accuracy, and consistency in accordance to the district's procedures.
- Coordinated with the National Weather System (through local C.E.R.T. committee) to better forecast inclement weather conditions to better prepare and communicate with all district and campus personnel.
- Implementation of a locked exterior door and all interior vestibles for all campuses. Funding through the CISD Capital Improvements Projects (2020-21)
- Incorporated ideas and suggestions of the External Safety Audit into the department's safety measures and procedures.
- Added a district employee to oversee contact tracing

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): According to the BrightBytes survey, the PL topics teachers are most interested in learning more about are: 67% Social Emotional Learning, 67% on-line writing, 67% blogs/reviews/social media, and 67% online project collaboration. **Root Cause:** There have been limited training opportunities offered in these areas.

Problem Statement 2 (Prioritized): According to the BrightBytes survey, 67% of students and teachers report students learn how to respond to bullying on-line a few times per month (33%) or every few months (33%). **Root Cause:** While reports of bullying are always investigated, there are very few incidents reported at REACH leading to fewer instances in which additional training is needed.

Problem Statement 3 (Prioritized): 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:** With the usual struggles of at-risks teens compounded to the adjustments due to COVID-19, students are having a hard time dealing with many issues in their lives.

Problem Statement 4 (Prioritized): According to the BrightBytes survey, only 37% of students can easily manage their emotions. **Root Cause:** With the usual struggles of at-risks teens compounded to the adjustments due to COVID-19, students are having a hard time dealing with many issues in their lives.

Problem Statement 5 (Prioritized): Many students have lost focus on their sense of purpose and direction. **Root Cause:** The effects of COVID-19 has disrupted the lives of our students.

Problem Statement 6 (Prioritized): Students are feeling overwhelmed regarding the loss of loved ones, social isolation, and pressures of school and work. **Root Cause:** Students are having difficulty understanding the swift changes in their lives due to COVID-19.

Problem Statement 7 (Prioritized): Students have become withdrawn and many have problems with social interaction. **Root Cause:** The effects of COVID-19 has disrupted the lives of our students.

Problem Statement 8 (Prioritized): Students struggle in succeeding both academically and socially in instructional environments. **Root Cause:** Students have not had time to process the effects of COVID-19.

Problem Statement 9 (Prioritized): Family engagement and parental involvement is generally low with the exception of attendance at open house. **Root Cause:** Parental participation barriers exist such as language, schedule, and lack of knowledge of the importance in attending events at school.

Problem Statement 10 (Prioritized): There were limited opportunities for in-person family engagement opportunities during the past two school years. **Root Cause:** COVID-19 safety concerns and protocols restricted in-person participation.

Problem Statement 11 (Prioritized): Parents are not consistently notified by phone for all events. **Root Cause:** Campus does not have an automated call out system so all calls are made individually.

Problem Statement 12 (Prioritized): Avenues of social media and web postings have not consistently been utilized. **Root Cause:** Goals and criteria are not in place for frequency and consistency of posted information.

Problem Statement 13 (Prioritized): Staff and students would not have their basic needs met if required to stay in the basement during a weather crisis for an extended period of time. **Root Cause:** There is not a refrigerator, microwave, or any storage unit to store items.

Problem Statement 14 (Prioritized): Safety is jeopardized in lock down and other emergency situations as there is not an efficient system to notify students and faculty of a crisis situation. **Root Cause:** There is not an intercom system in the school that can be heard in all areas of the building.

Priority Problem Statements

Problem Statement 17: For the CCMR area, under Domain One, the overall score was calculated at a scaled score of 78 and a CCMR Raw Score of 13.

Root Cause 17: There are limited opportunities for students to receive CCMR credit if it has not been obtained prior to enrolling at REACH.

Problem Statement 17 Areas: Demographics

Problem Statement 2: Regarding STAAR performance in 2021 for all tests, 59% achieved Approaches, 26% achieved Meets, and 5% achieved Masters.

Root Cause 2: A greater focus needs to be on students achieving Meets and Masters.

Problem Statement 2 Areas: Student Learning

Problem Statement 28: According to the BrightBytes survey, 67% of teachers only use virtual tools for learning, such as virtual field trips, every few months and 33% never use virtual tools for student learning.

Root Cause 28: Teachers have had limited time to explore virtual tools available to them for instruction.

Problem Statement 28 Areas: School Processes & Programs

Problem Statement 32: According to the BrightBytes survey, the PL topics teachers are most interested in learning more about are: 67% Social Emotional Learning, 67% on-line writing, 67% blogs/reviews/social media, and 67% online project collaboration.

Root Cause 32: There have been limited training opportunities offered in these areas.

Problem Statement 32 Areas: Perceptions

Problem Statement 18: For CCMR, 87% of students did not meet one of the state designated areas for credit.

Root Cause 18: Typically, students are enrolled at REACH for a limited time prior to graduation.

Problem Statement 18 Areas: Demographics

Problem Statement 3: There is a low percentage of students achieving Meets or Masters on the STAAR EOC.

Root Cause 3: The majority of resources and time are focused on students who require intervention rather than advancement.

Problem Statement 3 Areas: Student Learning

Problem Statement 29: According to the BrightBytes survey, regarding how often do students use online skills to write online, 40% of students and 33% of teachers report this skill is only used every few months.

Root Cause 29: Not all teachers are not aware of specific ways to utilize this skill within their discipline.

Problem Statement 29 Areas: School Processes & Programs

Problem Statement 34: According to the BrightBytes survey, 67% of students and teachers report students learn how to respond to bullying on-line a few times per month (33%) or

every few months (33%).

Root Cause 34: While reports of bullying are always investigated, there are very few incidents reported at REACH leading to fewer instances in which additional training is needed.

Problem Statement 34 Areas: Perceptions

Problem Statement 20: For CCMR, 0% of students earned college credit for at least 3 hours in ELA or Math or 9 hours in any subject.

Root Cause 20: There are not opportunities for students to receive dual credit if it has not been obtained prior to enrolling at REACH.

Problem Statement 20 Areas: Demographics

Problem Statement 4: In 2021, 44% of all students achieved Approaches Grade Level, 25% achieve Meets Grade Level, and 0% Masters Grade Level on the English EOC assessments.

Root Cause 4: Students who attend REACH generally have low lexile reading levels and the reading level content on the EOC is challenging.

Problem Statement 4 Areas: Student Learning

Problem Statement 13: Assessment data has not been utilized effectively by students to improve student achievement.

Root Cause 13: Not all teachers require students to track their own data following local benchmarks and assessments.

Problem Statement 13 Areas: School Processes & Programs

Problem Statement 35: 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 35: With the usual struggles of at-risks teens compounded to the adjustments due to COVID-19, students are having a hard time dealing with many issues in their lives.

Problem Statement 35 Areas: Perceptions

Problem Statement 26: Some students are not able to graduate with their 4-year cohort.

Root Cause 26: Often times, by the time students are able to enroll at REACH, it is too late for the student to catch up with their cohort.

Problem Statement 26 Areas: Demographics

Problem Statement 5: In 2021, although there was an increase in English EOC scores from 38% to 44% in Approaches and an increase in Meets from 12% to 25%, there were not any students who achieved Masters.

Root Cause 5: Students have low Lexile reading levels which results in struggles with assessments.

Problem Statement 5 Areas: Student Learning

Problem Statement 15: Students are not progressing adequately on their Lexile levels.

Root Cause 15: Students are not utilizing Achieve3000 classes at the necessary frequency to take learning to the next level.

Problem Statement 15 Areas: School Processes & Programs

Problem Statement 36: According to the BrightBytes survey, only 37% of students can easily manage their emotions.

Root Cause 36: With the usual struggles of at-risks teens compounded to the adjustments due to COVID-19, students are having a hard time dealing with many issues in their lives.

Problem Statement 36 Areas: Perceptions

Problem Statement 6: Students' scores on essay writings for the STAAR English EOC demonstrates improvement is needed.

Root Cause 6: Limited practice in expository and persuasive writing across the curriculum.

Problem Statement 6 Areas: Student Learning

Problem Statement 16: The majority of student Lexile levels, which measures students' tactile reading ability, are extremely below grade level, resulting in struggles with EOC assessments.

Root Cause 16: Poor attendance in the past, limited English proficiency, learning loss due to COVID-19, and various other conditions are determining factors for low reading levels/learning gaps in the majority of students.

Problem Statement 16 Areas: School Processes & Programs

Problem Statement 37: Many students have lost focus on their sense of purpose and direction.

Root Cause 37: The effects of COVID-19 has disrupted the lives of our students.

Problem Statement 37 Areas: Perceptions

Problem Statement 7: In 2021, there was a decrease in Algebra EOC scores in comparison to 2019. Approaches decreased from 88% to 60%; Meets decreased from 13% to 0%; Masters remained at 0%.

Root Cause 7: Learning loss due to COVID-19

Problem Statement 7 Areas: Student Learning

Problem Statement 30: Students are not maintaining daily progress monitoring for Edgenuity classes.

Root Cause 30: Students have not been held accountable for maintaining the daily student tracker.

Problem Statement 30 Areas: School Processes & Programs

Problem Statement 38: Students are feeling overwhelmed regarding the loss of loved ones, social isolation, and pressures of school and work.

Root Cause 38: Students are having difficulty understanding the swift changes in their lives due to COVID-19.

Problem Statement 38 Areas: Perceptions

Problem Statement 10: In 2021, regarding Algebra EOC scores, 60% achieved Approaches while 0% achieved Meets or Masters.

Root Cause 10: Students who attend REACH generally have a history of attendance issues and thus have gaps in learning.

Problem Statement 10 Areas: Student Learning

Problem Statement 31: There is not a central location for students' collection of archived writings.

Root Cause 31: A system for student portfolios is not a priority with all teachers.

Problem Statement 31 Areas: School Processes & Programs

Problem Statement 39: Students have become withdrawn and many have problems with social interaction.

Root Cause 39: The effects of COVID-19 has disrupted the lives of our students.

Problem Statement 39 Areas: Perceptions

Problem Statement 8: In 2021, there was a decrease in Biology EOC scores in comparison to 2019. Approaches decreased from 67% to 50%; Meets remained at 17%; Masters remained at 0%.

Root Cause 8: Learning loss due to COVID-19

Problem Statement 8 Areas: Student Learning

Problem Statement 33: Teachers rarely collaborate with others in their same discipline.

Root Cause 33: There is only one teacher per core subject at REACH.

Problem Statement 33 Areas: School Processes & Programs

Problem Statement 40: Students struggle in succeeding both academically and socially in instructional environments.

Root Cause 40: Students have not had time to process the effects of COVID-19.

Problem Statement 40 Areas: Perceptions

Problem Statement 9: In 2021, regarding Biology EOC scores, 50% achieved Approaches, 17% achieved Meets, and 0% achieved Masters.

Root Cause 9: Learning loss due to COVID-19.

Problem Statement 9 Areas: Student Learning

Problem Statement 24: REACH High School does not offer a full range of courses aligned to the A-F Accountability System.

Root Cause 24: Course offerings which are aligned to CCMR requirements are not available on campus.

Problem Statement 24 Areas: School Processes & Programs

Problem Statement 41: Family engagement and parental involvement is generally low with the exception of attendance at open house.

Root Cause 41: Parental participation barriers exist such as language, schedule, and lack of knowledge of the importance in attending events at school.

Problem Statement 41 Areas: Perceptions

Problem Statement 11: In 2021, there was a decrease in Social Studies EOC scores in comparison to 2019. Approaches decreased from 89% to 70%; Meets decreased from 14% to 11%; 0% achieved Masters.

Root Cause 11: Learning loss due to COVID-19

Problem Statement 11 Areas: Student Learning

Problem Statement 27: There is a drastic decrease and inconsistency in student attendance.

Root Cause 27: COVID-19 exposure and concern are creating absences that typically would not occur.

Problem Statement 27 Areas: School Processes & Programs

Problem Statement 42: There were limited opportunities for in-person family engagement opportunities during the past two school years.

Root Cause 42: COVID-19 safety concerns and protocols restricted in-person participation.

Problem Statement 42 Areas: Perceptions

Problem Statement 12: In 2021, regarding Social Studies EOC scores, 70% achieved Approaches, 11% achieved Meets, and 0% achieved Masters.

Root Cause 12: Students who attend REACH generally have a history of attendance issues and thus have gaps in learning.

Problem Statement 12 Areas: Student Learning

Problem Statement 43: Parents are not consistently notified by phone for all events.

Root Cause 43: Campus does not have an automated call out system so all calls are made individually.

Problem Statement 43 Areas: Perceptions

Problem Statement 14: The majority of student Lexile levels, which measures students' tactile reading ability, are below grade level, resulting in struggles with assessments.

Root Cause 14: Poor attendance in the past, Covid learning loss, lack of growth in English language development, and various other conditions are determining factors for low reading levels/learning gaps in the majority of students.

