

San Antonio Independent School District

Cast Med High School

2022-2023 Campus Improvement Plan



Mission Statement

CAST Med High School aims to form academically well-rounded adolescents by offering them quality secondary and college-level educational experiences, in an environment of rigor, relevancy, student-centeredness, and equity that will allow their successful transition into careers in biomedical research, medicine, or public health.

Vision

CAST Med High School is visualized as an institution of educational quality in constant improvement of pedagogical practices; its selection and use of resources; and community involvement that promotes the overall development of the adolescent.

Value Statement

CAST Med Faculty and Staff believe that all students can learn regardless of zip code or economic status, when provided with quality instruction and high expectations coupled with support and interventions that meet the individualized needs of students and integrate the support of parents and partners.

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Comprehensive Needs Assessment

Needs Assessment Overview

Needs Assessment Overview Summary

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

Improvement Planning Data

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

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Accountability Distinction Designations
- Federal Report Card Data
- PBMAS data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR Released Test Questions
- Texas English Language Proficiency Assessment System (TELPAS) results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- SAT and/or ACT assessment data
- PSAT and/or ASPIRE Student
- Success Initiative (SSI) data for Grades 5 and 8
- Local diagnostic reading assessment data
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- SSI: Compass Learning accelerated reading assessment data for Grades 6-8 (TEA approved statewide license)
- SSI: Apex Learning accelerated reading assessment data for English I and II (TEA approved statewide license)
- Local diagnostic math assessment data
- SSI: Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)
- Student failure and/or retention rates
- Observation Survey results

- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- STEM/STEAM data
- Homeless data
- Dyslexia 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
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data
- Student surveys and/or other feedback

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- 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

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

Demographics

Demographics Summary

CAST Med High School is an in-district public charter school located in the southeastern part of the city (2601 Louis Bauer Dr, San Antonio, TX 78235 at Brooks City Base) in the San Antonio Independent School District and is part of the CAST Network of schools, of which there are currently four other schools in existence in the city (CAST Tech and ALA (Advanced Learning Academy, and CAST Lead), both in the San Antonio Independent School District, CAST STEM in Southwest ISD, and CAST Lead in East Central ISD. Our school, CAST Med High School, has as its purpose to provide students an opportunity to learn about one of three pathways: biomedical research, medical (doctor, nurse, pharmacist, dentist, etc.,) and public health. CAST Med High School accepts students from throughout Bexar County and of all learning abilities (special ed, ESL, GT, and regular).

The first year, 2019-2020, CAST Med High School began with only 9th grade students and each consisted of three grades enrolled: 9th, 10th, and 11th grade. The enrollment cap is of 150 students each year. Students utilized the San Antonio Independent School District's School Mint online program to apply and enroll in a lottery for enrollment purposes.

Student Demographics:

- This year, 2022-2023, 9th, 10th, 11th, and 12th grade students are attending. We will have our first graduating class this school year.

Student Enrollment by Sex and Ethnicities

- Total: Students: females (%); and males (%)
- American Indian: 0%
- Asian: 8 (4%)
- Pacific Islander: 0 (0%)
- Black: 7 (3%)
- Hispanic: 183 (85%)
- White: 14 (7%)
- Two or more: 2 (1%)

Student Enrollment by Subpopulation:

- LEP: 22 (10%)
- BE: 16 (7%)
- ESL: 13 (6%)
- At-Risk: 31 (14%)
- Eco Dis: 139 (65%)
- SPED: 4 (2%)
- GT: 26 (12%)
- Migrant: 1 (1%)
- PEP: 0 (0%)
- Homeless: 1 (1%)

Teacher Demographics:

- A total of 18 teachers work at CAST Med High School. 6 males and 12 females. None have less than 5 years teaching experience and all but two have a Master's Degree.

Attendance:

- The plan is that students attend school daily, Monday-Friday from 8:30AM-4:05PM. Due to COVID-19, new plans for attendance, virtual or physical presence by students, are still pending. Students with excessive absences are subjected to SAISD school policies for procedures and consequences brought upon by excessive absences

Demographics Strengths

- Students were recruited not only from middle schools from within the San Antonio Independent School District but from all over San Antonio, Texas and there appears to be representation of the major ethnicities present throughout our city here in our school.
- School enrollment for 9th and 10th grade did not meet the 150 student cap but none-the-less is an excellent number to work with and achieve closing the achievement gap.
- Our school consists of many nationalities which creates a wonderful diverse culture working together and learning from each other.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): The number of students enrolling into CAST Med High School, during recruitment, is not meeting or exceeding the yearly goal of 150 students per grade level. **Root Cause:** The need for advertising and strategic marketing of the school and its programs need to be reviewed.

Problem Statement 2 (Prioritized): The campus is comprised mostly of female students (83%) as opposed to male students (17%), therefore not gender equitable. **Root Cause:** During recruitment, more females apply to our campus.

Problem Statement 3 (Prioritized): There is a growing number of economically disadvantaged students with social emotional needs **Root Cause:** Many students do not have personal experiences and or skill sets to manage emotions and build positive relationships.

Student Learning

Student Learning Summary

CAST Med High School is in its fourth year and due to COVID-19 and lack of STAAR Testing the initial year. Student data that was acquired was obtained from:

- Student current grades;
- Summative assessments in core area classrooms as well as elective classrooms
- Campus-Based Assessments
- STAAR EOC (2020-2021 SY)
- MAP data from BOY, Mid-Year, and EOY Administrations
- Attendance Rates
- Dropout Rates

STAAR Data (2020-2021 School Year):

- Algebra I: 75% Passed (24/32 students)
- Biology: 91% Passed (64/70 students)
- English I: 77% Passed (55/71 students)
- English II: 87% Passed (83/95)

STAAR Data (2021-2022 School Year):

- Algebra I: 80% Passed (24/30 students)
- Biology: 94% Passed (45/48 students)
- English I: 79% Passed (41/52 students)
- English II: 91% Passed (52/57 students)
- U.S. History: 100% Passed (80/80 students) [This was the first time we had juniors and therefore the first time this exam was administered.]

In addition, due to COVID-19, we know that students learned about 3/4 of the material of each content in the previous grade since school was disrupted in March of 2020. Beginning in August 2020, students initiated their next grade level will great learning deficits which were evident in pre-assessments and MAP Tests administered in the first weeks of school. In order to make up this learning loss, a great deal of intervention must be put in place to help students gain what learning they have lost. Intervention is done through tutorials, Saturday School, and Intersession Events that are held throughout the school year.

Student Learning Strengths

- Many students have earned high school credit in middle school in English, Spanish, Algebra I, and social studies and transferred to CAST Med High School.
- Students that have already earned some high school credit in middle school have little to no problem in transitioning into high school from middle school.
- Many students earned dual credit from both San Antonio College and from Texas A&M University--San Antonio (TAMUSA)

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Students identified as part of Special Populations (ESL, Special Ed, Dyslexic, etc.) scored on the average 17% lower than their general

education peers on the STAAR English, Biology, and Algebra assessments. **Root Cause:** Overall, teachers require more professional development in differentiation of instruction and effective implementation.

Problem Statement 2 (Prioritized): Last year, 34% of students failed one of more courses at some point throughout the year. **Root Cause:** Regular accountability and data analysis was not done in a systemic method to review student grades and learning in time to provide the necessary immediate interventions.

Problem Statement 3 (Prioritized): Students are not demonstrating academic potential as evidenced by assessment data such as STAAR EOC, AP, TSI assessments. **Root Cause:** Concerns related to lack of relevance, student-centered instruction, and periodic systemic evaluation of student learning and interventions.

Problem Statement 4 (Prioritized): Some students are still struggling with attaining "college ready" status on the TSI Exam, an exam required for college admission. Only 67% of the students pass the TSI Exam on their first attempt. **Root Cause:** Students are struggling in reading, writing, and mathematics portions of the exam due to lack of a systemic plan that implements TSI Learning Objectives into everyday content lessons.

Problem Statement 5: As a district, 31% of students are at grade-level in reading and 35% in math. 16% of our students are not graduating "on time" and 27% of our students are not college, career, or military ready. **Root Cause:** As a district, we need to improve systems that involve assessments, how we evaluate the results of the assessments, and how we create targeted intervention plans for students with gaps in grade-level readiness.

School Processes & Programs

School Processes & Programs Summary

CAST Med High School, upon its inception, focused on recruiting, hiring, and retaining highly qualified and student focused staff. CAST Med will actively recruit highly qualified staff with Master's degrees or better. CAST Med will continue to support new teachers and staff with ample and required staff development throughout the year.

CAST Med High School utilized SAISD Talent Management Personnel and the Human Resources Department to hire staff that was knowledgeable in their content area and that had the necessary experience to work with students of all learning abilities.

As a means of retaining teachers and ensuring that they meet the needs of students, professional staff development opportunities are provided by the school district for teachers to attend. This is highly encouraged as a means of meeting items in our needs assessment. Professional development opportunities consist of content, social emotional learning, assessment, and instructional. When teachers attend trainings, teachers are asked to present their learning to other teachers during PLC (Professional Learning Community) Meetings which are held dialy before school starts.

Teacher retention is also enhanced no only by those items mentioned above but also due in part to our low teacher-student ratio. Most classes do not exceed 17:1, which allows teachers to truly focus on students that need help and provide them with prescriptive intervention.

CAST Med High School strategically created the master schedule to allow teachers the opportunity to participate in a daily Professional Learning Community (PLC) Meeting each morning. Like content area teachers were provided with common planning times as well. During PLCs teachers are allowed the time to plan high-quality lessons, disaggregate data, and discuss student grwoth. Teachers also receive information and training for technology, and other needed areas as well.

Teachers are using the newly created Curriculum Frameworks developed by the school district for creating their lesson plans and they attended professional staff development to learn on how to implement the Curriculum Frameworks effectively. The new Curriculum Frameworks include valuable information to meet the TEKS (Texas Essential Knowledge and Skills--the State Standards), with information that addresses: vocabulary integration and learning; misconceptions in teaching the TEKS; instructional ideas and strategies; a varitey of methods for assessing learing; and samples of State Assesment (STAAR) Released items for practice. With all of these components, teachers then review data from assessments students have already taken (past STAAR Tests or MAP Tests) and interventions are created to meet learning gaps students may have.