Problem Statement 14 Areas: Student Learning

Problem Statement 44: Avenues of social media and web postings have not consistently been utilized.

Root Cause 44: Goals and criteria are not in place for frequency and consistency of posted information.

Problem Statement 44 Areas: Perceptions

Problem Statement 1: There has been significant learning loss due to COVID-19.

Root Cause 1: With the first six weeks of the past school year operating 100% remote and the second six weeks operating both remote as well as in-person, in addition to excessive student absences, inconsistencies in learning for the majority of students is evident.

Problem Statement 1 Areas: Student Learning

Problem Statement 45: Staff and students would not have their basic needs met if required to stay in the basement during a weather crisis for an extended period of time.

Root Cause 45: There is not a refrigerator, microwave, or any storage unit to store items.

Problem Statement 45 Areas: Perceptions

Problem Statement 19: Regarding CCMR, 16% of the student population met the TSI criteria for at least one indicator in Reading.

Root Cause 19: Students are several grade levels behind in reading.

Problem Statement 19 Areas: Student Learning

Problem Statement 46: Safety is jeopardized in lock down and other emergency situations as there is not an efficient system to notify students and faculty of a crisis situation.

Root Cause 46: There is not an intercom system in the school that can be heard in all areas of the building.

Problem Statement 46 Areas: Perceptions

Problem Statement 22: Regarding CCMR, there were not any students who met the TSI criteria for at least one indicator in Math.

Root Cause 22: Students are below grade level in math.

Problem Statement 22 Areas: Student Learning

Problem Statement 21: Regarding CCMR, there are not any students who met the TSI criteria in both ELA/Reading and Mathematics.

Root Cause 21: Students are below grade level in both reading and math.

Problem Statement 21 Areas: Student Learning

Problem Statement 23: Regarding CCMR, there are not any students who met the SAT criteria.

Root Cause 23: Students have not been provided time and assistance in preparing for tests that measure college readiness.

Problem Statement 23 Areas: Student Learning

Problem Statement 25: In 2021, 65% of graduating seniors did not successfully complete at least one Advanced Academics course.

Root Cause 25: Students are not routinely enrolled in an Advanced Academics.

Problem Statement 25 Areas: Student Learning

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.
- Planning and decision making committee(s) meeting data
- State and federal planning requirements
- Covid-19 Factors and/or waivers

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Federal Report Card Data
- Alternative Education Accountability (AEA) data

Student Data: Assessments

- State and federally required assessment information
- (STAAR) current and longitudinal results, including all versions
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR released test questions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Postsecondary college, career or military-ready graduates
- Texas Success Initiative (TSI) data for postsecondary/college-ready graduates data
- SAT and/or ACT assessment data
- PSAT
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Career and Technical Education (CTE) data, including coherent sequence coursework aligned with the industry-based certifications, program growth and student achievement by race, ethnicity, gender, etc.
- Section 504 data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data
- Dual-credit and/or college prep course completion data
- Pregnancy and related services data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Student surveys and/or other feedback
- School safety data

Employee Data

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

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate
- Community surveys and/or other feedback

Support Systems and Other Data

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

Goals

Revised/Approved: November 8, 2021

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

Performance Objective 1: In Domain 1, the STAAR performance scaled score will increase from 80 to 82 (prior to bonus points) on the 2022 A-F Accountability Ratings. (Raw Scores: Approaches, from 63% to 65%; Meets, from 23% to 25%; Masters, from 5% to 7%)





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

Strategy 1 Details	Reviews			
<p>Strategy 1: The Teaching, Learning, and Innovation Team will work with teachers during PLC's to support instructional practices to improve student learning.</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 Schoolwide Elements: 2.4, 2.6</p> <p>Problem Statements: Student Learning 2 - School Processes & Programs 8</p> <p>Funding Sources: - 199 - General Fund</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Student engagement will increase by providing support and professional learning on the use of high-yield strategies within tier one instruction to accelerate learning.</p> <p>Strategy's Expected Result/Impact: Growth in student engagement</p> <p>Staff Responsible for Monitoring: Teaching, Learning, and Innovation Team</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p> <p>Problem Statements: Student Learning 13 - School Processes & Programs 8</p> <p>Funding Sources: - 199 - General Fund</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
<p>Strategy 3: The Teaching, Learning, and Innovation Team will provide resources, guidance, and professional learning using academic vocabulary as an acceleration strategy in the classroom.</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 Team</p> <p>Title I Schoolwide Elements: 2.4</p> <p>Problem Statements: Student Learning 1, 12</p> <p>Funding Sources: - 211 - Title I, Part A</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
<p>Strategy 4: On-going professional learning for teachers and administrators will be provided on how to use assessment data to drive instruction in small groups as well as tiered groups for instruction.</p> <p>Strategy's Expected Result/Impact: Targeted RTI implementation and Tier 3 data</p> <p>Staff Responsible for Monitoring: Teaching, Learning, and Innovation Team, Campus Principal, Teachers</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p> <p>Problem Statements: Student Learning 2, 13</p> <p>Funding Sources: - 211 - Title I, Part A</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
<p>Strategy 5: Accelerated Instruction (AI) Plans will be created, implemented, and tracked in all STAAR areas when students do not meet approaches grade level.</p> <p>Strategy's Expected Result/Impact: Growth in campus data and student performance</p> <p>Staff Responsible for Monitoring: Executive Director of Educational Leadership, Director of Special Programs</p> <p>Problem Statements: Student Learning 13</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6 Details	Reviews			
<p>Strategy 6: The Teaching, Learning, and Innovation Team will work with teachers during professional learning, PLCs, and planning time to create learning experiences that provide opportunities for students to build perseverance in completing rigorous tasks.</p> <p>Strategy's Expected Result/Impact: Increased student stamina when completing rigorous or lengthy tasks.</p> <p>Staff Responsible for Monitoring: Teaching, Learning, and Innovation Team</p> <p>Title I Schoolwide Elements: 2.4, 2.6</p> <p>Problem Statements: Student Learning 2, 12</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 7 Details	Reviews			
<p>Strategy 7: The Teaching, Learning, and Innovation Team will provide on-going professional learning and resources to support teachers with increasing the use of content writing tools and strategies that deepen students' understanding of the content, enhance critical thinking skills, and grow students' overall literacy development.</p> <p>Strategy's Expected Result/Impact: Content teachers consistently utilize student digital student digital portfolios to collect and house students' writing samples, self-assessments, goal-assessments, goal setting, and reflections on their progress and growth as a writer in that discipline</p> <p>Staff Responsible for Monitoring: Teaching, Learning, and Innovation Team</p> <p>Title I Schoolwide Elements: 2.4, 2.6</p> <p>Problem Statements: Student Learning 5 - School Processes & Programs 7</p> <p>Funding Sources: - 199 - General Fund</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 8 Details	Reviews			
<p>Strategy 8: The Teaching, Learning, and Innovation Team will provide overviews of guiding documents, scope and sequence, pacing calendars, and district created assessments along with answering questions regarding upcoming instructional units.</p> <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 Schoolwide Elements: 2.4, 2.5, 2.6</p> <p>Problem Statements: Student Learning 1, 2</p> <p>Funding Sources: - 199 - General Fund</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 9 Details	Reviews			
<p>Strategy 9: Supplemental aids for use in the classrooms and on STAAR will be effectively implemented.</p> <p>Strategy's Expected Result/Impact: Growth in campus data and student performance at all levels.</p> <p>Staff Responsible for Monitoring: Director of Special Specials Programs and Teaching, Learning, and Innovation Team</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p> <p>Problem Statements: Student Learning 13</p> <p>Funding Sources: - 211 - Title I, Part A</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 10 Details	Reviews			
<p>Strategy 10: The Teaching, Learning, and Innovation Team will complete year five of the five year curriculum and assessment development plan.</p> <p>Strategy's Expected Result/Impact: Creation of a curriculum which aligns the written and tested curriculum</p> <p>Staff Responsible for Monitoring: Teaching, Learning, and Innovation Team</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p> <p>Problem Statements: Student Learning 1, 2 - School Processes & Programs 8</p> <p>Funding Sources: - 211 - Title I, Part A</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 11 Details	Reviews			
<p>Strategy 11: 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, instructional delivery, and implementation of TEKS Strand 6--the Writing Process and Writing Genres.</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, English Language Arts Coach</p> <p>Title I Schoolwide Elements: 2.4, 2.6</p> <p>Problem Statements: Student Learning 3, 4, 5</p> <p>Funding Sources: - 199 - General Fund</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 12 Details	Reviews			
<p>Strategy 12: REACH will implement the district developed Numeracy Plan.</p> <p>Strategy's Expected Result/Impact: Growth in campus data and student performance in math</p> <p>Staff Responsible for Monitoring: Math Coordinator, Math Coach, Campus Principal</p> <p>Title I Schoolwide Elements: 2.4, 2.5</p> <p>Problem Statements: Student Learning 6, 7</p> <p>Funding Sources: - 255 - Title II, Part A TPTR</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 13 Details	Reviews			
<p>Strategy 13: The Science Coordinator will support the implementation and utilization of a the RUBIES method for analyzing and interpreting science problems.</p> <p>Strategy's Expected Result/Impact: Growth in campus data and student performance in science</p> <p>Staff Responsible for Monitoring: Science Coordinator, Campus Principal</p> <p>Title I Schoolwide Elements: 2.4, 2.6</p> <p>Problem Statements: Student Learning 1, 8, 13</p> <p>Funding Sources: - 199 - General Fund</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 14 Details	Reviews			
<p>Strategy 14: The district will provide TEKS-aligned online resources, materials, and professional learning for hands-on math and science labs.</p> <p>Strategy's Expected Result/Impact: Growth in campus data and student performance in math and science at all grade levels</p> <p>Staff Responsible for Monitoring: Math Coordinator, Math Coach, Science Coordinator, Campus Principal</p> <p>Title I Schoolwide Elements: 2.4</p> <p>Problem Statements: Student Learning 2, 6, 8</p> <p>Funding Sources: - 410- IMA</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 15 Details	Reviews			
<p>Strategy 15: The Social Studies Coordinator will support the REACH teacher in creating and monitoring formative assessments to ensure students are able to transfer content 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>Problem Statements: Student Learning 10, 11, 13</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 16 Details	Reviews			
<p>Strategy 16: The Social Studies Coordinator and REACH teacher will increase exposure to the various ways content is tested on STAAR by fine tuning test taking strategies to move students from Meets to Masters.</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>Problem Statements: Student Learning 2, 10, 11</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:

Student Learning

Problem Statement 1: Regarding STAAR performance in 2021 for all tests, 59% achieved Approaches, 26% achieved Meets, and 5% achieved Masters. **Root Cause:** A greater focus needs to be on students achieving Meets and Masters.

Problem Statement 2: There is a low percentage of students achieving Meets or Masters on the STAAR EOC. **Root Cause:** The majority of resources and time are focused on students who require intervention rather than advancement.

Problem Statement 3: In 2021, 44% of all students achieved Approaches Grade Level, 25% achieve Meets Grade Level, and 0% Masters Grade Level on the English EOC assessments. **Root Cause:** Students who attend REACH generally have low lexile reading levels and the reading level content on the EOC is challenging.

Problem Statement 4: In 2021, although there was an increase in English EOC scores from 38% to 44% in Approaches and an increase in Meets from 12% to 25%, there were not any students who achieved Masters. **Root Cause:** Students have low Lexile reading levels which results in struggles with assessments.

Problem Statement 5: Students' scores on essay writings for the STAAR English EOC demonstrates improvement is needed. **Root Cause:** Limited practice in expository and persuasive writing across the curriculum.

Problem Statement 6: In 2021, there was a decrease in Algebra EOC scores in comparison to 2019. Approaches decreased from 88% to 60%; Meets decreased from 13% to 0%; Masters remained at 0%. **Root Cause:** Learning loss due to COVID-19

Problem Statement 7: In 2021, regarding Algebra EOC scores, 60% achieved Approaches while 0% achieved Meets or Masters. **Root Cause:** Students who attend REACH generally have a history of attendance issues and thus have gaps in learning.

Problem Statement 8: In 2021, there was a decrease in Biology EOC scores in comparison to 2019. Approaches decreased from 67% to 50%; Meets remained at 17%; Masters remained at 0%. **Root Cause:** Learning loss due to COVID-19

Problem Statement 10: In 2021, there was a decrease in Social Studies EOC scores in comparison to 2019. Approaches decreased from 89% to 70%; Meets decreased from 14% to 11%; 0% achieved Masters. **Root Cause:** Learning loss due to COVID-19

Problem Statement 11: In 2021, regarding Social Studies EOC scores, 70% achieved Approaches, 11% achieved Meets, and 0% achieved Masters. **Root Cause:** Students who attend REACH generally have a history of attendance issues and thus have gaps in learning.

Problem Statement 12: The majority of student Lexile levels, which measures students' tactile reading ability, are below grade level, resulting in struggles with assessments. **Root Cause:** Poor attendance in the past, Covid learning loss, lack of growth in English language development, and various other conditions are determining factors for low reading levels/learning gaps in the majority of students.

Problem Statement 13: There has been significant learning loss due to COVID-19. **Root Cause:** With the first six weeks of the past school year operating 100% remote and the second six weeks operating both remote as well as in-person, in addition to excessive student absences, inconsistencies in learning for the majority of students is evident.

School Processes & Programs

Problem Statement 7: There is not a central location for students' collection of archived writings. **Root Cause:** A system for student portfolios is not a priority with all teachers.

Problem Statement 8: Teachers rarely collaborate with others in their same discipline. **Root Cause:** There is only one teacher per core subject at REACH.

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

Performance Objective 2: In Domain 1, the STAAR Performance Measure on ELA/Reading (English I and II EOC) will increase from 44% to 50% Approaches, 25% to 28% Meets, and 0% to 8% Masters on the 2022 A-F Accountability System.





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

Strategy 1 Details	Reviews			
<p>Strategy 1: Each six weeks, the teacher will gather and analyze data collected during progress monitoring and revise targeted actions plans based on data from unit assessments, campus-based assessments, and district benchmarks.</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>Title I Schoolwide Elements: 2.4, 2.6</p> <p>Problem Statements: Student Learning 1, 2</p> <p>Funding Sources: - 199 - General Fund, - 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: Teacher, Campus Principal</p> <p>Title I Schoolwide Elements: 2.4, 2.6 - Comprehensive Support Strategy</p> <p>Problem Statements: Student Learning 4 - 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: 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: Teacher, Campus Principal</p> <p>Title I Schoolwide Elements: 2.4, 2.6</p> <p>Problem Statements: Student Learning 3 - School Processes & Programs 3</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 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 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: Teacher, Campus Principal</p> <p>Title I Schoolwide Elements: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math</p> <p>Problem Statements: Student Learning 2 - 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: Teacher, Campus Principal</p> <p>Title I Schoolwide Elements: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math</p> <p>Problem Statements: Student Learning 3, 12 - School Processes & Programs 5</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 English activities, Achieve3000 activities, and other content areas.</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 Schoolwide Elements: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math</p> <p>Problem Statements: Student Learning 4, 12 - School Processes & Programs 5</p> <p>Funding Sources: - 199 - General Fund</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 7 Details	Reviews			
<p>Strategy 7: Students will be assigned a minimum of two Achieve3000 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 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: Teacher, Campus Principal</p> <p>Title I Schoolwide Elements: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Comprehensive Support Strategy</p> <p>Funding Sources: - 199 - General Fund</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: Teacher, Campus Principal</p> <p>Title I Schoolwide Elements: 2.4, 2.6</p> <p>Problem Statements: Student Learning 2, 3, 12</p> <p>Funding Sources: - 199 - General Fund</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 9 Details	Reviews			
<p>Strategy 9: Students will effectively use revising and editing strategies daily to improve writing quality, fluidity, and confidence. 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 Schoolwide Elements: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Comprehensive Support Strategy</p> <p>Problem Statements: Student Learning 4, 5</p> <p>Funding Sources: - 199 - General Fund</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 10 Details	Reviews			
<p>Strategy 10: Students will respond to EOC-like prompts as part of the regular writing activity. The teacher will model how to achieve a score of 3 on the written composition component of the EOC test using the STAAR writing composition rubric so that students can better understand how to achieve success.</p> <p>Strategy's Expected Result/Impact: Students will develop a process to consistently write high scoring essays based on the State's STAAR Writing Rubric.</p> <p>Staff Responsible for Monitoring: Teacher, Campus Principal</p> <p>Title I Schoolwide Elements: 2.4, 2.6</p> <p>Problem Statements: Student Learning 1, 5</p> <p>Funding Sources: - 199 - General Fund</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 11 Details	Reviews			
<p>Strategy 11: Using the Write to Learn process, students will utilize the online writing process document to create essays for their writing e-portfolios. The process will include drafting, revising, and publishing of documents for the website, as well as for off-campus individuals and organizations.</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 Schoolwide Elements: 2.4, 2.6</p> <p>Problem Statements: Student Learning 1, 5</p> <p>Funding Sources: - 199 - General Fund</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 12 Details	Reviews			
<p>Strategy 12: 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: Teacher, Campus Principal</p> <p>Title I Schoolwide Elements: 2.4, 2.6</p> <p>Problem Statements: Student Learning 1, 5 - School Processes & Programs 7</p> <p>Funding Sources: - 199 - General Fund</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 13 Details	Reviews			
<p>Strategy 13: In small groups and tutorials, extra assistance will be provided to students to deepen students' understanding of the EOC class lessons aligned to 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: Teacher, Campus Principal</p> <p>Title I Schoolwide Elements: 2.4, 2.6</p> <p>Problem Statements: Student Learning 1, 12</p> <p>Funding Sources: - 199 - General Fund</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 14 Details	Reviews			
<p>Strategy 14: Additional ELA EOC support will be provided by the ELA coordinator for pull out and small groups with a focus on writing.</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: Teacher, ELA Coordinator, Campus Principal</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - Comprehensive Support Strategy</p> <p>Funding Sources: - 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 2 Problem Statements:

Student Learning

Problem Statement 1: Regarding STAAR performance in 2021 for all tests, 59% achieved Approaches, 26% achieved Meets, and 5% achieved Masters. **Root Cause:** A greater focus needs to be on students achieving Meets and Masters.

Problem Statement 2: There is a low percentage of students achieving Meets or Masters on the STAAR EOC. **Root Cause:** The majority of resources and time are focused on students who require intervention rather than advancement.

Problem Statement 3: In 2021, 44% of all students achieved Approaches Grade Level, 25% achieve Meets Grade Level, and 0% Masters Grade Level on the English EOC assessments. **Root Cause:** Students who attend REACH generally have low lexile reading levels and the reading level content on the EOC is challenging.

Problem Statement 4: In 2021, although there was an increase in English EOC scores from 38% to 44% in Approaches and an increase in Meets from 12% to 25%, there were not any students who achieved Masters. **Root Cause:** Students have low Lexile reading levels which results in struggles with assessments.

Problem Statement 5: Students' scores on essay writings for the STAAR English EOC demonstrates improvement is needed. **Root Cause:** Limited practice in expository and persuasive writing across the curriculum.

Problem Statement 12: The majority of student Lexile levels, which measures students' tactile reading ability, are below grade level, resulting in struggles with assessments. **Root Cause:** Poor attendance in the past, Covid learning loss, lack of growth in English language development, and various other conditions are determining factors for low reading levels/learning gaps in the majority of students.

School Processes & Programs

Problem Statement 3: Assessment data has not been utilized effectively by students to improve student achievement. **Root Cause:** Not all teachers require students to track their own data following local benchmarks and assessments.

Problem Statement 5: The majority of student Lexile levels, which measures students' tactile reading ability, are extremely below grade level, resulting in struggles with EOC assessments. **Root Cause:** Poor attendance in the past, limited English proficiency, learning loss due to COVID-19, and various other conditions are determining factors for low reading levels/learning gaps in the majority of students.

Problem Statement 7: There is not a central location for students' collection of archived writings. **Root Cause:** A system for student portfolios is not a priority with all teachers.

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

Performance Objective 3: In Domain 1, the STAAR Performance Measure for Math (Algebra EOC) will increase from 60% to 75% Approaches, 0% to 20% Meets, and 0% to 5% Masters on the 2022 A-F Accountability System.





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 class will meet three times per week, following the pacing calendar, with a focus on essential 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>Title I Schoolwide Elements: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math</p> <p>Problem Statements: Student Learning 6, 7</p> <p>Funding Sources: - 199 - General Fund</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Each six weeks, teachers will gather and analyze data collected during progress monitoring and revise targeted actions plans based on data from unit assessments, campus-based assessments, and district benchmarks.</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 Schoolwide Elements: 2.4, 2.6</p> <p>Problem Statements: Student Learning 6, 7</p> <p>Funding Sources: - 199 - General Fund</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
<p>Strategy 3: As a result of Algebra 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: Increased student achievement on Meets and Masters on the A-F Accountability System.</p> <p>Staff Responsible for Monitoring: Teacher and Campus Principal</p> <p>Title I Schoolwide Elements: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math</p> <p>Problem Statements: Student Learning 6, 7 - School Processes & Programs 3</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 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: Increased student achievement on Meets and Masters on the A-F Accountability System.</p> <p>Staff Responsible for Monitoring: Teacher and Campus Principal</p> <p>Title I Schoolwide Elements: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math</p> <p>Funding Sources: - 199 - General Fund</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
<p>Strategy 5: Students will use online formative assessments and will receive immediate feedback on their performance. Unit assessments will include STAAR released questions to support progress monitoring.</p> <p>Strategy's Expected Result/Impact: Student receives immediate feedback in order to self monitor learning resulting in a substantial success rating on the A-F Accountability System.</p> <p>Staff Responsible for Monitoring: Teacher, Campus Principal</p> <p>Title I Schoolwide Elements: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math</p> <p>Problem Statements: Student Learning 6, 7</p> <p>Funding Sources: - 199 - General Fund</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 6 Details	Reviews			
<p>Strategy 6: Students will participate in a STAAR problem practice day after every essential standard is introduced.</p> <p>Strategy's Expected Result/Impact: Success rate with assessments will increase resulting in a substantial success rating on the A-F Accountability System.</p> <p>Staff Responsible for Monitoring: Teacher, Campus Principal</p> <p>Title I Schoolwide Elements: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math</p> <p>Problem Statements: Student Learning 6, 7</p> <p>Funding Sources: - 199 - General Fund</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 7 Details	Reviews			
<p>Strategy 7: Students will start each lesson with an overview of key STAAR vocabulary.</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>Title I Schoolwide Elements: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math</p> <p>Problem Statements: Student Learning 6, 7</p> <p>Funding Sources: - 199 - General Fund</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 8 Details	Reviews			
<p>Strategy 8: 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: Teacher and Campus Principal.</p> <p>Title I Schoolwide Elements: 2.4, 2.6</p> <p>Problem Statements: Student Learning 2, 6, 7</p> <p>Funding Sources: - 199 - General Fund</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 9 Details	Reviews			
<p>Strategy 9: After the completion of each unit, students will submit a formative assessment demonstrating their knowledge and skills on the topic. Students and the teacher will analyze and reflect on results in preparation for the STAAR test.</p> <p>Strategy's Expected Result/Impact: Increase in Meets and Masters on the A-F Accountability System.</p> <p>Staff Responsible for Monitoring: Teacher and Campus Principal</p> <p>Title I Schoolwide Elements: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math</p> <p>Problem Statements: Student Learning 2, 6, 7</p> <p>Funding Sources: - 199 - General Fund</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 10 Details	Reviews			
<p>Strategy 10: Students will 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>Title I Schoolwide Elements: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math</p> <p>Problem Statements: Student Learning 6, 7</p> <p>Funding Sources: - 199 - General Fund</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 11 Details	Reviews			
<p>Strategy 11: Students will take part in a reflective writing session at the end of each Algebra EOC class.</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 Schoolwide Elements: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math</p> <p>Problem Statements: Student Learning 5, 6</p> <p>Funding Sources: - 199 - General Fund</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 12 Details	Reviews			
<p>Strategy 12: 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: Increased student achievement on vocabulary resulting in increasing student scores on the A-F Accountability System.</p> <p>Staff Responsible for Monitoring: Teacher and Campus Principal</p> <p>Title I Schoolwide Elements: 2.4, 2.6</p> <p>Problem Statements: Student Learning 6, 7 - School Processes & Programs 5</p> <p>Funding Sources: - 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 3 Problem Statements:

Student Learning
<p>Problem Statement 2: There is a low percentage of students achieving Meets or Masters on the STAAR EOC. Root Cause: The majority of resources and time are focused on students who require intervention rather than advancement.</p>
<p>Problem Statement 5: Students' scores on essay writings for the STAAR English EOC demonstrates improvement is needed. Root Cause: Limited practice in expository and persuasive writing across the curriculum.</p>
<p>Problem Statement 6: In 2021, there was a decrease in Algebra EOC scores in comparison to 2019. Approaches decreased from 88% to 60%; Meets decreased from 13% to 0%; Masters remained at 0%. Root Cause: Learning loss due to COVID-19</p>
<p>Problem Statement 7: In 2021, regarding Algebra EOC scores, 60% achieved Approaches while 0% achieved Meets or Masters. Root Cause: Students who attend REACH generally have a history of attendance issues and thus have gaps in learning.</p>
School Processes & Programs
<p>Problem Statement 3: Assessment data has not been utilized effectively by students to improve student achievement. Root Cause: Not all teachers require students to track their own data following local benchmarks and assessments.</p>
<p>Problem Statement 5: The majority of student Lexile levels, which measures students' tactile reading ability, are extremely below grade level, resulting in struggles with EOC assessments. Root Cause: Poor attendance in the past, limited English proficiency, learning loss due to COVID-19, and various other conditions are determining factors for low reading levels/learning gaps in the majority of students.</p>

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





Performance Objective 4: In Domain 1, the STAAR Performance Measure in Science (Biology EOC) will increase from 50% to 65% Approaches, 17% to 22% Meets, and 0% to 5% Masters on the 2022 A-F Accountability System.