Because we know that not everyone learns the same way or at the same time, part of the curriculum includes providing students opportunities to learn and review instruction taught during our afterschool tutoring, which are held Monday through Thursday for an hour each day. It is here that teachers differentiate instruction once more for students to comprehend.

To provide guidance for students to plan postsecondary education or to determine their career path, our counselor has begun the conversation with students this year as ninth grade students. Students become aware of what a good GPA (grade point average) entails and how important it is to enrolling in a particular college of the student's choice. Career awareness, post-secondary education, and exploration activities are also discussed and learned from the coueslor, Naviance Program, and/or our partnership guest speakers, mentors, or field trip experiences.

Part of having and rolling out a good curriculum plan must include adequate student-teacher classroom ratio. Because the student recruitment acceptance cap of our school is 150 students annually, the student-teacher ratio is currentlty no more than 17:1, which makes it ideal to meet the needs of students.

During CAST Med High School's first year, and with the help of the Family and Community Engagement (FACE) Specialist, a new PTO Group was formed. Working in partnership with our Parnership Coordinantor, the FACE Specialist and the Partnership Coordinator planned, and will continue to plan, opportunities for parent and community engagement.

Parents have communicated to administration and staff that they feel welcomed when speaking to school personnel and that they feel that their child's and their needs are being met. They have the same sentiments for the CAST Network of Schools as well as for SAISD

Barriers for parental participation in their student's education in high school are several. The include: students not wanting their parents at the school; parents holding several jobs and the lack of time to participate in inhibitive; grandparents raising students and not being able to participate; lack of transportation; distance from home or work to our school; just to

name a few.

At the beginning of the school year during the first parent meeting for students that were selected to attend our school, parents were asked to join the sitebased planning committee. Personal invitations were also made and a selected few joined. Their participation is very critical to our school for they know what their student's needs are and how we as teachers can best address them.

As a way of increasing our Parent and Community Engagement, all information that is sent out to parents is always sent out in both English and Spanish. Our school's phone number and email address are included to help with any questions parents may have.

The schools context and organization is such that all teachers, staff, and selected students are part of the planning process of the school. Parents are also included in the planning of the program. As an in-district charter school, CAST Med High School also involves different community partners to participate in the planning of the school.

To maximize instructional time, our "A-B-C" Block Schedule is adhered to with minimal interruptions regarding announcements, guest speakers, and field trips. Events are planned so that the least amount of interruption occurs to learning. Teachers teach bell-to-bell and if more announcements need to be made, they are done while students are eating lunch in the cafeteria.

To ensure that all students are learning, district policies are adhered to and students are constantly made aware of the policies pertaining to discipline, attendance and academics. Currently, teachers with any discipline concerns on any student, know to immediately send the student to the administration so that the concern can be investigated and resolved so that the student can return to the classroom to continue learning. The counselor also speaks to students having issues and their concerns many times are dealt with there before escalating to disciplinary action.

Our school is focused on providing all students a safe learning environment that will help students become successful in one of our three focused pathways: biomedical research, medical, or public health. To ensure that our students are aware of their performance, progress reports are printed each Friday and handed to them. When students become responsible for their own learning, students create their own learning framework toward success and all surprises are eliminated. They know where they stand with regards to academics, each week. Through the weekly progress report distribution, the teachers and administrators are also cognizant of student achievement. Students are taught how the grading system works and each week they calculate their GPA (Grade Point Average). During PLCs teachers also discuss student performances and parent phone calls or emails are sent out to help communicate the needs of students to parents.

CAST Med High School knows that school is not all about academics, or it shouldn't be. After school extra-curricular programs (clubs) are provided to students, in addition to tutorials.

Students at CAST Med High School are provided each with a Chrome Book to use for doing research and for submitting homework or class assignments.

Each classroom is equipped with the latest version of a SMART Board and teachers attended training at the beginning of the school year in its implementation.

Throughout the school year teachers are encouraged to participate in technology training events held in the district and at the Region level.

The school district has assigned certain Fridays of the school year for technology upgrades. Each time this occurs, it causes a glitch with our students' Chromebooks. We are in the process of getting this remedied.

School Processes & Programs Strengths

- CAST Med High School hired exceptional staff this year again. Upon the inception of the school, (School Year 2019-2020), twelve teachers were hired, one principal, one assistant principal, one lead counselor, one partnership coordinator, one secretary, one data clerk, one nurse, and three custodians. This second year, four more teachers were hired. This third year, two more teachers were hired. 100% of the teaching staff hold a bachelor's degree and 90% hold a master's degree. The majority of the staff have an average of 11-20 years of teaching experience.

- The campus offers all of its classes, with the exception of Algebra I and the PLTW Bioscience course, as Pre-AP courses and the World Human Geography is an AP course. Our students also have the opportunity to take Dual Language courses: Algebra I and Geometry.
- PLC times are built in the morning schedule before school begins and teachers are on campus. This learning community allows teachers to plan, discuss, and analyze data that impacts instruction. The administrative team participates in meetings and in classrooms monitoring instruction.
- Our school is a one-to-one device campus. All students have a Chrome Book that is utilized to read library books, do research, and submit assignments to teachers. The integration of technology allows teachers to help increase students engagement and achievement.
- Systems allow teachers to quickly disaggregate data to identify areas needing immediate attention.
- Students who have not met minimum passing standards on state assessments will receive additional instruction in the areas they failed through pull out programs with certified tutors and online interventions.
- CAST Med has an open enrollment AP and Pre-AP programs where students are allowed and encouraged to take rigorous classes.
- Most textbooks contain online versions of resources for teachers, students and families.
- Students are encouraged to use the parent portal to access and monitor their grades. Students are also provided with a Progress Report each Friday.
- Knowing that parents want to be engaged in their child's education but many times do not know how to participate or do not know how to manage work, family, and their child's school events, CAST Med High School uses the Remind101 App, School Mint Website, letter and notes, and the school's website, to communicate with parents about all events that take place at school and to inform them on how they can actively engage in their child's learning. The school district has also provided each campus a Family and Community Engagement (FACE) Liaison to assist in developing and strengthening the family engagement component.
- Many systems are in place at CAST Med High School to ensure that the organization runs smoothly. Those are mentioned above in the summary and have been explained to students, parents, and teachers. All systems have been easy to implement because they do not take a lot of time, are part of the school district's policies, and have become part of the school's culture.
- One-to-one device for students.
- Teachers have access to latest version of SMART Boards in their classrooms.
- Ample amount of technology staff development for teachers.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Our Parent Teacher Organization (PTO) needs to be created and sustained throughout the school year for parental engagement to exist and be beneficial to students. **Root Cause:** Many parents are unwilling to attend events or meetings due to fear of COVID.

Problem Statement 2 (Prioritized): Only 78% students are participating in clubs or school organizations. They will need to indicate on scholarships any extra-curricular activities they participated in to become competitive for scholarships. **Root Cause:** The pandemic did not allow for clubs or organizations to engage students fully in activities that would entice other students to enroll into them.

Problem Statement 3 (Prioritized): Each year, there is a need to recruit, develop, and retain high quality and experienced staff which includes teachers and administrators. **Root Cause:** A systematic approach to providing professional pathways for teachers and administrators does not currently exist.

Perceptions

Perceptions Summary

CAST Med High School consists of a school culture and climate that provides all students the opportunity to learn and fulfill the mission of the school. Teachers teach students and have high expectations for them while providing students opportunities to ask questions and attend tutorials. Students work collaboratively in groups solving problems and participate in Project-based Learning activities while fulfilling the requirements for graduation. All classes, with the exception of a few, are Pre-AP or AP and this second year, our students will be taking Dual Credit Courses.

We are a dual-language school, where some students take courses such as Algebra I, Geometry, Algebra II, and Chemistry, completely in Spanish.

Students see their school as a serious place for learning with the expectation of completing work and following district policies when it comes to academics and behavior. Students are also aware that there is a great deal of support provided to help students be successful.

Parents share the understanding of high expectations with respect to academics, behavior, and attendance and are aware of the Student and Parent Compacts that include them in the processes of helping their child be successful. Parents that have inquiries regarding the CAST Med High School Program realize that assistance is always available for them in English or Spanish to clarify any concerns they may have.

Student safety is CAST Med High School's number one priority and students and parents are aware of this. Students are fully trained in fire drill, lockdown, and lockout procedures and also as to the "why" they must participate fully in such drills. Emergency Operations Guides are fully posted throughout the building and reviewed periodically. With the pandemic, all students follow all safety protocols as directed by SAISD.

CAST Med High School also provides students opportunities to participate in clubs and organizations after school and on weekends. Volunteer opportunities, coupled with club extra-curricular activities, help to create not only a well-rounded student aware of community needs but also helps create students that care about their community as well.

Perceptions Strengths

- CAST Med High School provides students an opportunity to pursue careers in biomedical research, medicine, or public health.
- Attendance is mandatory and students are highly encouraged to have 100% attendance.
- Discipline concerns are quickly addressed and parents are immediately called in to discuss any concerns.
- Students have the ability to earn up to 42 college credits with our college partners.
- Students are provided a progress report each Friday so they take ownership of their learning.
- Dress for Success occurs each Monday so that students become accustomed to dressing for interviews which are forthcoming.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Many parents and community members have the perception that CAST Med High School is only for the elite or academically advanced students. **Root Cause:** The marketing of the school should be such that mentions that CAST Med High School has open enrollment and all students can apply.

Problem Statement 2 (Prioritized): The activities and appearance in the halls of the school fail to reflect student pride in academic pursuits and full student belonging at CAST Med High School by the majority of students **Root Cause:** Overall lack of attention to academic recognition, displays, and consistent acknowledgement of student success.

Problem Statement 3 (Prioritized): Students throughout SAISD are not aware of CAST Med High School and its opportunities for students. **Root Cause:** Marketing, campus focus

and opportunities, need to be communicated more using all social media platforms.

Priority Problem Statements

Problem Statement 1: The number of students enrolling into CAST Med High School, during recruitment, is not meeting or exceeding the yearly goal of 150 students per grade level.

Root Cause 1: The need for advertising and strategic marketing of the school and its programs need to be reviewed.

Problem Statement 1 Areas: Demographics

Problem Statement 4: Students identified as part of Special Populations (ESL, Special Ed, Dyslexic, etc.) scored on the average 17% lower than their general education peers on the STAAR English, Biology, and Algebra assessments.