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

Strategy 1 Details	Reviews			
<p>Strategy 1: Each six weeks, teachers will gather and analyze data collected during progress monitoring and revise targeted actions plans based on data from unit assessments, campus-based assessments, and district benchmarks.</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: Teacher and Campus Principal</p> <p>Title I Schoolwide Elements: 2.4, 2.6</p> <p>Problem Statements: Student Learning 8, 9</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 Biology 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 receive focused instruction resulting in an increased success rate on the A-F Accountability System.</p> <p>Staff Responsible for Monitoring: Teacher and Campus Principal</p> <p>Title I Schoolwide Elements: 2.4, 2.6</p> <p>Problem Statements: Student Learning 8, 9 - 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: 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: Teacher and Campus Principal</p> <p>Title I Schoolwide Elements: 2.4, 2.6</p> <p>Problem Statements: Student Learning 8, 9</p> <p>Funding Sources: - 199 - General Fund</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
<p>Strategy 4: Students will create a Biology online dictionary for vocabulary by utilizing flash cards.</p> <p>Strategy's Expected Result/Impact: Increase in understanding of Biology terms resulting in a higher success rate on assessments.</p> <p>Staff Responsible for Monitoring: Teacher, Administrator</p> <p>Title I Schoolwide Elements: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math, Connect high school to career and college - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>Funding Sources: - 199 - General Fund</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
<p>Strategy 5: Students will utilize interactive notebooks to organize content and have easy access to revisit for content for EOC test preparation.</p> <p>Strategy's Expected Result/Impact: Knowledge will strengthen resulting in higher success rates on the A-F Accountability System</p> <p>Staff Responsible for Monitoring: Teacher, Campus Principal</p> <p>Title I Schoolwide Elements: 2.4, 2.6</p> <p>Problem Statements: Student Learning 8, 9</p> <p>Funding Sources: - 199 - General Fund</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 6 Details	Reviews			
<p>Strategy 6: Students will participate in a minimum of one lab per unit.</p> <p>Strategy's Expected Result/Impact: A deeper knowledge of the processes will develop resulting in an increase of students achieving Meets and Masters on the A-F Accountability System.</p> <p>Staff Responsible for Monitoring: Teacher, Campus Principal</p> <p>Title I Schoolwide Elements: 2.4, 2.6</p> <p>Problem Statements: Student Learning 2, 8</p> <p>Funding Sources: - 199 - General Fund</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 7 Details	Reviews			
<p>Strategy 7: 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: Increased Lexile reading scores resulting in a substantial success rating on the A-F Accountability System.</p> <p>Staff Responsible for Monitoring: Teacher and Campus Principal</p> <p>Title I Schoolwide Elements: 2.4, 2.6</p> <p>Problem Statements: Student Learning 12 - School Processes & Programs 5</p> <p>Funding Sources: - 199 - General Fund</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 8 Details	Reviews			
<p>Strategy 8: 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: Teacher and Campus Principal</p> <p>Title I Schoolwide Elements: 2.4, 2.6</p> <p>Problem Statements: Student Learning 5 - School Processes & Programs 7</p> <p>Funding Sources: - 199 - General Fund</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 9 Details	Reviews			
<p>Strategy 9: Google docs will be utilized for Writing to Learn, collaborative class projects, and virtual labs.</p> <p>Strategy's Expected Result/Impact: Collaboration and student to student feedback will strengthen knowledge resulting in higher success rates on assessments.</p> <p>Staff Responsible for Monitoring: Teacher, Administrator</p> <p>Title I Schoolwide Elements: 2.4, 2.6 - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Comprehensive Support Strategy</p> <p>Funding Sources: - 199 - General Fund</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 10 Details	Reviews			
<p>Strategy 10: In small groups and tutorials, extra assistance will be provided to students to support a deeper understanding of the highly tested TEKS for the EOC class.</p> <p>Strategy's Expected Result/Impact: Increase in Meets and Masters resulting in a substantial success rating on the A-F Accountability System.</p> <p>Staff Responsible for Monitoring: Teacher and Campus Principal</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p> <p>Problem Statements: Student Learning 8, 9</p> <p>Funding Sources: - 199 - General Fund</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 11 Details	Reviews			
<p>Strategy 11: The Science Coordinator will pull out students for additional assistance on the Biology EOC.</p> <p>Strategy's Expected Result/Impact: Tier 3 instruction strengthens knowledge resulting in higher success rates on assessments.</p> <p>Staff Responsible for Monitoring: Teacher, Science Coordinator, Administrator</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 8, 9</p> <p>Funding Sources: - 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 4 Problem Statements:

Student Learning

Problem Statement 2: There is a low percentage of students achieving Meets or Masters on the STAAR EOC. **Root Cause:** The majority of resources and time are focused on students who require intervention rather than advancement.

Problem Statement 5: Students' scores on essay writings for the STAAR English EOC demonstrates improvement is needed. **Root Cause:** Limited practice in expository and persuasive writing across the curriculum.

Problem Statement 8: In 2021, there was a decrease in Biology EOC scores in comparison to 2019. Approaches decreased from 67% to 50%; Meets remained at 17%; Masters remained at 0%. **Root Cause:** Learning loss due to COVID-19

Problem Statement 9: In 2021, regarding Biology EOC scores, 50% achieved Approaches, 17% achieved Meets, and 0% achieved Masters. **Root Cause:** Learning loss due to COVID-19.

Problem Statement 12: The majority of student Lexile levels, which measures students' tactile reading ability, are below grade level, resulting in struggles with assessments. **Root Cause:** Poor attendance in the past, Covid learning loss, lack of growth in English language development, and various other conditions are determining factors for low reading levels/learning gaps in the majority of students.

School Processes & Programs

Problem Statement 3: Assessment data has not been utilized effectively by students to improve student achievement. **Root Cause:** Not all teachers require students to track their own data following local benchmarks and assessments.

Problem Statement 5: The majority of student Lexile levels, which measures students' tactile reading ability, are extremely below grade level, resulting in struggles with EOC assessments. **Root Cause:** Poor attendance in the past, limited English proficiency, learning loss due to COVID-19, and various other conditions are determining factors for low reading levels/learning gaps in the majority of students.

Problem Statement 7: There is not a central location for students' collection of archived writings. **Root Cause:** A system for student portfolios is not a priority with all teachers.

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

Performance Objective 5: In Domain 1, the STAAR Performance Measure in Social Studies (U.S. History EOC) will increase from 79% to 85% Approaches, 43% to 45% Meets, and 14% to 15% Masters on the 2022 A-F Accountability System.





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

Strategy 1 Details	Reviews			
<p>Strategy 1: Each six weeks, teachers will gather and analyze data collected during progress monitoring and revise targeted actions plans based on data from unit assessments, campus-based assessments, and district benchmarks.</p> <p>Strategy's Expected Result/Impact: Increase on Meets and Masters on A-F Accountability</p> <p>Staff Responsible for Monitoring: Teacher and Campus Principal</p> <p>Title I Schoolwide Elements: 2.4, 2.6</p> <p>Problem Statements: Student Learning 10, 11</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 Social Studies 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: Increase on Meets and Masters on A-F Accountability</p> <p>Staff Responsible for Monitoring: Teacher and Campus Principal</p> <p>Title I Schoolwide Elements: 2.4, 2.6</p> <p>Problem Statements: Student Learning 2, 10, 11 - 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: 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: Increase in Meets and Masters on A-F Accountability</p> <p>Staff Responsible for Monitoring: Teacher and Campus Principal</p> <p>Title I Schoolwide Elements: 2.4, 2.6</p> <p>Problem Statements: Student Learning 2, 10, 11</p> <p>Funding Sources: - 199 - General Fund</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 4 Details	Reviews			
<p>Strategy 4: Students will participate in Canvas discussions as a bell ringer in which students post a reply to a question and comment on peers' responses.</p> <p>Strategy's Expected Result/Impact: Deeper understanding of content resulting in higher success rates on A-F Accountability.</p> <p>Staff Responsible for Monitoring: Teacher, Campus Principal</p> <p>Title I Schoolwide Elements: 2.4, 2.6</p> <p>Problem Statements: Student Learning 10, 11</p> <p>Funding Sources: - 199 - General Fund</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
<p>Strategy 5: Students will collaborate as a group for "Elite 8" vocabulary which include visuals using Google slides.</p> <p>Strategy's Expected Result/Impact: Deeper understanding of content resulting in higher success rates on A-F Accountability.</p> <p>Staff Responsible for Monitoring: Teacher, Campus Principal</p> <p>Title I Schoolwide Elements: 2.4, 2.6</p> <p>Problem Statements: Student Learning 10, 11</p> <p>Funding Sources: - 199 - General Fund</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6 Details	Reviews			
<p>Strategy 6: The teacher will develop and execute lessons that consistently includes 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: Teacher and Campus Principal</p> <p>Title I Schoolwide Elements: 2.4, 2.6</p> <p>Problem Statements: Student Learning 2, 10, 11</p> <p>Funding Sources: - 199 - General Fund</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 7 Details	Reviews			
<p>Strategy 7: The teacher will review strategies with students in answering "recall" questions by removing wrong answers to "better-the-odds" of answering them correctly.</p> <p>Strategy's Expected Result/Impact: An increase in Meets and Masters on the A-F Accountability.</p> <p>Staff Responsible for Monitoring: Teacher and Campus Principal.</p> <p>Title I Schoolwide Elements: 2.4, 2.6</p> <p>Problem Statements: Student Learning 2, 10, 11</p> <p>Funding Sources: - 199 - General Fund</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 8 Details	Reviews			
<p>Strategy 8: 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: Teacher and Campus Principal</p> <p>Title I Schoolwide Elements: 2.4, 2.6</p> <p>Problem Statements: Student Learning 2, 10, 11</p> <p>Funding Sources: - 199 - General Fund</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 9 Details	Reviews			
<p>Strategy 9: Students will work in groups to collaborate/share main events/ideas using Google docs.</p> <p>Strategy's Expected Result/Impact: Deeper understanding of content resulting in higher success rates on A-F Accountability.</p> <p>Staff Responsible for Monitoring: Teacher, Campus Principal</p> <p>Title I Schoolwide Elements: 2.4, 2.6</p> <p>Problem Statements: Student Learning 10, 11</p> <p>Funding Sources: - 199 - General Fund</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 10 Details	Reviews			
<p>Strategy 10: 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: Increase in students' Lexile levels resulting in a higher success rate on A-F Accountability</p> <p>Staff Responsible for Monitoring: Teacher and Campus Principal</p> <p>Title I Schoolwide Elements: 2.4, 2.6</p> <p>Problem Statements: Student Learning 10, 11, 12 - School Processes & Programs 5</p> <p>Funding Sources: - 199 - General Fund</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 11 Details	Reviews			
<p>Strategy 11: 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: Teacher and Campus Principal</p> <p>Title I Schoolwide Elements: 2.4, 2.6</p> <p>Problem Statements: Student Learning 5 - School Processes & Programs 7</p> <p>Funding Sources: - 199 - General Fund</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 12 Details	Reviews			
<p>Strategy 12: Students are assigned a minimum of two Achieve3000 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' Lexile levels resulting in a higher success rate on A-F Accountability</p> <p>Staff Responsible for Monitoring: Teacher and Campus Principal</p> <p>Title I Schoolwide Elements: 2.4, 2.6</p> <p>Problem Statements: Student Learning 3, 10, 11</p> <p>Funding Sources: - 199 - General Fund</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 13 Details	Reviews			
<p>Strategy 13: The teacher 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 Schoolwide Elements: 2.4, 2.5, 2.6 - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 2, 10, 11</p> <p>Funding Sources: - 199 - General Fund</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 14 Details	Reviews			
<p>Strategy 14: 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: Teacher and Campus Principal</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p> <p>Problem Statements: Student Learning 2, 10, 11</p> <p>Funding Sources: - 199 - General Fund</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 15 Details	Reviews			
<p>Strategy 15: 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>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p> <p>Problem Statements: Student Learning 10, 11</p> <p>Funding Sources: - 199 - General Fund</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>				

Performance Objective 5 Problem Statements:

Student Learning

Problem Statement 2: There is a low percentage of students achieving Meets or Masters on the STAAR EOC. **Root Cause:** The majority of resources and time are focused on students who require intervention rather than advancement.