Root Cause 4: Overall, teachers require more professional development in differentiation of instruction and effective implementation.

Problem Statement 4 Areas: Student Learning

Problem Statement 8: Our Parent Teacher Organization (PTO) needs to be created and sustained throughout the school year for parental engagement to exist and be beneficial to students.

Root Cause 8: Many parents are unwilling to attend events or meetings due to fear of COVID.

Problem Statement 8 Areas: School Processes & Programs

Problem Statement 11: Many parents and community members have the perception that CAST Med High School is only for the elite or academically advanced students.

Root Cause 11: The marketing of the school should be such that mentions that CAST Med High School has open enrollment and all students can apply.

Problem Statement 11 Areas: Perceptions

Problem Statement 2: The campus is comprised mostly of female students (83%) as opposed to male students (17%), therefore not gender equitable.

Root Cause 2: During recruitment, more females apply to our campus.

Problem Statement 2 Areas: Demographics

Problem Statement 5: Last year, 34% of students failed one of more courses at some point throughout the year.

Root Cause 5: Regular accountability and data analysis was not done in a systemic method to review student grades and learning in time to provide the necessary immediate interventions.

Problem Statement 5 Areas: Student Learning

Problem Statement 9: Only 78% students are participating in clubs or school organizations. They will need to indicate on scholarships any extra-curricular activities they participated in to become competitive for scholarships.

Root Cause 9: The pandemic did not allow for clubs or organizations to engage students fully in activities that would entice other students to enroll into them.

Problem Statement 9 Areas: School Processes & Programs

Problem Statement 12: The activities and appearance in the halls of the school fail to reflect student pride in academic pursuits and full student belonging at CAST Med High School by the majority of students

Root Cause 12: Overall lack of attention to academic recognition, displays, and consistent acknowledgement of student success.

Problem Statement 12 Areas: Perceptions

Problem Statement 3: There is a growing number of economically disadvantaged students with social emotional needs

Root Cause 3: Many students do not have personal experiences and or skill sets to manage emotions and build positive relationships.

Problem Statement 3 Areas: Demographics

Problem Statement 6: Students are not demonstrating academic potential as evidenced by assessment data such as STAAR EOC, AP, TSI assessments.

Root Cause 6: Concerns related to lack of relevance, student-centered instruction, and periodic systemic evaluation of student learning and interventions.

Problem Statement 6 Areas: Student Learning

Problem Statement 10: Each year, there is a need to recruit, develop, and retain high quality and experienced staff which includes teachers and administrators.

Root Cause 10: A systematic approach to providing professional pathways for teachers and administrators does not currently exist.

Problem Statement 10 Areas: School Processes & Programs

Problem Statement 13: Students throughout SAISD are not aware of CAST Med High School and its opportunities for students.

Root Cause 13: Marketing, campus focus and opportunities, need to be communicated more using all social media platforms.

Problem Statement 13 Areas: Perceptions

Problem Statement 7: Some students are still struggling with attaining "college ready" status on the TSI Exam, an exam required for college admission. Only 67% of the students pass the TSI Exam on their first attempt.

Root Cause 7: Students are struggling in reading, writing, and mathematics portions of the exam due to lack of a systemic plan that implements TSI Learning Objectives into everyday content lessons.

Problem Statement 7 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

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Local Accountability Systems (LAS) data
- Community Based Accountability System (CBAS)

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Postsecondary college, career or military-ready graduates including enlisting in U. S. armed services, earning an industry based certification, earning an associate degree, graduating with completed IEP and workforce readiness
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant information
- SAT and/or ACT assessment data
- PSAT
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Observation Survey results
- State-developed online interim assessments
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant achievements by race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Response to Intervention (RtI) student achievement data
- Dual-credit and/or college prep course completion data
- STEM and/or STEAM 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
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Enrollment trends

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
- Equity data
- T-P ESS 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

Goals

Goal 1: INCREASE STUDENTS ATTENDING HIGH-QUALITY SCHOOLS





1a: Increase the District overall grade under State Accountability and the percent of campuses rated Accomplished or Higher on the SAISD School Performance Framework (SPF)

Performance Objective 1: Implement and support a TEKS-based, vertically aligned curriculum that reflects and utilized best practices with emphasis on critical thinking skills, relevant content, differentiated instruction for different population groups, and project-based learning; and provide success transitions for all students to post-secondary college and/or career opportunities to increase students' readiness by 15%, by the end of the year, in all content areas as measured by end of year assessments.

Evaluation Data Sources: 2022-2023 STAAR Scores on English I, II; Algebra I; and Social Studies

Strategy 1 Details	Reviews			
Strategy 1: Require all teachers to post their lesson plans and objectives in Canvas, the district's learning management system, which will be reviewed by administration weekly for accountability of TEKS-based instruction. KPI/Metric/Measure: Teachers will have a clearer understanding of the curriculum (TEKS) for teaching and students will have a better understanding of what is to be learned as indicated through formative and summative assessments. Staff Responsible for Monitoring: Principal, Assistant Principal, and Lead Teachers TEA Priorities: Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools Problem Statements: Student Learning 1, 2, 3	Formative			Summative
	Oct	Jan	Apr	June

Strategy 2 Details	Reviews			
Strategy 2: Students will be provided with informal, formative, and summative assessments in a variety of formats to monitor progress. KPI/Metric/Measure: Increase students grades by having students submit work on time and study for tests and quizzes Staff Responsible for Monitoring: Teachers will monitor students' use of their planner by performing weekly checks TEA Priorities: Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools Problem Statements: Student Learning 1, 2, 3	Formative			Summative
	Oct	Jan	Apr	June

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Performance Objective 1 Problem Statements:





Student Learning
Problem Statement 1: Students identified as part of Special Populations (ESL, Special Ed, Dyslexic, etc.) scored on the average 17% lower than their general education peers on the STAAR English, Biology, and Algebra assessments. Root Cause: Overall, teachers require more professional development in differentiation of instruction and effective implementation.
Problem Statement 2: Last year, 34% of students failed one of more courses at some point throughout the year. Root Cause: Regular accountability and data analysis was not done in a systemic method to review student grades and learning in time to provide the necessary immediate interventions.
Problem Statement 3: Students are not demonstrating academic potential as evidenced by assessment data such as STAAR EOC, AP, TSI assessments. Root Cause: Concerns related to lack of relevance, student-centered instruction, and periodic systemic evaluation of student learning and interventions.

Goal 1: INCREASE STUDENTS ATTENDING HIGH-QUALITY SCHOOLS

1a: Increase the District overall grade under State Accountability and the percent of campuses rated Accomplished or Higher on the SAISD School Performance Framework (SPF)

Performance Objective 2: Teachers and staff will participate in high quality professional development; professional development will be utilized to help teachers and staff enhance their knowledge and skills and address the diverse needs of students; professional development will incorporate the 21st Century skills for students and staff; technology infrastructure and resources will be improved for students and staff; and technology will be utilized to increase the level of engagement of students in learning.

Evaluation Data Sources: Utilize each teachers' Performance Matters registry of staff development attended

Strategy 1 Details	Reviews			
Strategy 1: Teachers will attend in-district and out-of-district staff development to not only enhance their teaching abilities but also to ensure student success in state assessments, PSAT, SAT, ACT, TSI, and others. Staff development includes differentiating instruction to meet the needs of at-risk students. KPI/Metric/Measure: Teachers will return and implement newly learned content teaching strategies and developed curriculum for student academic success. Staff Responsible for Monitoring: Principal, Assistant Principal, Counselor, Teachers TEA Priorities: Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools Problem Statements: Student Learning 1, 2, 3 - School Processes & Programs 3	Formative			Summative
	Oct	Jan	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: Provide teachers an opportunity to attend professional staff development such as EPIC Saturdays, Conferences, PD in PJs, PLN (Professional Learning Network Sessions) in different content areas, AP Training, Webinars, Lesson Study, etc. KPI/Metric/Measure: Increased instructional success along with better prepared teachers and teachers invested in the school. Staff Responsible for Monitoring: Principal, Assistant Principal, Counselor, Teachers TEA Priorities: Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools Problem Statements: Student Learning 1, 2, 3, 4 - School Processes & Programs 3	Formative			Summative
	Oct	Jan	Apr	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 2 Problem Statements:

Student Learning

Problem Statement 1: Students identified as part of Special Populations (ESL, Special Ed, Dyslexic, etc.) scored on the average 17% lower than their general education peers on the STAAR English, Biology, and Algebra assessments. **Root Cause:** Overall, teachers require more professional development in differentiation of instruction and effective implementation.

Problem Statement 2: Last year, 34% of students failed one of more courses at some point throughout the year. **Root Cause:** Regular accountability and data analysis was not done in a systemic method to review student grades and learning in time to provide the necessary immediate interventions.

Problem Statement 3: Students are not demonstrating academic potential as evidenced by assessment data such as STAAR EOC, AP, TSI assessments. **Root Cause:** Concerns related to lack of relevance, student-centered instruction, and periodic systemic evaluation of student learning and interventions.

Problem Statement 4: Some students are still struggling with attaining "college ready" status on the TSI Exam, an exam required for college admission. Only 67% of the students pass the TSI Exam on their first attempt. **Root Cause:** Students are struggling in reading, writing, and mathematics portions of the exam due to lack of a systemic plan that implements TSI Learning Objectives into everyday content lessons.

School Processes & Programs

Problem Statement 3: Each year, there is a need to recruit, develop, and retain high quality and experienced staff which includes teachers and administrators. **Root Cause:** A systematic approach to providing professional pathways for teachers and administrators does not currently exist.





Goal 1: INCREASE STUDENTS ATTENDING HIGH-QUALITY SCHOOLS

1a: Increase the District overall grade under State Accountability and the percent of campuses rated Accomplished or Higher on the SAISD School Performance Framework (SPF)

Performance Objective 3: Increase students' grade level readiness by 10% across all student populations and programs as measured by end of year assessments PK-12.