Problem Statement 3: In 2021, 44% of all students achieved Approaches Grade Level, 25% achieve Meets Grade Level, and 0% Masters Grade Level on the English EOC assessments. **Root Cause:** Students who attend REACH generally have low lexile reading levels and the reading level content on the EOC is challenging.

Problem Statement 5: Students' scores on essay writings for the STAAR English EOC demonstrates improvement is needed. **Root Cause:** Limited practice in expository and persuasive writing across the curriculum.

Problem Statement 10: In 2021, there was a decrease in Social Studies EOC scores in comparison to 2019. Approaches decreased from 89% to 70%; Meets decreased from 14% to 11%; 0% achieved Masters. **Root Cause:** Learning loss due to COVID-19

Problem Statement 11: In 2021, regarding Social Studies EOC scores, 70% achieved Approaches, 11% achieved Meets, and 0% achieved Masters. **Root Cause:** Students who attend REACH generally have a history of attendance issues and thus have gaps in learning.

Problem Statement 12: The majority of student Lexile levels, which measures students' tactile reading ability, are below grade level, resulting in struggles with assessments. **Root Cause:** Poor attendance in the past, Covid learning loss, lack of growth in English language development, and various other conditions are determining factors for low reading levels/learning gaps in the majority of students.

School Processes & Programs

Problem Statement 3: Assessment data has not been utilized effectively by students to improve student achievement. **Root Cause:** Not all teachers require students to track their own data following local benchmarks and assessments.





Problem Statement 5: The majority of student Lexile levels, which measures students' tactile reading ability, are extremely below grade level, resulting in struggles with EOC assessments. **Root Cause:** Poor attendance in the past, limited English proficiency, learning loss due to COVID-19, and various other conditions are determining factors for low reading levels/learning gaps in the majority of students.

Problem Statement 7: There is not a central location for students' collection of archived writings. **Root Cause:** A system for student portfolios is not a priority with all teachers.

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

Performance Objective 6: In Domain 2, students making a year's worth of academic growth in reading and math will increase from 50% to 58% or the relative performance score will increase from 71 to 77.

Evaluation Data Sources: Unit Assessment cohort data, Benchmark cohort data, STAAR cohort data, A-F Accountability, Progress Monitoring, Achieve3000 Monthly Reports

Strategy 1 Details	Reviews			
<p>Strategy 1: In utilizing Achieve3000, students' individual Lexile levels will increase by at least 15% by the end of the school year.</p> <p>Strategy's Expected Result/Impact: An increase in all students' Lexile reading levels</p> <p>Staff Responsible for Monitoring: Teachers and Campus Principal</p> <p>Title I Schoolwide Elements: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math</p> <p>Problem Statements: Student Learning 12, 13 - School Processes & Programs 4, 5</p> <p>Funding Sources: - 199 - General Fund</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: All students who will be taking one or more EOC assessment will be enrolled in a corresponding EOC class to strengthen targeted skills in order to assure growth and achievement.</p> <p>Strategy's Expected Result/Impact: Embedded EOC classes including those in English and Math allows a focus on closing gaps and increases the success on A-F Accountability</p> <p>Staff Responsible for Monitoring: Teachers and Campus Principal</p> <p>Title I Schoolwide Elements: 2.4, 2.6</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 6 Problem Statements:

Student Learning
<p>Problem Statement 12: The majority of student Lexile levels, which measures students' tactile reading ability, are below grade level, resulting in struggles with assessments. Root Cause: Poor attendance in the past, Covid learning loss, lack of growth in English language development, and various other conditions are determining factors for low reading levels/learning gaps in the majority of students.</p>
<p>Problem Statement 13: There has been significant learning loss due to COVID-19. Root Cause: With the first six weeks of the past school year operating 100% remote and the second six weeks operating both remote as well as in-person, in addition to excessive student absences, inconsistencies in learning for the majority of students is evident.</p>

School Processes & Programs

Problem Statement 4: Students are not progressing adequately on their Lexile levels. **Root Cause:** Students are not utilizing Achieve3000 classes at the necessary frequency to take learning to the next level.

Problem Statement 5: The majority of student Lexile levels, which measures students' tactile reading ability, are extremely below grade level, resulting in struggles with EOC assessments. **Root Cause:** Poor attendance in the past, limited English proficiency, learning loss due to COVID-19, and various other conditions are determining factors for low reading levels/learning gaps in the majority of students.

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





Performance Objective 7: In Domain 3, the CCMR Measures will increase from 8% to 21% on the 2022 A-F Accountability System.

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>Title I Schoolwide Elements: 2.4, 2.6 - TEA Priorities: Connect high school to career and college</p> <p>Problem Statements: Demographics 1, 2</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>Title I Schoolwide Elements: 2.4, 2.6</p> <p>Problem Statements: Demographics 1, 2 - Perceptions 5, 8</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>Title I Schoolwide Elements: 2.4, 2.6 - TEA Priorities: Connect high school to career and college</p> <p>Problem Statements: Demographics 1, 3 - Student Learning 14, 15</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>Title I Schoolwide Elements: 2.4, 2.6 - TEA Priorities: Connect high school to career and college</p> <p>Problem Statements: Demographics 1, 2 - Student Learning 14, 15, 16</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>Title I Schoolwide Elements: 2.4, 2.6 - TEA Priorities: Connect high school to career and college</p> <p>Problem Statements: Demographics 1, 2</p> <p>Funding Sources: - 199 - General Fund</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6 Details	Reviews			
<p>Strategy 6: All students will be enrolled in an appropriate test prep class during the school day to prepare for TSIA2, SAT, PSAT and ASVAB.</p> <p>Strategy's Expected Result/Impact: Increase in success on tests which will impact CCMR measures on the A-F Accountability System.</p> <p>Staff Responsible for Monitoring: Campus Principal</p> <p>Title I Schoolwide Elements: 2.4, 2.6 - TEA Priorities: Connect high school to career and college</p> <p>Problem Statements: Demographics 1 - Student Learning 16, 17</p> <p>Funding Sources: - 199 - General Fund</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 7 Details	Reviews			
<p>Strategy 7: Students will be offered multiple on-campus opportunities to take the TSIA2, SAT, PSAT and ASVAB. Strategy's Expected Result/Impact: Increase in students who meet the CCMR requirement. Staff Responsible for Monitoring: Campus Principal</p> <p>Title I Schoolwide Elements: 2.4, 2.6 Problem Statements: Demographics 3 - Student Learning 6, 14, 15, 16, 17 Funding Sources: - 199 - General Fund</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 8 Details	Reviews			
<p>Strategy 8: Students enrolled in an AVID class will also be enrolled in an Advanced Academic class. Strategy's Expected Result/Impact: Increase in attainment of CCMR indicator Staff Responsible for Monitoring: Campus Principal</p> <p>Title I Schoolwide Elements: 2.6 Problem Statements: Student Learning 18 - School Processes & Programs 9 Funding Sources: - 211 - Title I, Part A</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 9 Details	Reviews			
<p>Strategy 9: All students will be offered the opportunity to enroll in an Advanced Academic class in order to fulfill their CCMR requirement. Strategy's Expected Result/Impact: Increase in attainment of CCMR indicator Staff Responsible for Monitoring: Campus Principal</p> <p>Title I Schoolwide Elements: 2.6 Problem Statements: Demographics 1 - Student Learning 18 - School Processes & Programs 9 Funding Sources: - 199 - General Fund</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 10 Details	Reviews			
<p>Strategy 10: 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>Title I Schoolwide Elements: 2.4, 2.6</p> <p>Problem Statements: Demographics 1, 2</p> <p>Funding Sources: - 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 7 Problem Statements:

Demographics
<p>Problem Statement 1: For the CCMR area, under Domain One, the overall score was calculated at a scaled score of 78 and a CCMR Raw Score of 13. Root Cause: There are limited opportunities for students to receive CCMR credit if it has not been obtained prior to enrolling at REACH.</p>
<p>Problem Statement 2: For CCMR, 87% of students did not meet one of the state designated areas for credit. Root Cause: Typically, students are enrolled at REACH for a limited time prior to graduation.</p>
<p>Problem Statement 3: For CCMR, 0% of students earned college credit for at least 3 hours in ELA or Math or 9 hours in any subject. Root Cause: There are not opportunities for students to receive dual credit if it has not been obtained prior to enrolling at REACH.</p>
Student Learning
<p>Problem Statement 6: In 2021, there was a decrease in Algebra EOC scores in comparison to 2019. Approaches decreased from 88% to 60%; Meets decreased from 13% to 0%; Masters remained at 0%. Root Cause: Learning loss due to COVID-19</p>
<p>Problem Statement 14: Regarding CCMR, 16% of the student population met the TSI criteria for at least one indicator in Reading. Root Cause: Students are several grade levels behind in reading.</p>
<p>Problem Statement 15: Regarding CCMR, there were not any students who met the TSI criteria for at least one indicator in Math. Root Cause: Students are below grade level in math.</p>
<p>Problem Statement 16: Regarding CCMR, there are not any students who met the TSI criteria in both ELA/Reading and Mathematics. Root Cause: Students are below grade level in both reading and math.</p>
<p>Problem Statement 17: Regarding CCMR, there are not any students who met the SAT criteria. Root Cause: Students have not been provided time and assistance in preparing for tests that measure college readiness.</p>
<p>Problem Statement 18: In 2021, 65% of graduating seniors did not successfully complete at least one Advanced Academics course. Root Cause: Students are not routinely enrolled in an Advanced Academics.</p>

School Processes & Programs

Problem Statement 9: REACH High School does not offer a full range of courses aligned to the A-F Accountability System. **Root Cause:** Course offerings which are aligned to CCMR requirements are not available on campus.

Perceptions

Problem Statement 5: Many students have lost focus on their sense of purpose and direction. **Root Cause:** The effects of COVID-19 has disrupted the lives of our students.

Problem Statement 8: Students struggle in succeeding both academically and socially in instructional environments. **Root Cause:** Students have not had time to process the effects of COVID-19.

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

Performance Objective 8: In Domain 3, the Federal Graduation Rate for a 4-year cohort will increase from 75% to 80% on the 2022 A-F Accountability System.

Targeted or ESF High Priority





Evaluation Data Sources: PLC Data Sheet, Diplomas, Transcripts, A-F Accountability Data

Strategy 1 Details	Reviews			
<p>Strategy 1: Students will be offered a goal oriented graduation plan which includes a timeline requiring students to work independently evenings and weekends, as needed, on classes.</p> <p>Strategy's Expected Result/Impact: Students completing classes quicker and graduating on time.</p> <p>Staff Responsible for Monitoring: Teachers and Campus Principal</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p> <p>Problem Statements: Demographics 4</p> <p>Funding Sources: - 199 - General Fund</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: 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: Counselor, Administrator</p> <p>Title I Schoolwide Elements: 2.4, 2.6</p> <p>Problem Statements: Demographics 4</p> <p>Funding Sources: - 199 - General Fund</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
<p>Strategy 3: 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 Principal</p> <p>Title I Schoolwide Elements: 2.6</p> <p>Problem Statements: Demographics 4</p> <p>Funding Sources: - 199 - General Fund</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
<p>Strategy 4: 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 Schoolwide Elements: 2.4, 2.6</p> <p>Problem Statements: Demographics 4</p> <p>Funding Sources: - 199 - General Fund</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
<p>Strategy 5: The principal will conduct individualized goals and strategies conferences with students to monitor attendance and graduation goals.</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 Schoolwide Elements: 2.6</p> <p>Problem Statements: Demographics 4 - Perceptions 5, 8</p> <p>Funding Sources: - 199 - General Fund</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 6 Details	Reviews			
<p>Strategy 6: 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>Problem Statements: Demographics 4 - Perceptions 6</p> <p>Funding Sources: - 199 - General Fund</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 7 Details	Reviews			
<p>Strategy 7: 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</p> <p>Title I Schoolwide Elements: 2.6</p> <p>Problem Statements: Demographics 4 - School Processes & Programs 10 - Perceptions 5, 8</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 8 Details	Reviews			
<p>Strategy 8: The campus principal will follow district truancy procedures and implement appropriate truancy prevention measures (TPMs) to engage parents and prevent students from dropping out of school</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</p> <p>Title I Schoolwide Elements: 2.6</p> <p>Problem Statements: Demographics 4 - Perceptions 5, 8</p> <p>Funding Sources: - 199 - General Fund</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 9 Details	Reviews			
<p>Strategy 9: Credit recovery opportunities will be provided to all students in qualifying classes.</p> <p>Strategy's Expected Result/Impact: Students will be able to finish credit recovery classes at a quicker rate than regular classes to keep them track to graduation with their cohort.</p> <p>Staff Responsible for Monitoring: Campus Principal</p> <p>Title I Schoolwide Elements: 2.4, 2.6</p> <p>Problem Statements: Demographics 4 - Student Learning 13 - School Processes & Programs 10</p> <p>Funding Sources: - 199 - General Fund</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 10 Details	Reviews			
<p>Strategy 10: Qualifying students will be allowed to meet with an Individual Graduation Committee (IGC) after attempting each EOC test 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</p> <p>Title I Schoolwide Elements: 2.6</p> <p>Problem Statements: Demographics 4 - Student Learning 1, 12, 13</p> <p>Funding Sources: - 199 - General Fund</p>	Formative			Summative
	Nov	Jan	Mar	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Performance Objective 8 Problem Statements:

Demographics
<p>Problem Statement 4: Some students are not able to graduate with their 4-year cohort. Root Cause: Often times, by the time students are able to enroll at REACH, it is too late for the student to catch up with their cohort.</p>
Student Learning
<p>Problem Statement 1: Regarding STAAR performance in 2021 for all tests, 59% achieved Approaches, 26% achieved Meets, and 5% achieved Masters. Root Cause: A greater focus needs to be on students achieving Meets and Masters.</p>
<p>Problem Statement 12: The majority of student Lexile levels, which measures students' tactile reading ability, are below grade level, resulting in struggles with assessments. Root Cause: Poor attendance in the past, Covid learning loss, lack of growth in English language development, and various other conditions are determining factors for low reading levels/learning gaps in the majority of students.</p>
<p>Problem Statement 13: There has been significant learning loss due to COVID-19. Root Cause: With the first six weeks of the past school year operating 100% remote and the second six weeks operating both remote as well as in-person, in addition to excessive student absences, inconsistencies in learning for the majority of students is evident.</p>
School Processes & Programs
<p>Problem Statement 10: There is a drastic decrease and inconsistency in student attendance. Root Cause: COVID-19 exposure and concern are creating absences that typically would not occur.</p>
Perceptions
<p>Problem Statement 5: Many students have lost focus on their sense of purpose and direction. Root Cause: The effects of COVID-19 has disrupted the lives of our students.</p>
<p>Problem Statement 6: Students are feeling overwhelmed regarding the loss of loved ones, social isolation, and pressures of school and work. Root Cause: Students are having difficulty understanding the swift changes in their lives due to COVID-19.</p>
<p>Problem Statement 8: Students struggle in succeeding both academically and socially in instructional environments. Root Cause: Students have not had time to process the effects of COVID-19.</p>





Goal 2: Facilitate Engagement through Effective Communication

Performance Objective 1: REACH High School will increase attendance through effective communication.

Evaluation Data Sources: Attendance Reports, TPMs, Credit Awarded for Completed Classes

Strategy 1 Details	Reviews			
<p>Strategy 1: Daily calls are made prior to 8:30am to any student who is not at school Strategy's Expected Result/Impact: Parents and students are held accountable for getting to school each day and on time. Staff Responsible for Monitoring: Campus Principal, Secretary</p> <p>Title I Schoolwide Elements: 2.6 Problem Statements: School Processes & Programs 10 Funding Sources: - 199 - General Fund</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Principal and secretary will collaborate with the district attendance officer to increase attendance of chronically absent students. Strategy's Expected Result/Impact: Increase in attendance Staff Responsible for Monitoring: District Attendance Officer, Campus Principal, Secretary</p> <p>Title I Schoolwide Elements: 2.6 Problem Statements: School Processes & Programs 10 Funding Sources: - 211 - Title I, Part A</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: To address students with repeated absences, TPM letters are mailed weekly, phone calls made daily, conferences held as needed, contracts revisited with students frequently, and home visits conducted as needed. Strategy's Expected Result/Impact: Parents and students are held accountable for attendance resulting in increased daily attendance Staff Responsible for Monitoring: Campus Principal, Secretary</p> <p>Title I Schoolwide Elements: 2.6 Problem Statements: School Processes & Programs 10 Funding Sources: - 199 - General Fund</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 4 Details	Reviews			
<p>Strategy 4: Teachers will call/email a minimum of two students/parents daily to reinforce attendance, positive behavior, achievement, and aspiration. All contact will be documented in the Google Contact Sheet.</p> <p>Strategy's Expected Result/Impact: The partnership between student, guardian, school will strengthen the ability for all to meet the needs of each student.</p> <p>Staff Responsible for Monitoring: Teachers, Campus Principal</p> <p>Title I Schoolwide Elements: 2.6 - ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: School Processes & Programs 10 - Perceptions 5, 6, 8</p> <p>Funding Sources: - 199 - General Fund</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
<p>Strategy 5: A weekly Award Ceremony will be held each Friday and will include certificates and prizes for students with perfect attendance for the week.</p> <p>Strategy's Expected Result/Impact: In notifying parents of the award, reinforcement for perfect attendance is extended.</p> <p>Staff Responsible for Monitoring: Teachers, Campus Principal</p> <p>Title I Schoolwide Elements: 2.6</p> <p>Problem Statements: School Processes & Programs 10 - Perceptions 5, 8</p> <p>Funding Sources: - 199 - General Fund</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6 Details	Reviews			
<p>Strategy 6: Parents of the two winners are notified following a raffle that is held each Friday for 12:45pm early release open to students who have maintained perfect attendance, no discipline issues, adequate daily progress in all classes, and have successfully completed their daily progress tracker.</p> <p>Strategy's Expected Result/Impact: Positive reinforcement for perfect attendance increases the daily attendance rate</p> <p>Staff Responsible for Monitoring: Teachers, Campus Principal, Secretary</p> <p>Title I Schoolwide Elements: 2.6</p> <p>Problem Statements: School Processes & Programs 6, 10 - Perceptions 8</p> <p>Funding Sources: - 199 - General Fund</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 7 Details	Reviews			
<p>Strategy 7: Permission slips are received on behalf of a good attendance trip for students with no more than four absences each 12 weeks.</p> <p>Strategy's Expected Result/Impact: The reinforcing of good attendance results in increased daily attendance.</p> <p>Staff Responsible for Monitoring: Campus Principal</p> <p>Title I Schoolwide Elements: 2.4, 2.6</p> <p>Problem Statements: School Processes & Programs 10</p> <p>Funding Sources: - 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:





School Processes & Programs
<p>Problem Statement 6: Students are not maintaining daily progress monitoring for Edgenuity classes. Root Cause: Students have not been held accountable for maintaining the daily student tracker.</p>
<p>Problem Statement 10: There is a drastic decrease and inconsistency in student attendance. Root Cause: COVID-19 exposure and concern are creating absences that typically would not occur.</p>
Perceptions
<p>Problem Statement 5: Many students have lost focus on their sense of purpose and direction. Root Cause: The effects of COVID-19 has disrupted the lives of our students.</p>
<p>Problem Statement 6: Students are feeling overwhelmed regarding the loss of loved ones, social isolation, and pressures of school and work. Root Cause: Students are having difficulty understanding the swift changes in their lives due to COVID-19.</p>
<p>Problem Statement 8: Students struggle in succeeding both academically and socially in instructional environments. Root Cause: Students have not had time to process the effects of COVID-19.</p>

Goal 2: Facilitate Engagement through Effective Communication

Performance Objective 2: REACH High School will maintain a clear brand identity by increasing participation in campus and district-level communications.

Evaluation Data Sources: Data regarding web page traffic, feedback on social media, survey results

Strategy 1 Details	Reviews			
<p>Strategy 1: REACH High School will ensure uniform branding by assuring all communications are presented in a clear and consistent manner that all stakeholders will recognize, respect, and remember.</p> <p>Strategy's Expected Result/Impact: The CISD brand will become embedded in the minds of all stakeholders.</p> <p>Staff Responsible for Monitoring: Teachers, Campus Principal, Secretary</p> <p>Title I Schoolwide Elements: 2.6</p> <p>Problem Statements: Perceptions 11, 12</p> <p>Funding Sources: - 199 - General Fund</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: REACH will utilize the district template for employee email signatures, letterheads, business cards, and any other item that will depict the CISD brand.</p> <p>Strategy's Expected Result/Impact: The CISD brand will become embedded in the minds of all stakeholders</p> <p>Staff Responsible for Monitoring: Campus Principal</p> <p>Title I Schoolwide Elements: 2.6</p> <p>Problem Statements: Perceptions 11</p> <p>Funding Sources: - 199 - General Fund</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Teachers will be responsible for maintaining their web pages and digital portfolio which provides academic information and digital resources throughout the year.</p> <p>Strategy's Expected Result/Impact: Strengthening of the teacher/parent/student partnership</p> <p>Staff Responsible for Monitoring: Teachers, Campus Principal</p> <p>Title I Schoolwide Elements: 2.6</p> <p>Problem Statements: Perceptions 8</p> <p>Funding Sources: - 199 - General Fund</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 4 Details	Reviews			
<p>Strategy 4: By utilizing social media and the campus website, stakeholders will remain engaged in meaningful interactions that increase awareness and opportunities for participation.</p> <p>Strategy's Expected Result/Impact: A partnership with all stakeholders will strengthen and assist in a deeper brand.</p> <p>Staff Responsible for Monitoring: Campus Principal</p> <p>Title I Schoolwide Elements: 2.6</p> <p>Problem Statements: Perceptions 11, 12</p> <p>Funding Sources: - 199 - General Fund</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
<p>Strategy 5: REACH High School will assist in increasing public perception and awareness of Castleberry ISD by showcasing district programs and student engagement in their learning.</p> <p>Strategy's Expected Result/Impact: A partnership will all stakeholders will strengthen and assist in a deeper brand.</p> <p>Staff Responsible for Monitoring: Campus Principal</p> <p>Title I Schoolwide Elements: 2.6</p> <p>Problem Statements: Perceptions 11, 12</p> <p>Funding Sources: - 199 - General Fund</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6 Details	Reviews			
<p>Strategy 6: REACH followers on Facebook and Twitter will be surveyed twice during the year to ensure information shared on each platform is relevant to followers.</p> <p>Strategy's Expected Result/Impact: Reinforcement to social media followers that their input matters resulting in a strengthening of the partnership.</p> <p>Staff Responsible for Monitoring: Campus Principal</p> <p>Title I Schoolwide Elements: 2.6</p> <p>Problem Statements: Perceptions 11, 12</p> <p>Funding Sources: - 199 - General Fund</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>				

Performance Objective 2 Problem Statements:

Perceptions

Problem Statement 8: Students struggle in succeeding both academically and socially in instructional environments. **Root Cause:** Students have not had time to process the effects of COVID-19.

Problem Statement 11: Parents are not consistently notified by phone for all events. **Root Cause:** Campus does not have an automated call out system so all calls are made individually.

Problem Statement 12: Avenues of social media and web postings have not consistently been utilized. **Root Cause:** Goals and criteria are not in place for frequency and consistency of posted information.





Goal 2: Facilitate Engagement through Effective Communication

Performance Objective 3: REACH High School will provide all stakeholders viable opportunities for participation to assure optimal ownership of our learning community.

Evaluation Data Sources: Student Attendance, Parental Communication, Survey Results, Suggestion Feedback, Staff Retainment

Strategy 1 Details	Reviews			
<p>Strategy 1: Daily advisory will consist of opportunities for school-wide activities and collaboration, guest speakers, informational sessions, post graduation assistance, student feedback and decision making, social issues and assistance, academic advancement, student-led proposals, as well as other areas to benefit students.</p> <p>Strategy's Expected Result/Impact: Students take greater ownership in their school</p> <p>Staff Responsible for Monitoring: Teachers, Campus Principal</p> <p>Title I Schoolwide Elements: 2.6</p> <p>Problem Statements: Perceptions 3, 4, 5, 6, 7, 8</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 utilize surveys, and share the results, to gain actionable feedback from stakeholders periodically throughout the school year.</p> <p>Strategy's Expected Result/Impact: Reinforce stakeholders of their value to the school</p> <p>Staff Responsible for Monitoring: Campus Principal</p> <p>Title I Schoolwide Elements: 2.6</p> <p>Problem Statements: Perceptions 5, 6, 7, 8</p> <p>Funding Sources: - 199 - General Fund</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
<p>Strategy 3: Students complete a survey on the first day of school to guide the direction of college tours, guest speakers, good attendance field trips, learning styles, and other areas directly applicable to students.</p> <p>Strategy's Expected Result/Impact: Students understand from the very first day their opinions matter immediately creating an ownership of their school</p> <p>Staff Responsible for Monitoring: Campus Principal</p> <p>Title I Schoolwide Elements: 2.6</p> <p>Problem Statements: Perceptions 5, 6, 7, 8</p> <p>Funding Sources: - 199 - General Fund</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
<p>Strategy 4: A suggestion box will be available in the Commons Area so that staff and students may offer feedback for school improvement.</p> <p>Strategy's Expected Result/Impact: The message of school ownership is strengthened</p> <p>Staff Responsible for Monitoring: Campus Principal</p> <p>Title I Schoolwide Elements: 2.6</p> <p>Problem Statements: Perceptions 3, 4, 5, 6, 7, 8</p> <p>Funding Sources: - 199 - General Fund</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
<p>Strategy 5: Students and staff will receive a birthday pen, happy birthday certificate, lead the pledges, and have the happy birthday song sung to them during daily assembly on their special day.</p> <p>Strategy's Expected Result/Impact: The recognition of the importance of each staff/student increasing school ownership</p> <p>Staff Responsible for Monitoring: Campus Principal</p> <p>Title I Schoolwide Elements: 2.6</p> <p>Problem Statements: Perceptions 6, 7</p> <p>Funding Sources: - 199 - General Fund</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 6 Details	Reviews			
<p>Strategy 6: The campus principal will increase staff morale and school climate with pot luck birthday celebrations, surprise treats, and relationship building opportunities.</p> <p>Strategy's Expected Result/Impact: Strengthen the bond of the team</p> <p>Staff Responsible for Monitoring: Campus Principal</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>Funding Sources: - 199 - General Fund</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 7 Details	Reviews			
<p>Strategy 7: The campus principal will increase teacher morale by providing clear communication, frequent support, and consistency of expectations.</p> <p>Strategy's Expected Result/Impact: Teacher retainment</p> <p>Staff Responsible for Monitoring: Campus Principal</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</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 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: With the usual struggles of at-risks teens compounded to the adjustments due to COVID-19, students are having a hard time dealing with many issues in their lives.</p>
<p>Problem Statement 4: According to the BrightBytes survey, only 37% of students can easily manage their emotions. Root Cause: With the usual struggles of at-risks teens compounded to the adjustments due to COVID-19, students are having a hard time dealing with many issues in their lives.</p>
<p>Problem Statement 5: Many students have lost focus on their sense of purpose and direction. Root Cause: The effects of COVID-19 has disrupted the lives of our students.</p>
<p>Problem Statement 6: Students are feeling overwhelmed regarding the loss of loved ones, social isolation, and pressures of school and work. Root Cause: Students are having difficulty understanding the swift changes in their lives due to COVID-19.</p>
<p>Problem Statement 7: Students have become withdrawn and many have problems with social interaction. Root Cause: The effects of COVID-19 has disrupted the lives of our students.</p>
<p>Problem Statement 8: Students struggle in succeeding both academically and socially in instructional environments. Root Cause: Students have not had time to process the effects of COVID-19.</p>

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

Performance Objective 1: REACH High School will meet the academic and social and emotional needs of all learners to assure optimal conditions for success.





Evaluation Data Sources: Safety Reports, Surveys, Discipline Reports

Strategy 1 Details	Reviews			
<p>Strategy 1: As per HB4545, any student who fails to perform satisfactorily on an EOC assessment will receive a minimum of 30 hours small group or individual accelerated instruction in the area tested.</p> <p>Strategy's Expected Result/Impact: Increased success rate based on the 2022 A-F Accountability System.</p> <p>Staff Responsible for Monitoring: Teachers and Campus Principal</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p> <p>Problem Statements: Student Learning 4</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Students will be continually assessed to assure that free and filtered WiFi is working efficiently in their homes.</p> <p>Strategy's Expected Result/Impact: Students will have the capacity to advance learning at home</p> <p>Staff Responsible for Monitoring: Teachers and Campus Principal</p> <p>Title I Schoolwide Elements: 2.6</p> <p>Problem Statements: Student Learning 12, 13</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 review and update the staff regarding the Standard Response and Emergency Procedures Handbook.</p> <p>Strategy's Expected Result/Impact: Reinforces safety for the campus</p> <p>Staff Responsible for Monitoring: Campus Principal</p> <p>Funding Sources: - 199 - General Fund</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 4 Details	Reviews			
<p>Strategy 4: The campus principal will conduct ten walkthroughs per week and provide immediate feedback for teachers. Strategy's Expected Result/Impact: Teachers will be able to receive feedback on student learning. Staff Responsible for Monitoring: Campus Principal</p> <p>Title I Schoolwide Elements: 2.4, 2.6 Problem Statements: School Processes & Programs 6 - Perceptions 8 Funding Sources: - 199 - General Fund</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
<p>Strategy 5: 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. Strategy's Expected Result/Impact: Creates a safer environment for the campus Staff Responsible for Monitoring: Campus Principal</p> <p>Funding Sources: - 199 - General Fund</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6 Details	Reviews			
<p>Strategy 6: The campus principal will schedule, implement, review and evaluate all campus drills and safety equipment. Strategy's Expected Result/Impact: Reinforces safety for the campus Staff Responsible for Monitoring: Campus Principal</p> <p>Funding Sources: - 199 - General Fund</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 7 Details	Reviews			
<p>Strategy 7: For the safety of all, an intercom system will be installed and will be heard in all areas of the campus when in use. Strategy's Expected Result/Impact: Safety assistance for staff/students. Staff Responsible for Monitoring: Administrator</p> <p>Title I Schoolwide Elements: 2.6 - ESF Levers: Lever 3: Positive School Culture Funding Sources: - 199 - General Fund</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 8 Details	Reviews			
<p>Strategy 8: The campus evacuation basement needs to be secured with heat/air in addition to staples for survival in the event of an emergency.</p> <p>Strategy's Expected Result/Impact: Preservation of staff/students should a tornado occur.</p> <p>Staff Responsible for Monitoring: Campus Principal</p> <p>Title I Schoolwide Elements: 2.6 - Comprehensive Support Strategy</p> <p>Problem Statements: Perceptions 13</p> <p>Funding Sources: - 199 - General Fund</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 9 Details	Reviews			
<p>Strategy 9: A zero tolerance bullying approach will be presented on the first day of school and revisited through various means throughout the school year.</p> <p>Strategy's Expected Result/Impact: Individual no bullying contract submitted from all students assists in achieving zero bullying discipline referrals</p> <p>Staff Responsible for Monitoring: Campus Principal</p> <p>Title I Schoolwide Elements: 2.6</p> <p>Problem Statements: Perceptions 2</p> <p>Funding Sources: - 199 - General Fund</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 10 Details	Reviews			
<p>Strategy 10: The campus will continue to follow the district approved safety guidelines in relation to COVID-19.</p> <p>Strategy's Expected Result/Impact: Campus is as safe as possible against COVID-19</p> <p>Staff Responsible for Monitoring: Campus Principal</p> <p>Title I Schoolwide Elements: 2.6</p> <p>Problem Statements: Student Learning 13 - School Processes & Programs 10</p> <p>Funding Sources: - 199 - General Fund</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 11 Details	Reviews			
<p>Strategy 11: The campus principal will maintain certification in order to offer students, with parental permission, COVID-19 testing on campus.</p> <p>Strategy's Expected Result/Impact: Immediate knowledge of COVID-19 results</p> <p>Staff Responsible for Monitoring: Campus Principal</p> <p>Title I Schoolwide Elements: 2.6</p> <p>Problem Statements: Student Learning 13 - School Processes & Programs 10</p> <p>Funding Sources: - 199 - General Fund</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 12 Details	Reviews			
<p>Strategy 12: Teachers will promote positive digital citizenship skills each time students participate or collaborate on-line.</p> <p>Strategy's Expected Result/Impact: Makes the on-line community a safe place</p> <p>Staff Responsible for Monitoring: Teachers and Campus Principal</p> <p>Title I Schoolwide Elements: 2.6</p> <p>Problem Statements: Perceptions 2, 3, 4, 7</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 13 Details	Reviews			
<p>Strategy 13: An efficient means for students to chart daily progress and reflect on data progress and goals will be updated monthly for student ease and convenience.</p> <p>Strategy's Expected Result/Impact: Progress data added daily to reflect on progress goals.</p> <p>Staff Responsible for Monitoring: Teachers, Campus Principal</p> <p>Title I Schoolwide Elements: 2.6</p> <p>Problem Statements: School Processes & Programs 6</p> <p>Funding Sources: - 199 - General Fund</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 14 Details	Reviews			
<p>Strategy 14: The campus principal will provide services to address homelessness, pregnancy related services, dropout recovery, and students in alternative settings.</p> <p>Strategy's Expected Result/Impact: Students/parents will receive needed resources</p> <p>Staff Responsible for Monitoring: Campus Principal</p> <p>Title I Schoolwide Elements: 2.6</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 15 Details	Reviews			
<p>Strategy 15: The campus will implement the Rhithm App in order to increase the focus on mental health awareness and to promote the social and emotional well being of every student.</p> <p>Strategy's Expected Result/Impact: Increased levels of social and emotional well being of students</p> <p>Staff Responsible for Monitoring: Campus Principal</p> <p>Title I Schoolwide Elements: 2.6</p> <p>Problem Statements: Perceptions 1, 2, 3, 4, 5, 6, 7, 8</p> <p>Funding Sources: - 199 - General Fund</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 16 Details	Reviews			
<p>Strategy 16: The campus will implement systems to monitor student emotional well being with parental awareness support and learning opportunities.</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>Title I Schoolwide Elements: 2.6</p> <p>Problem Statements: Perceptions 1, 2, 3, 4, 5, 6, 7, 8</p> <p>Funding Sources: - 199 - General Fund</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 17 Details	Reviews			
<p>Strategy 17: A game room will be incorporated on campus as a means for students to become more comfortable with social interactions that have been lost as a result of COVID-19 restrictions.</p> <p>Strategy's Expected Result/Impact: A greater bond and ownership of the campus</p> <p>Staff Responsible for Monitoring: Campus Principal</p> <p>Title I Schoolwide Elements: 2.6</p> <p>Problem Statements: Perceptions 3, 4, 5, 6, 7, 8</p> <p>Funding Sources: - 461 - Campus Activity 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:

Student Learning
<p>Problem Statement 4: In 2021, although there was an increase in English EOC scores from 38% to 44% in Approaches and an increase in Meets from 12% to 25%, there were not any students who achieved Masters. Root Cause: Students have low Lexile reading levels which results in struggles with assessments.</p>

Student Learning

Problem Statement 12: The majority of student Lexile levels, which measures students' tactile reading ability, are below grade level, resulting in struggles with assessments. **Root Cause:** Poor attendance in the past, Covid learning loss, lack of growth in English language development, and various other conditions are determining factors for low reading levels/learning gaps in the majority of students.

Problem Statement 13: There has been significant learning loss due to COVID-19. **Root Cause:** With the first six weeks of the past school year operating 100% remote and the second six weeks operating both remote as well as in-person, in addition to excessive student absences, inconsistencies in learning for the majority of students is evident.

School Processes & Programs

Problem Statement 6: Students are not maintaining daily progress monitoring for Edgenuity classes. **Root Cause:** Students have not been held accountable for maintaining the daily student tracker.

Problem Statement 10: There is a drastic decrease and inconsistency in student attendance. **Root Cause:** COVID-19 exposure and concern are creating absences that typically would not occur.

Perceptions

Problem Statement 1: According to the BrightBytes survey, the PL topics teachers are most interested in learning more about are: 67% Social Emotional Learning, 67% on-line writing, 67% blogs/reviews/social media, and 67% online project collaboration. **Root Cause:** There have been limited training opportunities offered in these areas.

Problem Statement 2: According to the BrightBytes survey, 67% of students and teachers report students learn how to respond to bullying on-line a few times per month (33%) or every few months (33%). **Root Cause:** While reports of bullying are always investigated, there are very few incidents reported at REACH leading to fewer instances in which additional training is needed.

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:** With the usual struggles of at-risks teens compounded to the adjustments due to COVID-19, students are having a hard time dealing with many issues in their lives.

Problem Statement 4: According to the BrightBytes survey, only 37% of students can easily manage their emotions. **Root Cause:** With the usual struggles of at-risks teens compounded to the adjustments due to COVID-19, students are having a hard time dealing with many issues in their lives.

Problem Statement 5: Many students have lost focus on their sense of purpose and direction. **Root Cause:** The effects of COVID-19 has disrupted the lives of our students.

Problem Statement 6: Students are feeling overwhelmed regarding the loss of loved ones, social isolation, and pressures of school and work. **Root Cause:** Students are having difficulty understanding the swift changes in their lives due to COVID-19.

Problem Statement 7: Students have become withdrawn and many have problems with social interaction. **Root Cause:** The effects of COVID-19 has disrupted the lives of our students.





Problem Statement 8: Students struggle in succeeding both academically and socially in instructional environments. **Root Cause:** Students have not had time to process the effects of COVID-19.