Evaluation Data Sources: STAAR Scores, MAP Data, Final Grades

Strategy 1 Details		Reviews			
Strategy 1: (C&I): Students will be provided with a variety of rigorous and differentiated learning experiences to increase performance across all content areas. Included in these experiences are the Summer Jump Start Program which includes field trips (July 25-29, 2022). KPI/Metric/Measure: Students participating; retention of students in the program; Nine-Weeks Grades Staff Responsible for Monitoring: Principal, Assistant Principal, Counselor, Teachers TEA Priorities: Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools Problem Statements: Student Learning 1, 2, 3		Formative			Summative
		Oct	Jan	Apr	June
Strategy 2 Details		Reviews			
Strategy 2: (Assessment): Students will be provided with informal, formative, and summative assessments in a variety of formats to monitor progress KPI/Metric/Measure: Assessment Results, EOC Results Staff Responsible for Monitoring: Teachers TEA Priorities: Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools Problem Statements: Student Learning 1, 2, 3		Formative			Summative
		Oct	Jan	Apr	June

Strategy 3 Details	Reviews			
Strategy 3: (21st Century): Students will have access to a variety of digital platforms and tools to maximize student performance and engagement across all content areas. KPI/Metric/Measure: Assessment Results, EOC Results Staff Responsible for Monitoring: Teachers TEA Priorities: Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools Problem Statements: Student Learning 1, 2, 3 Funding Sources: Calculators - 164 - State Compensatory Education (SCE) - 164-11-6399-00-028-3-30-000 - \$1,474, Calculators - 211 - ESEA Title I, Part A - Regular - 211-11-6399-00-028-3-30-000 - \$4,288	Formative			Summative
	Oct	Jan	Apr	June
Strategy 4 Details	Reviews			
Strategy 4: Students will participate in various Intersession Opportunities offered throughout the school year. KPI/Metric/Measure: Report card grades, failure rates, EOC results. Staff Responsible for Monitoring: Principal, Assistant Principal, Counselor, Teachers TEA Priorities: Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools Problem Statements: Student Learning 1, 2, 3, 4	Formative			Summative
	Oct	Jan	Apr	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 3 Problem Statements:

Student Learning
Problem Statement 1: Students identified as part of Special Populations (ESL, Special Ed, Dyslexic, etc.) scored on the average 17% lower than their general education peers on the STAAR English, Biology, and Algebra assessments. Root Cause: Overall, teachers require more professional development in differentiation of instruction and effective implementation.
Problem Statement 2: Last year, 34% of students failed one of more courses at some point throughout the year. Root Cause: Regular accountability and data analysis was not done in a systemic method to review student grades and learning in time to provide the necessary immediate interventions.
Problem Statement 3: Students are not demonstrating academic potential as evidenced by assessment data such as STAAR EOC, AP, TSI assessments. Root Cause: Concerns related to lack of relevance, student-centered instruction, and periodic systemic evaluation of student learning and interventions.
Problem Statement 4: Some students are still struggling with attaining "college ready" status on the TSI Exam, an exam required for college admission. Only 67% of the students pass the TSI Exam on their first attempt. Root Cause: Students are struggling in reading, writing, and mathematics portions of the exam due to lack of a systemic plan that implements TSI Learning Objectives into everyday content lessons.

Goal 1: INCREASE STUDENTS ATTENDING HIGH-QUALITY SCHOOLS

1a: Increase the District overall grade under State Accountability and the percent of campuses rated Accomplished or Higher on the SAISD School Performance Framework (SPF)

Performance Objective 4: Provide professional development, conferences, and workshops to strengthen content, instruction and collaboration in teachers by sending 100% of teachers to workshops from August through May. Staff Development will include AVID, GT, Region 20 Staff Development Opportunities, and District training from C&I including EPIC Saturdays.

Evaluation Data Sources: Observe implementation of information learned at conferences by teachers in their classrooms. Increase in student learning as observed in grades and assessments. Documentation in teachers' T-TESS artifacts.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Apr	June
Strategy 1: 1) Teachers will attend professional staff development at Region 20 and will return to teach the other teachers during the daily PLC (Professional Learning Community) Meetings. KPI/Metric/Measure: Increased use of classroom best practices as well as increased student success. Teachers will learn from teachers. Staff Responsible for Monitoring: Principal, Assistant Principal, Counselor, Teachers TEA Priorities: Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools Problem Statements: Student Learning 1, 2, 3, 4				
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✗</div>Discontinue</div></div>				

Performance Objective 4 Problem Statements:

Student Learning
Problem Statement 1: Students identified as part of Special Populations (ESL, Special Ed, Dyslexic, etc.) scored on the average 17% lower than their general education peers on the STAAR English, Biology, and Algebra assessments. Root Cause: Overall, teachers require more professional development in differentiation of instruction and effective implementation.
Problem Statement 2: Last year, 34% of students failed one of more courses at some point throughout the year. Root Cause: Regular accountability and data analysis was not done in a systemic method to review student grades and learning in time to provide the necessary immediate interventions.
Problem Statement 3: Students are not demonstrating academic potential as evidenced by assessment data such as STAAR EOC, AP, TSI assessments. Root Cause: Concerns related to lack of relevance, student-centered instruction, and periodic systemic evaluation of student learning and interventions.

Student Learning





Problem Statement 4: Some students are still struggling with attaining "college ready" status on the TSI Exam, an exam required for college admission. Only 67% of the students pass the TSI Exam on their first attempt. **Root Cause:** Students are struggling in reading, writing, and mathematics portions of the exam due to lack of a systemic plan that implements TSI Learning Objectives into everyday content lessons.

Goal 1: INCREASE STUDENTS ATTENDING HIGH-QUALITY SCHOOLS

1a: Increase the District overall grade under State Accountability and the percent of campuses rated Accomplished or Higher on the SAISD School Performance Framework (SPF)

Performance Objective 5: Provide 100% of students school-wide or inter-discipline learning opportunities consisting of Project-Based Learning (PBL) experiences that are engaging, rigorous, and relevant to CAST Med High School where students will collaborate and present their final product at the end of the school year.

Evaluation Data Sources: Increased performance in Summative and Formative Assessments

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Apr	June
<p>Strategy 1: Teachers will collaborate and plan Project-Based Learning experiences (including field trip experiences to enhance their PBL creation) for students, that are relevant to TEKS and content, engaging, as well as rigorous. Students will present their project and will post them in BULB, the digital portfolio system.</p> <p>KPI/Metric/Measure: Increased performance on assessments (STAAR, TSI, PSAT); PBL Project Presentation by students</p> <p>Staff Responsible for Monitoring: Teachers and Administrators</p> <p>TEA Priorities: Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools</p> <p>Problem Statements: Student Learning 1, 2, 3, 4 - Perceptions 2</p>				
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

Performance Objective 5 Problem Statements:

Student Learning
<p>Problem Statement 1: Students identified as part of Special Populations (ESL, Special Ed, Dyslexic, etc.) scored on the average 17% lower than their general education peers on the STAAR English, Biology, and Algebra assessments. Root Cause: Overall, teachers require more professional development in differentiation of instruction and effective implementation.</p> <p>Problem Statement 2: Last year, 34% of students failed one of more courses at some point throughout the year. Root Cause: Regular accountability and data analysis was not done in a systemic method to review student grades and learning in time to provide the necessary immediate interventions.</p> <p>Problem Statement 3: Students are not demonstrating academic potential as evidenced by assessment data such as STAAR EOC, AP, TSI assessments. Root Cause: Concerns related to lack of relevance, student-centered instruction, and periodic systemic evaluation of student learning and interventions.</p> <p>Problem Statement 4: Some students are still struggling with attaining "college ready" status on the TSI Exam, an exam required for college admission. Only 67% of the students pass the TSI Exam on their first attempt. Root Cause: Students are struggling in reading, writing, and mathematics portions of the exam due to lack of a systemic plan that implements TSI Learning Objectives into everyday content lessons.</p>

Perceptions

Problem Statement 2: The activities and appearance in the halls of the school fail to reflect student pride in academic pursuits and full student belonging at CAST Med High School by the majority of students **Root Cause:** Overall lack of attention to academic recognition, displays, and consistent acknowledgement of student success.

Goal 2: ENSURE PROFICIENCY

2a: Increase the percent of students kinder ready in Reading & Math (as identified by MAP BOY or subsequent State assessments)

Goal 3: ENSURE PROFICIENCY





2b: Increase the percent of Grade 3 students on grade level in Reading & Math STAAR

Goal 4: ENSURE PROFICIENCY

2c: Increase the percent of all students on grade level (all grades/all subjects at the Meets grade level standard)

Performance Objective 1: ELAR/READING/WRITING: Provide comprehensive Reading and Writing Processes students will use from August 2022 to June 2023, in all classes, to increase Student Achievement and Student Progress by 15% (as measured by State Assessments), and assist in closing the Achievement Gap.

Evaluation Data Sources: STAAR and MAP Results

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Apr	June
Strategy 1: Students will participate in sustained silent reading on "A-Day" Scheduled days for a minimum of 25 minutes in their English Language Arts Classes to help increase the English I STAAR EOC passing rates from 79% to 82% and the English II EOC passing rates from 91% to 93%. KPI/Metric/Measure: STAAR and MAP Results Staff Responsible for Monitoring: Teachers and Administration TEA Priorities: Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools Problem Statements: Student Learning 1, 2, 3				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 1: Students identified as part of Special Populations (ESL, Special Ed, Dyslexic, etc.) scored on the average 17% lower than their general education peers on the STAAR English, Biology, and Algebra assessments. Root Cause: Overall, teachers require more professional development in differentiation of instruction and effective implementation.
Problem Statement 2: Last year, 34% of students failed one of more courses at some point throughout the year. Root Cause: Regular accountability and data analysis was not done in a systemic method to review student grades and learning in time to provide the necessary immediate interventions.
Problem Statement 3: Students are not demonstrating academic potential as evidenced by assessment data such as STAAR EOC, AP, TSI assessments. Root Cause: Concerns related to lack of relevance, student-centered instruction, and periodic systemic evaluation of student learning and interventions.





Goal 4: ENSURE PROFICIENCY

2c: Increase the percent of all students on grade level (all grades/all subjects at the Meets grade level standard)

Performance Objective 2: Mathematics: Increase the "Accomplished and Meets" Standards Passing rates in STAAR Algebra from 80% passing to 82% passing between October 2022 and April, 2023.

Evaluation Data Sources: 1) Software usage data; 2) Percentage of Software Module completion and scores; STAAR Scores on Algebra I exam.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Apr	June
<p>Strategy 1: Students will be assigned an account for ALEKS Software which they will access at minimum three times per week and complete 90% of the modules between October 2022 and April 2023 to increase the passing rates in STAAR Algebra I from 80% to 82%.</p> <p>KPI/Metric/Measure: Q1: Student assessment scores on STAAR Released Tests will indicate passing rates at meets of at least 70%. Q2: Student assessment scores on STAAR Released Tests will indicate passing rates at meets of at least 75%. Q3: Student assessment scores on STAAR Released Tests will indicate passing rates at meets of at least 80%. Q3: Student assessment scores on STAAR Released Tests will indicate passing rates at meets of at least 85%.</p> <p>Staff Responsible for Monitoring: Teachers and Administration</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools</p> <p>Problem Statements: Student Learning 1, 2, 3</p> <p>Funding Sources: Calculators - 164 - State Compensatory Education (SCE) - \$1,474, Calculators - 211 - ESEA Title I, Part A - Regular - \$4,288, ALEKS Student Subscriptions - 211 - ESEA Title I, Part A - Regular - \$4,761</p>				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Apr	June
<p>Strategy 2: Students will utilize the Innovator Rover Launch Pad Curriculum to enhance their learning of the mathematics TEKS and supplement the ALEKS learning at least once a week during the 2022-2023 School Year. The Rover Launch Pad Curriculum requires the use of Calculators to function correctly. This curriculum will be used in both mathematics and science.</p> <p>KPI/Metric/Measure: Increase performance on STAAR, TSI, PSAT.</p> <p>Staff Responsible for Monitoring: Teachers and Administration</p> <p>TEA Priorities: Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools</p> <p>Problem Statements: Demographics 1, 2 - Student Learning 3</p>				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 2 Problem Statements:





Demographics
<p>Problem Statement 1: The number of students enrolling into CAST Med High School, during recruitment, is not meeting or exceeding the yearly goal of 150 students per grade level. Root Cause: The need for advertising and strategic marketing of the school and its programs need to be reviewed.</p> <p>Problem Statement 2: The campus is comprised mostly of female students (83%) as opposed to male students (17%), therefore not gender equitable. Root Cause: During recruitment, more females apply to our campus.</p>
Student Learning
<p>Problem Statement 1: Students identified as part of Special Populations (ESL, Special Ed, Dyslexic, etc.) scored on the average 17% lower than their general education peers on the STAAR English, Biology, and Algebra assessments. Root Cause: Overall, teachers require more professional development in differentiation of instruction and effective implementation.</p> <p>Problem Statement 2: Last year, 34% of students failed one of more courses at some point throughout the year. Root Cause: Regular accountability and data analysis was not done in a systemic method to review student grades and learning in time to provide the necessary immediate interventions.</p> <p>Problem Statement 3: Students are not demonstrating academic potential as evidenced by assessment data such as STAAR EOC, AP, TSI assessments. Root Cause: Concerns related to lack of relevance, student-centered instruction, and periodic systemic evaluation of student learning and interventions.</p>

Goal 4: ENSURE PROFICIENCY

2c: Increase the percent of all students on grade level (all grades/all subjects at the Meets grade level standard)

Performance Objective 3: Science: Increase the STAAR EOC Biology Passing rate from 94% to 95% by June 2023.

Evaluation Data Sources: Biology STAAR Results and student grades

Strategy 1 Details	Reviews			
<p>Strategy 1: Students will participate in 40% hands-on laboratory experiences in all of their science classes, including Project Lead the Way (PLTW) from August 2022 to June 2023.</p> <p>KPI/Metric/Measure: Q1: Lesson plans will be reviewed and classroom walk-throughs will be conducted to ensure 40% Labs are done. Q2: Lesson plans will be reviewed and classroom walk-throughs will be conducted to ensure 40% Labs are done. Q3: Lesson plans will be reviewed and classroom walk-throughs will be conducted to ensure 40% Labs are done. Q4: Lesson plans will be reviewed and classroom walk-throughs will be conducted to ensure 40% Labs are done.</p> <p>Staff Responsible for Monitoring: Teachers and Administration</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Connect high school to career and college</p> <p>Problem Statements: Student Learning 1, 2, 3</p> <p>Funding Sources: Science Equipment - 211 - ESEA Title I, Part A - Regular - 211-11-6399-00-028-3-30-000 - \$4,233</p>	Formative			Summative
	Oct	Jan	Apr	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 3 Problem Statements:





Student Learning
<p>Problem Statement 1: Students identified as part of Special Populations (ESL, Special Ed, Dyslexic, etc.) scored on the average 17% lower than their general education peers on the STAAR English, Biology, and Algebra assessments. Root Cause: Overall, teachers require more professional development in differentiation of instruction and effective implementation.</p>
<p>Problem Statement 2: Last year, 34% of students failed one of more courses at some point throughout the year. Root Cause: Regular accountability and data analysis was not done in a systemic method to review student grades and learning in time to provide the necessary immediate interventions.</p>
<p>Problem Statement 3: Students are not demonstrating academic potential as evidenced by assessment data such as STAAR EOC, AP, TSI assessments. Root Cause: Concerns related to lack of relevance, student-centered instruction, and periodic systemic evaluation of student learning and interventions.</p>

Goal 4: ENSURE PROFICIENCY

2c: Increase the percent of all students on grade level (all grades/all subjects at the Meets grade level standard)

Performance Objective 4: Spanish: Increase students' acquisition and understanding of the Spanish language by increasing the number of students enrolled in Dual Language and in higher level Spanish courses by 15% from last year's enrollment by the end of the first nine weeks grading period.

Evaluation Data Sources: Student grades; student use of language; and walk-through observations by administrators will look for student understanding of content.

Strategy 1 Details	Reviews			
Strategy 1: All students, who did not acquire Spanish high school credits while in middle school, are enrolled in Spanish I. KPI/Metric/Measure: Increased understanding of Spanish as assessed in the reading, writing, and speaking of Spanish. Formative and summative assessments will demonstrate students' degree of knowledge of the Spanish Language Staff Responsible for Monitoring: Principal, Counselor, Spanish Teacher, Dual Language Teacher TEA Priorities: Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools Problem Statements: Student Learning 1, 2, 3	Formative			Summative
	Oct	Jan	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: Some students will be enrolled in a Dual Language mathematics course (either Algebra I or Geometry) which will be taught solely in Spanish. KPI/Metric/Measure: Increased understanding of Spanish as assessed in the reading, writing, and speaking of Spanish. Formative and summative assessments will demonstrate students' degree of knowledge of the Spanish Language. Staff Responsible for Monitoring: Principal, Counselor, Dual Language Teacher TEA Priorities: Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools Problem Statements: Student Learning 1 - School Processes & Programs 2	Formative			Summative
	Oct	Jan	Apr	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 4 Problem Statements:

Student Learning

Problem Statement 1: Students identified as part of Special Populations (ESL, Special Ed, Dyslexic, etc.) scored on the average 17% lower than their general education peers on the STAAR English, Biology, and Algebra assessments. **Root Cause:** Overall, teachers require more professional development in differentiation of instruction and effective implementation.

Problem Statement 2: Last year, 34% of students failed one of more courses at some point throughout the year. **Root Cause:** Regular accountability and data analysis was not done in a systemic method to review student grades and learning in time to provide the necessary immediate interventions.

Problem Statement 3: Students are not demonstrating academic potential as evidenced by assessment data such as STAAR EOC, AP, TSI assessments. **Root Cause:** Concerns related to lack of relevance, student-centered instruction, and periodic systemic evaluation of student learning and interventions.

School Processes & Programs





Problem Statement 2: Only 78% students are participating in clubs or school organizations. They will need to indicate on scholarships any extra-curricular activities they participated in to become competitive for scholarships. **Root Cause:** The pandemic did not allow for clubs or organizations to engage students fully in activities that would entice other students to enroll into them.

Goal 4: ENSURE PROFICIENCY

2c: Increase the percent of all students on grade level (all grades/all subjects at the Meets grade level standard)

Performance Objective 5: PHYSICAL EDUCATION: Implement a coordinated school health program through PE classes and our science courses to improve the campus nutrition environment; ensure our students are physically active; and provide students additional social emotional learning support

Evaluation Data Sources: Teachers will include evidence of lessons taught in lesson plans; student fitness data, including any data from research-based assessments such as the school health index assessment and planning tool; student academic performance data; student attendance rates.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Apr	June
<p>Strategy 1: All incoming 9th grade students will take PE to fulfill their PE high school credit. The Principles of bio science (PLTW) course, biology, and PE will coordinate to ensure that students see the connection between each course and physical fitness.</p> <p>KPI/Metric/Measure: Students will learn how to be healthy and will see the connection of what they are learning and its application to their lives.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Counselor, Teachers</p> <p>TEA Priorities: Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools</p> <p>Problem Statements: Student Learning 1, 2, 3, 4</p>				
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

Performance Objective 5 Problem Statements:





Student Learning
<p>Problem Statement 1: Students identified as part of Special Populations (ESL, Special Ed, Dyslexic, etc.) scored on the average 17% lower than their general education peers on the STAAR English, Biology, and Algebra assessments. Root Cause: Overall, teachers require more professional development in differentiation of instruction and effective implementation.</p> <p>Problem Statement 2: Last year, 34% of students failed one of more courses at some point throughout the year. Root Cause: Regular accountability and data analysis was not done in a systemic method to review student grades and learning in time to provide the necessary immediate interventions.</p> <p>Problem Statement 3: Students are not demonstrating academic potential as evidenced by assessment data such as STAAR EOC, AP, TSI assessments. Root Cause: Concerns related to lack of relevance, student-centered instruction, and periodic systemic evaluation of student learning and interventions.</p> <p>Problem Statement 4: Some students are still struggling with attaining "college ready" status on the TSI Exam, an exam required for college admission. Only 67% of the students pass the TSI Exam on their first attempt. Root Cause: Students are struggling in reading, writing, and mathematics portions of the exam due to lack of a systemic plan that implements TSI Learning Objectives into everyday content lessons.</p>

Goal 4: ENSURE PROFICIENCY

2c: Increase the percent of all students on grade level (all grades/all subjects at the Meets grade level standard)

Performance Objective 6: AVID: Provide a rigorous and relevant instructional program to increase student achievement across content areas by decreasing the failure rate by 20% from last year and Close the Achievement Gap each semester.