Problem Statement 13: Staff and students would not have their basic needs met if required to stay in the basement during a weather crisis for an extended period of time. **Root Cause:** There is not a refrigerator, microwave, or any storage unit to store items.

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

Performance Objective 2: REACH High School will continue to be fiscally responsible and maintain a healthy budget

Evaluation Data Sources: Monthly budget reports

Strategy 1 Details	Reviews			
<p>Strategy 1: The campus will continue to follow the CISD Energy Management Plan. Strategy's Expected Result/Impact: Keep the campus's energy consumption as low as possible Staff Responsible for Monitoring: Teachers and Campus Principal</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Teachers are provided with instructional materials and resources to implement engaging lessons throughout the year. Strategy's Expected Result/Impact: Student academic levels will strengthen resulting in increased in A-F Accountability Staff Responsible for Monitoring: Campus Principal</p> <p>Title I Schoolwide Elements: 2.4, 2.6 Problem Statements: Student Learning 1, 2, 12, 13 Funding Sources: - 199 - General Fund</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: A school store, in order to have funds available for updates to the game room, will be created as an ongoing fund raising opportunity. Strategy's Expected Result/Impact: Input from students will increase school ownership Staff Responsible for Monitoring: Campus Principal</p> <p>Title I Schoolwide Elements: 2.6 Problem Statements: Perceptions 3, 4, 5, 6, 7, 8, 9 Funding Sources: - 461 - Campus Activity Fund</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>				

Performance Objective 2 Problem Statements:

Student Learning

Problem Statement 1: Regarding STAAR performance in 2021 for all tests, 59% achieved Approaches, 26% achieved Meets, and 5% achieved Masters. **Root Cause:** A greater focus needs to be on students achieving Meets and Masters.

Problem Statement 2: There is a low percentage of students achieving Meets or Masters on the STAAR EOC. **Root Cause:** The majority of resources and time are focused on students who require intervention rather than advancement.

Problem Statement 12: The majority of student Lexile levels, which measures students' tactile reading ability, are below grade level, resulting in struggles with assessments. **Root Cause:** Poor attendance in the past, Covid learning loss, lack of growth in English language development, and various other conditions are determining factors for low reading levels/learning gaps in the majority of students.

Problem Statement 13: There has been significant learning loss due to COVID-19. **Root Cause:** With the first six weeks of the past school year operating 100% remote and the second six weeks operating both remote as well as in-person, in addition to excessive student absences, inconsistencies in learning for the majority of students is evident.

Perceptions

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:** With the usual struggles of at-risks teens compounded to the adjustments due to COVID-19, students are having a hard time dealing with many issues in their lives.

Problem Statement 4: According to the BrightBytes survey, only 37% of students can easily manage their emotions. **Root Cause:** With the usual struggles of at-risks teens compounded to the adjustments due to COVID-19, students are having a hard time dealing with many issues in their lives.

Problem Statement 5: Many students have lost focus on their sense of purpose and direction. **Root Cause:** The effects of COVID-19 has disrupted the lives of our students.

Problem Statement 6: Students are feeling overwhelmed regarding the loss of loved ones, social isolation, and pressures of school and work. **Root Cause:** Students are having difficulty understanding the swift changes in their lives due to COVID-19.

Problem Statement 7: Students have become withdrawn and many have problems with social interaction. **Root Cause:** The effects of COVID-19 has disrupted the lives of our students.

Problem Statement 8: Students struggle in succeeding both academically and socially in instructional environments. **Root Cause:** Students have not had time to process the effects of COVID-19.





Problem Statement 9: Family engagement and parental involvement is generally low with the exception of attendance at open house. **Root Cause:** Parental participation barriers exist such as language, schedule, and lack of knowledge of the importance in attending events at school.

Goal 4: Increase Participation in Parent and Family Engagement Activities

Performance Objective 1: REACH High School will plan activities to increase parent and family involvement while complying with ESSA Title 1, Part A Requirements.

Evaluation Data Sources: Sign in sheets

Strategy 1 Details	Reviews			
<p>Strategy 1: Parents will be encouraged to participate in CISD parenting education opportunities such as Parent University. Strategy's Expected Result/Impact: An increase in the awareness of the importance of parent involvement. Staff Responsible for Monitoring: Campus Principal</p> <p>Title I Schoolwide Elements: 2.6, 3.2 - ESF Levers: Lever 3: Positive School Culture Problem Statements: Perceptions 9, 10 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. Strategy's Expected Result/Impact: Partnership with school / student / parent / family / community. Staff Responsible for Monitoring: Teachers, Campus Principal</p> <p>Title I Schoolwide Elements: 2.6, 3.2 Problem Statements: Perceptions 9, 10, 11 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 Schoolwide Elements: 2.6, 3.2 Problem Statements: Perceptions 9, 10, 11 Funding Sources: - 211 - Title I, Part A</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 4 Details	Reviews			
Strategy 4: Parents/families will be encouraged to attend three Credit Celebrations to recognize the successes of students. Strategy's Expected Result/Impact: Increased partnership with stakeholders Staff Responsible for Monitoring: Teachers, Campus Principal Title I Schoolwide Elements: 2.6, 3.2 Problem Statements: Perceptions 9, 10, 11 Funding Sources: - 211 - Title I, Part A	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
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 Title I Schoolwide Elements: 3.2 Problem Statements: Perceptions 9, 10, 11 Funding Sources: - 199 - General Fund	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6 Details	Reviews			
Strategy 6: The campus principal will provide information to parents regarding requirements of state assessments and how to support student learning at home. Strategy's Expected Result/Impact: Increased parental support Staff Responsible for Monitoring: Campus Principal Title I Schoolwide Elements: 2.4, 2.6 Problem Statements: Student Learning 1, 13 Funding Sources: - 199 - General Fund	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:

Student Learning
Problem Statement 1: Regarding STAAR performance in 2021 for all tests, 59% achieved Approaches, 26% achieved Meets, and 5% achieved Masters. Root Cause: A greater focus needs to be on students achieving Meets and Masters.
Problem Statement 13: There has been significant learning loss due to COVID-19. Root Cause: With the first six weeks of the past school year operating 100% remote and the second six weeks operating both remote as well as in-person, in addition to excessive student absences, inconsistencies in learning for the majority of students is evident.

Perceptions

Problem Statement 9: Family engagement and parental involvement is generally low with the exception of attendance at open house. **Root Cause:** Parental participation barriers exist such as language, schedule, and lack of knowledge of the importance in attending events at school.

Problem Statement 10: There were limited opportunities for in-person family engagement opportunities during the past two school years. **Root Cause:** COVID-19 safety concerns and protocols restricted in-person participation.

Problem Statement 11: Parents are not consistently notified by phone for all events. **Root Cause:** Campus does not have an automated call out system so all calls are made individually.


Goal 5: Increase Performance in CCMR: HB3 Board Goals


Performance Objective 1: The overall percentage of annual graduates that meet the criteria for CCMR will increase from 53% to 80% by August 2024.


Evaluation Data Sources: TSI Criteria, Dual Credit Completion, AP Criteria, Associates Degree, On Ramps Course Credits, Industry-Based Certification and graduates with a completed IEP and Workforce Readiness, US Armed Forces Enlistment, Advanced Degree Plans identified as SPED, and students with Level I and II certificate


Strategy 1 Details	Reviews			
<p>Strategy 1: The overall district percent of college-ready annual graduates will increase from 28% to 44% by August 2024.</p> <p>Strategy's Expected Result/Impact: Increases in students meeting TSI Criteria, Dual Credit Completion, AP Criteria, Associates Degree, On Ramps Course Credits</p> <p>Staff Responsible for Monitoring: Acting Superintendent Executive Director of Leadership Advanced Academics Coordinator CTE Coordinator District College Advisor Campus Principals</p> <p>TEA Priorities: Connect high school to career and college</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: The overall district percent of career ready annual graduates will increase from 38% to 50% by August 2024.</p> <p>Strategy's Expected Result/Impact: There will be an increase in students finishing a coherent sequence of courses. There will be an increase in students taking level 3 and level 4 courses.</p> <p>Staff Responsible for Monitoring: CTE Coordinator Campus Counselors Campus Principal Associate Principal</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
<p>Strategy 3: The overall 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.</p> <p>Strategy's Expected Result/Impact: Increased post-secondary work force ready students. Advanced Degree Plans identified as SPED, and students with Industry Based Certification and or Level I or II certificates</p> <p>Staff Responsible for Monitoring: Associate Superintendent Executive Director of Leadership Advanced Academics Coordinator CTE Coordinator District College Advisor Campus Principals</p> <p>TEA Priorities: Connect high school to career and college</p>	Formative			Summative
	Nov	Jan	Mar	June

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Campus Funding Summary

199 - General Fund					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1			\$0.00
1	1	2			\$0.00
1	1	7			\$0.00
1	1	8			\$0.00
1	1	11			\$0.00
1	1	13			\$0.00
1	2	1			\$0.00
1	2	1			\$0.00
1	2	2			\$0.00
1	2	3			\$0.00
1	2	4			\$0.00
1	2	5			\$0.00
1	2	6			\$0.00
1	2	7			\$0.00
1	2	8			\$0.00
1	2	9			\$0.00
1	2	10			\$0.00
1	2	11			\$0.00
1	2	12			\$0.00
1	2	13			\$0.00
1	2	14			\$0.00
1	3	1			\$0.00
1	3	2			\$0.00
1	3	3			\$0.00
1	3	4			\$0.00
1	3	5			\$0.00
1	3	6			\$0.00

199 - General Fund

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	7			\$0.00
1	3	8			\$0.00
1	3	9			\$0.00
1	3	10			\$0.00
1	3	11			\$0.00
1	3	12			\$0.00
1	4	1			\$0.00
1	4	2			\$0.00
1	4	3			\$0.00
1	4	4			\$0.00
1	4	5			\$0.00
1	4	6			\$0.00
1	4	7			\$0.00
1	4	8			\$0.00
1	4	9			\$0.00
1	4	10			\$0.00
1	4	11			\$0.00
1	5	1			\$0.00
1	5	2			\$0.00
1	5	3			\$0.00
1	5	4			\$0.00
1	5	5			\$0.00
1	5	6			\$0.00
1	5	7			\$0.00
1	5	8			\$0.00
1	5	9			\$0.00
1	5	10			\$0.00
1	5	11			\$0.00
1	5	12			\$0.00
1	5	13			\$0.00

199 - General Fund

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	5	14			\$0.00
1	5	15			\$0.00
1	6	1			\$0.00
1	6	2			\$0.00
1	7	1			\$0.00
1	7	2			\$0.00
1	7	3			\$0.00
1	7	4			\$0.00
1	7	5			\$0.00
1	7	6			\$0.00
1	7	7			\$0.00
1	7	9			\$0.00
1	7	10			\$0.00
1	8	1			\$0.00
1	8	2			\$0.00
1	8	3			\$0.00
1	8	4			\$0.00
1	8	5			\$0.00
1	8	6			\$0.00
1	8	8			\$0.00
1	8	9			\$0.00
1	8	10			\$0.00
2	1	1			\$0.00
2	1	3			\$0.00
2	1	4			\$0.00
2	1	5			\$0.00
2	1	6			\$0.00
2	1	7			\$0.00
2	2	1			\$0.00
2	2	2			\$0.00

199 - General Fund

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	2	3			\$0.00
2	2	4			\$0.00
2	2	5			\$0.00
2	2	6			\$0.00
2	3	1			\$0.00
2	3	2			\$0.00
2	3	3			\$0.00
2	3	4			\$0.00
2	3	5			\$0.00
2	3	6			\$0.00
2	3	7			\$0.00
3	1	2			\$0.00
3	1	3			\$0.00
3	1	4			\$0.00
3	1	5			\$0.00
3	1	6			\$0.00
3	1	7			\$0.00
3	1	8			\$0.00
3	1	9			\$0.00
3	1	10			\$0.00
3	1	11			\$0.00
3	1	13			\$0.00
3	1	15			\$0.00
3	1	16			\$0.00
3	2	2			\$0.00
4	1	2			\$0.00
4	1	5			\$0.00
4	1	6			\$0.00
Sub-Total					\$0.00

211 - Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3			\$0.00
1	1	4			\$0.00
1	1	9			\$0.00
1	1	10			\$0.00
1	7	8			\$0.00
2	1	2			\$0.00
4	1	1			\$0.00
4	1	3			\$0.00
4	1	4			\$0.00
Sub-Total					\$0.00
255 - Title II, Part A TPTR					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	12			\$0.00
Sub-Total					\$0.00
461 - Campus Activity Fund					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	1	17			\$0.00
3	2	3			\$0.00
Sub-Total					\$0.00
410- IMA					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	14			\$0.00
Sub-Total					\$0.00
Grand Total					\$0.00

Addendums