Evaluation Data Sources: Student grades across content areas; student notes as evidence; and test taking strategy implementation.

Strategy 1 Details	Reviews			
Strategy 1: Implement AVID strategies in a school-wide model to include curriculum materials, teacher training and AVID tutors: Strategies should include: WICOR Focused note-taking Organizational strategies including using binders & planners AVID elective course at each secondary grade level. KPI/Metric/Measure: School wide site will: result in improved student performance across all disciplines on measures including STAAR/EOC, PSAT/SAT, AP, MAP, reduced failure rates, and performance in advanced courses through implementation of AVID strategies Staff Responsible for Monitoring: Exec. Director, Adv Academics, District AVID Coordinator, Campus Leadership Team, Campus AVID Coordinator, Campus Teacher ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction Problem Statements: Student Learning 1, 2, 3	Formative			Summative
	Oct	Jan	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: Focused note taking will be implemented schoolwide in stages throughout the school year. Teachers will submit student samples, 2 per week, for review. KPI/Metric/Measure: Increase in student understanding of content and therefore increase in grades. Staff Responsible for Monitoring: Principal, AVID Teacher, Campus Teachers TEA Priorities: Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools Problem Statements: Student Learning 1, 2, 3	Formative			Summative
	Oct	Jan	Apr	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 6 Problem Statements:

Student Learning

Problem Statement 1: Students identified as part of Special Populations (ESL, Special Ed, Dyslexic, etc.) scored on the average 17% lower than their general education peers on the STAAR English, Biology, and Algebra assessments. **Root Cause:** Overall, teachers require more professional development in differentiation of instruction and effective implementation.

Problem Statement 2: Last year, 34% of students failed one of more courses at some point throughout the year. **Root Cause:** Regular accountability and data analysis was not done in a systemic method to review student grades and learning in time to provide the necessary immediate interventions.

Problem Statement 3: Students are not demonstrating academic potential as evidenced by assessment data such as STAAR EOC, AP, TSI assessments. **Root Cause:** Concerns related to lack of relevance, student-centered instruction, and periodic systemic evaluation of student learning and interventions.

Goal 4: ENSURE PROFICIENCY

2c: Increase the percent of all students on grade level (all grades/all subjects at the Meets grade level standard)

Performance Objective 7: Library Media Services: 100% of students will have access to both print and digital library resources to read for pleasure and academic achievement; and in support of information literacy, inquiry, reading and digital learning to help increase students' reading comprehension by 15% as measured by end-of-year assessments.

Evaluation Data Sources: Circulation statistics, Digital resource usage statistics, STAAR ELA Results.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Apr	June
Strategy 1: Students will be provided both digital and print collections (English and Spanish) and databases for Library to maximize student performance and engagement in reading across all content areas. KPI/Metric/Measure: 15% increase in circulation, Monthly communication of LMS services, Increased capacity as measured by the Future-Ready Pathways for technology. Staff Responsible for Monitoring: Principal, Librarian, Counselor, Teachers TEA Priorities: Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools Problem Statements: Student Learning 1, 2, 3				
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✗</div>Discontinue</div></div>				

Performance Objective 7 Problem Statements:





Student Learning
Problem Statement 1: Students identified as part of Special Populations (ESL, Special Ed, Dyslexic, etc.) scored on the average 17% lower than their general education peers on the STAAR English, Biology, and Algebra assessments. Root Cause: Overall, teachers require more professional development in differentiation of instruction and effective implementation.
Problem Statement 2: Last year, 34% of students failed one of more courses at some point throughout the year. Root Cause: Regular accountability and data analysis was not done in a systemic method to review student grades and learning in time to provide the necessary immediate interventions.
Problem Statement 3: Students are not demonstrating academic potential as evidenced by assessment data such as STAAR EOC, AP, TSI assessments. Root Cause: Concerns related to lack of relevance, student-centered instruction, and periodic systemic evaluation of student learning and interventions.

Goal 4: ENSURE PROFICIENCY

2c: Increase the percent of all students on grade level (all grades/all subjects at the Meets grade level standard)

Performance Objective 8: Provide materials, resources, and instruction/intervention in all STAAR Tested Content Areas during the beginning of the 4th Nine Weeks to help increase the passing rates on STAAR from Accomplished to Masters by 16%.

Evaluation Data Sources: STAAR and MAP Results

Strategy 1 Details	Reviews			
Strategy 1: Teachers will plan "20-Day Countdowns to STAAR" which will include classroom instructional time as well as Saturday STAAR Intervention Sessions to help increase the passing rates on STAAR from Accomplished to Masters by 16%. KPI/Metric/Measure: STAAR and MAP Results Staff Responsible for Monitoring: Teachers and Administrators TEA Priorities: Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools Problem Statements: Demographics 1, 2, 3 - Student Learning 1, 2, 3	Formative			Summative
	Oct	Jan	Apr	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 8 Problem Statements:

Demographics
Problem Statement 1: The number of students enrolling into CAST Med High School, during recruitment, is not meeting or exceeding the yearly goal of 150 students per grade level. Root Cause: The need for advertising and strategic marketing of the school and its programs need to be reviewed.
Problem Statement 2: The campus is comprised mostly of female students (83%) as opposed to male students (17%), therefore not gender equitable. Root Cause: During recruitment, more females apply to our campus.
Problem Statement 3: There is a growing number of economically disadvantaged students with social emotional needs Root Cause: Many students do not have personal experiences and or skill sets to manage emotions and build positive relationships.
Student Learning
Problem Statement 1: Students identified as part of Special Populations (ESL, Special Ed, Dyslexic, etc.) scored on the average 17% lower than their general education peers on the STAAR English, Biology, and Algebra assessments. Root Cause: Overall, teachers require more professional development in differentiation of instruction and effective implementation.
Problem Statement 2: Last year, 34% of students failed one of more courses at some point throughout the year. Root Cause: Regular accountability and data analysis was not done in a systemic method to review student grades and learning in time to provide the necessary immediate interventions.





Student Learning
Problem Statement 3: Students are not demonstrating academic potential as evidenced by assessment data such as STAAR EOC, AP, TSI assessments. Root Cause: Concerns related to lack of relevance, student-centered instruction, and periodic systemic evaluation of student learning and interventions.

Goal 5: ENSURE PROFICIENCY

2d: Increase % on-time, 4-year Graduation and decrease Dropout Rates

Performance Objective 1: Become familiar with, and regularly review each nine weeks period, school data and characteristics of the student population to increase the academic performance of all students in formative and summative assessments and all student ethnic groups while closing the achievement gaps between students of special populations.

Evaluation Data Sources: Increase in student achievement each nine weeks, on STAAR, and therefore meet the goal of graduating students on time. Also, MAT, PSAT, SAT, ACT, AP, TSI

Strategy 1 Details	Reviews			
Strategy 1: Become familiar with school data and characteristics of the student population and review each every three weeks. Indicators include: Ethnicity, Poverty rate, Attendance rate, Graduation and dropout rates, School report card, Percentage of students on track for graduation, Performance on graduation tests or other graduation requirements. KPI/Metric/Measure: Increase in attendance rates; identification lists of students not performing well and RtI implementation and student increase in grades. Staff Responsible for Monitoring: Counselors, Teachers, Registrar, Data Clerk, Special Ed Teacher, Principal TEA Priorities: Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools Problem Statements: Student Learning 1, 2, 3, 4	Formative			Summative
	Oct	Jan	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: Instructional Strategies PLC and Tutoring Sessions - Improve classroom instruction by developing a consistent PLC model where data is used to adjust instruction in the classroom, while designing prescriptive tutorials for our students (remediation and enrichment). KPI/Metric/Measure: Improvement in Student Achievement as measured in reduced failure rates. Staff Responsible for Monitoring: Principal, Assistant Principal, Counselor, Teachers Problem Statements: Student Learning 1, 2, 3	Formative			Summative
	Oct	Jan	Apr	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 1 Problem Statements:

Student Learning

Problem Statement 1: Students identified as part of Special Populations (ESL, Special Ed, Dyslexic, etc.) scored on the average 17% lower than their general education peers on the STAAR English, Biology, and Algebra assessments. **Root Cause:** Overall, teachers require more professional development in differentiation of instruction and effective implementation.

Problem Statement 2: Last year, 34% of students failed one of more courses at some point throughout the year. **Root Cause:** Regular accountability and data analysis was not done in a systemic method to review student grades and learning in time to provide the necessary immediate interventions.

Problem Statement 3: Students are not demonstrating academic potential as evidenced by assessment data such as STAAR EOC, AP, TSI assessments. **Root Cause:** Concerns related to lack of relevance, student-centered instruction, and periodic systemic evaluation of student learning and interventions.





Problem Statement 4: Some students are still struggling with attaining "college ready" status on the TSI Exam, an exam required for college admission. Only 67% of the students pass the TSI Exam on their first attempt. **Root Cause:** Students are struggling in reading, writing, and mathematics portions of the exam due to lack of a systemic plan that implements TSI Learning Objectives into everyday content lessons.

Goal 5: ENSURE PROFICIENCY

2d: Increase % on-time, 4-year Graduation and decrease Dropout Rates

Performance Objective 2: Review each students' progress each nine-weeks to determine which, if any, should be considered to take on-line credit recovery courses at any time during the school year.

Evaluation Data Sources: Grades, attendance, on-track to complete

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Apr	June
Strategy 1: Through the Edgenuity Online Learning Resource, students will receive online curriculum courses to support traditional and non-traditional learning KPI/Metric/Measure: Students core course grades, attendance, behaviors, performance on district and state-wide exams and number of students graduating with cohort. Staff Responsible for Monitoring: Counselor, Teachers, Data Clerk TEA Priorities: Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools Problem Statements: Student Learning 1, 2, 3				
<div><div> 0% No Progress</div><div> 100% Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 1: Students identified as part of Special Populations (ESL, Special Ed, Dyslexic, etc.) scored on the average 17% lower than their general education peers on the STAAR English, Biology, and Algebra assessments. Root Cause: Overall, teachers require more professional development in differentiation of instruction and effective implementation.
Problem Statement 2: Last year, 34% of students failed one of more courses at some point throughout the year. Root Cause: Regular accountability and data analysis was not done in a systemic method to review student grades and learning in time to provide the necessary immediate interventions.
Problem Statement 3: Students are not demonstrating academic potential as evidenced by assessment data such as STAAR EOC, AP, TSI assessments. Root Cause: Concerns related to lack of relevance, student-centered instruction, and periodic systemic evaluation of student learning and interventions.

Goal 5: ENSURE PROFICIENCY

2d: Increase % on-time, 4-year Graduation and decrease Dropout Rates





Performance Objective 3: Provide parents virtual or in-person opportunities to engage, learn, promote, and be active advocates in their child's learning in school sponsored events throughout the school year.

Evaluation Data Sources: Parental feedback, participation, and support.

Strategy 1 Details	Reviews			
Strategy 1: Host events for parents: 1) Orientation Nights; 2) Open House; 3) Parent/Teachers Nights; 4) Students Award Ceremonies; 5) Coffee with the Principal; 6) College and Career Readiness Information Sessions, (even if done virtually due to COVID-19); Loteria Nights; Mariachi Performances; PBL Showcase Events KPI/Metric/Measure: Parental feedback, participation, and support. Staff Responsible for Monitoring: Principal, Assistant Principal, Counselor, Teachers, Partnership Coordinator, FACE Specialist. Problem Statements: Student Learning 1, 2, 3, 4 - School Processes & Programs 1 - Perceptions 1, 3	Formative			Summative
	Oct	Jan	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: Host a virtual or in-person parent meeting at the beginning of the year to inform them of what a Student Parent Compact consists of and how it impacts them and their child. KPI/Metric/Measure: Meeting with parents on this helps to set the climate and expectations for everyone-- teachers, students, and parents. Staff Responsible for Monitoring: Campus Partnership Coordinator and Family and Community Engagement Coordinator TEA Priorities: Connect high school to career and college, Improve low-performing schools Problem Statements: School Processes & Programs 1 - Perceptions 1, 3	Formative			Summative
	Oct	Jan	Apr	June

Strategy 3 Details	Reviews			
Strategy 3: Utilize the district and campus websites and other social media outlets such as "Remind101", to inform parents and community about district and campus, events, meetings, State Assessments, and other information. Utilize social media calendar. KPI/Metric/Measure: Increased parent/community support and participation in school events; student involvement; increase in academic achievement. Staff Responsible for Monitoring: Principal, Assistant Principal, Counselor, Teachers, Partnership Coordinator, FACE Specialist TEA Priorities: Improve low-performing schools Problem Statements: School Processes & Programs 1 - Perceptions 1, 3	Formative			Summative
	Oct	Jan	Apr	June
Strategy 4 Details	Reviews			
Strategy 4: Keep parents informed of academic progress with weekly progress reports, three-week progress reports, grading period report cards, IEP Reports, and other information. KPI/Metric/Measure: Keep all abreast of student progress. Staff Responsible for Monitoring: Principal, Assistant Principal, Counselor, Data Clerk, and Partnership Coordinator TEA Priorities: Improve low-performing schools Problem Statements: School Processes & Programs 1, 2, 3 - Perceptions 1, 3	Formative			Summative
	Oct	Jan	Apr	June
Strategy 5 Details	Reviews			
Strategy 5: Parents will be contacted by the campus administrative staff regarding "excessive" absences for their child(ren) utilizing data and notes from the weekly Attendance Committee Meetings. KPI/Metric/Measure: Improved attendance. Staff Responsible for Monitoring: Principal, Assistant Principal, Counselor, PEIMS/Data Clerk/Attendance Clerk, FACE Specialist, and Partnership Coordinator TEA Priorities: Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools Problem Statements: Student Learning 1, 2, 3, 4 - School Processes & Programs 1 - Perceptions 1, 3	Formative			Summative
	Oct	Jan	Apr	June

Strategy 6 Details	Reviews			
Strategy 6: The Family and Community Engagement Specialist will work to create a PTO (Parent, Teacher, Organization) for our school. This will be done by sending out flyers, posting information on the school's website, calling homes, and meeting with parents in the morning or evening. KPI/Metric/Measure: Increased parent participation at our school. Staff Responsible for Monitoring: Campus Partnership Coordinator and Family and Community Engagement Coordinator TEA Priorities: Improve low-performing schools Problem Statements: School Processes & Programs 1 - Perceptions 1, 3	Formative			Summative
	Oct	Jan	Apr	June
Strategy 7 Details	Reviews			
Strategy 7: Strengthen volunteer programs and booster clubs and communicate opportunities for parent/community participation. KPI/Metric/Measure: Parental/community participation and support of school organizations. Staff Responsible for Monitoring: Principal, Assistant Principal, Counselor, Teachers, Partnership Coordinator, FACE Specialist TEA Priorities: Improve low-performing schools Problem Statements: School Processes & Programs 1 - Perceptions 1, 2, 3	Formative			Summative
	Oct	Jan	Apr	June
Strategy 8 Details	Reviews			
Strategy 8: Translate information from English to Spanish as required in the home language to parents of ELL Students. KPI/Metric/Measure: Increased parental communication and participation. Staff Responsible for Monitoring: Principal, Assistant Principal, Counselor, and Partnership Coordinator Problem Statements: School Processes & Programs 1 - Perceptions 3	Formative			Summative
	Oct	Jan	Apr	June

Strategy 9 Details		Reviews			
Strategy 9: Recognize student accomplishments at banquets and/or awards ceremonies. KPI/Metric/Measure: Increased parent/community support and participation in school events; student involvement; increase in academic achievement. Staff Responsible for Monitoring: Principal, Assistant Principal, Counselor, Teachers, Partnership Coordinator TEA Priorities: Improve low-performing schools Problem Statements: Perceptions 2		Formative			Summative
		Oct	Jan	Apr	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>					

Performance Objective 3 Problem Statements:

Student Learning
Problem Statement 1: Students identified as part of Special Populations (ESL, Special Ed, Dyslexic, etc.) scored on the average 17% lower than their general education peers on the STAAR English, Biology, and Algebra assessments. Root Cause: Overall, teachers require more professional development in differentiation of instruction and effective implementation.
Problem Statement 2: Last year, 34% of students failed one of more courses at some point throughout the year. Root Cause: Regular accountability and data analysis was not done in a systemic method to review student grades and learning in time to provide the necessary immediate interventions.
Problem Statement 3: Students are not demonstrating academic potential as evidenced by assessment data such as STAAR EOC, AP, TSI assessments. Root Cause: Concerns related to lack of relevance, student-centered instruction, and periodic systemic evaluation of student learning and interventions.
Problem Statement 4: Some students are still struggling with attaining "college ready" status on the TSI Exam, an exam required for college admission. Only 67% of the students pass the TSI Exam on their first attempt. Root Cause: Students are struggling in reading, writing, and mathematics portions of the exam due to lack of a systemic plan that implements TSI Learning Objectives into everyday content lessons.
School Processes & Programs
Problem Statement 1: Our Parent Teacher Organization (PTO) needs to be created and sustained throughout the school year for parental engagement to exist and be beneficial to students. Root Cause: Many parents are unwilling to attend events or meetings due to fear of COVID.
Problem Statement 2: Only 78% students are participating in clubs or school organizations. They will need to indicate on scholarships any extra-curricular activities they participated in to become competitive for scholarships. Root Cause: The pandemic did not allow for clubs or organizations to engage students fully in activities that would entice other students to enroll into them.
Problem Statement 3: Each year, there is a need to recruit, develop, and retain high quality and experienced staff which includes teachers and administrators. Root Cause: A systematic approach to providing professional pathways for teachers and administrators does not currently exist.
Perceptions
Problem Statement 1: Many parents and community members have the perception that CAST Med High School is only for the elite or academically advanced students. Root Cause: The marketing of the school should be such that mentions that CAST Med High School has open enrollment and all students can apply.
Problem Statement 2: The activities and appearance in the halls of the school fail to reflect student pride in academic pursuits and full student belonging at CAST Med High School by the majority of students Root Cause: Overall lack of attention to academic recognition, displays, and consistent acknowledgement of student success.





Perceptions
Problem Statement 3: Students throughout SAISD are not aware of CAST Med High School and its opportunities for students. Root Cause: Marketing, campus focus and opportunities, need to be communicated more using all social media platforms.

Goal 5: ENSURE PROFICIENCY

2d: Increase % on-time, 4-year Graduation and decrease Dropout Rates

Performance Objective 4: Build connections with the community by utilizing the Campus Partnership Coordinator and Family and Community Engagement Coordinator to solicit additional partners for our school for guest speakers, mentoring, internships, field trip experiences, donations, etc.

Evaluation Data Sources: Number of partners; events that partners participate in; number of guest speakers and mentors; field trip opportunities for students, internships, etc.

Strategy 1 Details	Reviews			
Strategy 1: The Campus Partnership Coordinator and Family and Community Engagement Coordinator (FACE) will collaborate to find partners that will assist to enhance our school's program through: guest speakers, field trip experiences, mentors, internships, externships, etc., of which some may be done through parent connections. KPI/Metric/Measure: Additional partners will provide students with outside of school experiences that will enhance their understanding of medical professions. Staff Responsible for Monitoring: Campus Partnership Coordinator and Family and Community Engagement Coordinator TEA Priorities: Connect high school to career and college, Improve low-performing schools Problem Statements: School Processes & Programs 2 - Perceptions 2	Formative			Summative
	Oct	Jan	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: Create a schedule for teachers and staff to update the school's website with assignments, dates, and events to ensure that it is always current and maintained. Update weekly the campus website that includes links for downloading information such as: bell schedule, teacher conference times, permission slips, dress code, nurse documents, progress report dates, links to student handbook, and other publications. Update and maintain other social media platforms to stay in constant communication with families about events at school. KPI/Metric/Measure: Parents and community partners will be better informed of all events and deadlines so that they can better plan and attend school functions. Students will also be highly informed of assignments and events to share with their parents. Staff Responsible for Monitoring: Principal, Assistant Principal, Counselor, Teachers, Family and Community Engagement Specialist. TEA Priorities: Connect high school to career and college, Improve low-performing schools Problem Statements: Perceptions 2, 3	Formative			Summative
	Oct	Jan	Apr	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 4 Problem Statements:

School Processes & Programs
Problem Statement 2: Only 78% students are participating in clubs or school organizations. They will need to indicate on scholarships any extra-curricular activities they participated in to become competitive for scholarships. Root Cause: The pandemic did not allow for clubs or organizations to engage students fully in activities that would entice other students to enroll into them.
Perceptions
Problem Statement 2: The activities and appearance in the halls of the school fail to reflect student pride in academic pursuits and full student belonging at CAST Med High School by the majority of students Root Cause: Overall lack of attention to academic recognition, displays, and consistent acknowledgement of student success. Problem Statement 3: Students throughout SAISD are not aware of CAST Med High School and its opportunities for students. Root Cause: Marketing, campus focus and opportunities, need to be communicated more using all social media platforms.

Goal 5: ENSURE PROFICIENCY

2d: Increase % on-time, 4-year Graduation and decrease Dropout Rates

Performance Objective 5: 100% of students will have access to weekly tutoring services from August to June, to help students understand difficult concepts or review and decrease the failure rate by 20%.

Evaluation Data Sources: Daily Weekly Progress Reports, 9 Weeks Grades, Semester Grades

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Apr	June
<p>Strategy 1: Tutorials will be provided to all students Monday through Thursday, for learners to gain clarity where they are struggling and gain confidence in their schoolwork. Students will also have access to Saturday tutorials and testing.</p> <p>KPI/Metric/Measure: Q1: At least 20% of students of students will attend tutorials to increase their grades and GPA. Q2: At least 40% of students of students will attend tutorials to increase their grades and GPA. Q3: At least 60% of students of students will attend tutorials to increase their grades and GPA. Q4: At least 20% of students of students will attend tutorials to increase their grades and GPA.</p> <p>Staff Responsible for Monitoring: Teachers, Counselor, Principal, Vice-Principal</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools</p> <p>Problem Statements: Student Learning 1, 2, 3, 4</p> <p>Funding Sources: Supplemental Pay for Teachers to tutor - 282 - ESSER - \$11,492.98, Supplemental pay for teachers to tutor - 211 - ESEA Title I, Part A - Regular - \$13,250</p>				
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✗</div>Discontinue</div></div>				

Performance Objective 5 Problem Statements:

Student Learning
<p>Problem Statement 1: Students identified as part of Special Populations (ESL, Special Ed, Dyslexic, etc.) scored on the average 17% lower than their general education peers on the STAAR English, Biology, and Algebra assessments. Root Cause: Overall, teachers require more professional development in differentiation of instruction and effective implementation.</p> <p>Problem Statement 2: Last year, 34% of students failed one of more courses at some point throughout the year. Root Cause: Regular accountability and data analysis was not done in a systemic method to review student grades and learning in time to provide the necessary immediate interventions.</p> <p>Problem Statement 3: Students are not demonstrating academic potential as evidenced by assessment data such as STAAR EOC, AP, TSI assessments. Root Cause: Concerns related to lack of relevance, student-centered instruction, and periodic systemic evaluation of student learning and interventions.</p>

Student Learning

Problem Statement 4: Some students are still struggling with attaining "college ready" status on the TSI Exam, an exam required for college admission. Only 67% of the students pass the TSI Exam on their first attempt. **Root Cause:** Students are struggling in reading, writing, and mathematics portions of the exam due to lack of a systemic plan that implements TSI Learning Objectives into everyday content lessons.

Goal 5: ENSURE PROFICIENCY

2d: Increase % on-time, 4-year Graduation and decrease Dropout Rates

Performance Objective 6: MTSS: Implement and sustain a multi-tiered system of support framework that fosters a problem-solving culture integrating assessment, data-based decision-making, and intervention in a continuous cycle designed to maximize the educational opportunities of all students. Implement integrated plans that address students' academic, behavioral, social, and emotional needs.

Evaluation Data Sources: STAAR, Benchmark Exams, PSAT, Grades

Strategy 1 Details	Reviews			
Strategy 1: MTSS intervention for students reading one or more years below grade level and who have been identified by their teacher teams as needing additional assistance to meet or exceed expected growth. Intervention will be provided either through guided reading/invitational groups or small group instruction with teachers utilizing TEKS-aligned resources to include web-based platforms or teacher-led intervention adaptive to students' strengths and needs. Implement integrated plans that address students' academic, behavioral, social, and emotional needs KPI/Metric/Measure: Increase in overall proficiency rates and student groups in reading and math. Usage and student growth/results data from progress monitoring. Staff Responsible for Monitoring: Principal, Counselor, Assistant Principal, Teachers TEA Priorities: Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools Problem Statements: Student Learning 1, 2, 3	Formative			Summative
	Oct	Jan	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: Provide students a safe and welcoming school environment that consists of a positive learning school culture inclusive to all students, consisting of kindness, order, and expectations which will celebrate student successes each nine weeks grading period as well as our first-time seniors' accomplishments.	Formative			Summative
	Oct	Jan	Apr	June

<p>KPI/Metric/Measure: 1) Student celebrations each nine weeks and the number of students recognized each nine weeks grading period will be tabulated. 2) PBIS strategies will be monitored each nine weeks for effectiveness.</p> <p>Staff Responsible for Monitoring: Administrations, teachers, counselors, and college bound advisor</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Improve low-performing schools</p> <p>Problem Statements: Demographics 3 - School Processes & Programs 2 - Perceptions 2, 3</p> <p>Funding Sources: KINDNESS FUNDS for Motivation and Moral Booster Materials - 282 - ESSER - \$5,000</p>				
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>Continue/Modify</div> <div>Discontinue</div> </div>				

Performance Objective 6 Problem Statements:

Demographics
<p>Problem Statement 3: There is a growing number of economically disadvantaged students with social emotional needs Root Cause: Many students do not have personal experiences and or skill sets to manage emotions and build positive relationships.</p>
Student Learning
<p>Problem Statement 1: Students identified as part of Special Populations (ESL, Special Ed, Dyslexic, etc.) scored on the average 17% lower than their general education peers on the STAAR English, Biology, and Algebra assessments. Root Cause: Overall, teachers require more professional development in differentiation of instruction and effective implementation.</p> <p>Problem Statement 2: Last year, 34% of students failed one of more courses at some point throughout the year. Root Cause: Regular accountability and data analysis was not done in a systemic method to review student grades and learning in time to provide the necessary immediate interventions.</p> <p>Problem Statement 3: Students are not demonstrating academic potential as evidenced by assessment data such as STAAR EOC, AP, TSI assessments. Root Cause: Concerns related to lack of relevance, student-centered instruction, and periodic systemic evaluation of student learning and interventions.</p>
School Processes & Programs
<p>Problem Statement 2: Only 78% students are participating in clubs or school organizations. They will need to indicate on scholarships any extra-curricular activities they participated in to become competitive for scholarships. Root Cause: The pandemic did not allow for clubs or organizations to engage students fully in activities that would entice other students to enroll into them.</p>
Perceptions
<p>Problem Statement 2: The activities and appearance in the halls of the school fail to reflect student pride in academic pursuits and full student belonging at CAST Med High School by the majority of students Root Cause: Overall lack of attention to academic recognition, displays, and consistent acknowledgement of student success.</p>

Perceptions
Problem Statement 3: Students throughout SAISD are not aware of CAST Med High School and its opportunities for students. Root Cause: Marketing, campus focus and opportunities, need to be communicated more using all social media platforms.

Goal 6: CULTIVATE HIGH-PERFORMING STUDENTS





3a: Increase the percent of Grade 8 students earning HS credit

Goal 7: CULTIVATE HIGH-PERFORMING STUDENTS

3b: Increase the percent of HS students earning college credit (AP, IB, DC, etc.)

Performance Objective 1: CAST Med High School will offer dual credit, articulated concurrent enrollment, and/or AP courses so that all students will graduate with 12-42 college credit hours.

Evaluation Data Sources: Master Schedule

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Apr	June
Strategy 1: CAST Med High School shall implement in each term a structured data review process designed to identify student strengths and weaknesses and develop individual instructional plans for success in AP and DC Courses. KPI/Metric/Measure: Data gathered from grades, student and teacher input. Staff Responsible for Monitoring: Principal, Counselor, Teachers TEA Priorities: Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools Problem Statements: Student Learning 1, 2, 3				
<div><div> 0% No Progress</div><div> 100% Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 1: Students identified as part of Special Populations (ESL, Special Ed, Dyslexic, etc.) scored on the average 17% lower than their general education peers on the STAAR English, Biology, and Algebra assessments. Root Cause: Overall, teachers require more professional development in differentiation of instruction and effective implementation.
Problem Statement 2: Last year, 34% of students failed one of more courses at some point throughout the year. Root Cause: Regular accountability and data analysis was not done in a systemic method to review student grades and learning in time to provide the necessary immediate interventions.
Problem Statement 3: Students are not demonstrating academic potential as evidenced by assessment data such as STAAR EOC, AP, TSI assessments. Root Cause: Concerns related to lack of relevance, student-centered instruction, and periodic systemic evaluation of student learning and interventions.





Goal 8: TARGETED FOCUS ON POST-SECONDARY SUCCESS

4a: Increase the % meeting TSI/SAT/ACT college-ready performance

Performance Objective 1: During the 2022-2023 School Year, CAST Med High School will continue to offer TSI /SAT/ACT Intervention Support after school/Saturday tutorial sessions before students take these Exams. Counselor will also work with students in preparation for the exams. Objective is to have 95% of the 9th Grade students TSI Ready by November 2022.

Evaluation Data Sources: TSI Assessment Reports

Strategy 1 Details	Reviews			
Strategy 1: Provide students the opportunity to take the TSI Exam as freshmen, and several times thereafter as needed, as a means of gathering data for intervention and DC Course placement to meet deadline set by San Antonio College. KPI/Metric/Measure: Students passing the exam Staff Responsible for Monitoring: Principal, Assistant Principal, Counselor TEA Priorities: Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools Problem Statements: Student Learning 3	Formative			Summative
	Oct	Jan	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: Targeted Instruction and Tutorials - Using previous performance scores and the results of the diagnosis test, TSI , SAT/ACT intervention teachers and counselor will design instruction and tutorials that will address students' weaknesses and provide test taking strategies to achieve the number of TSI Ready students by grade level, SAT/ACT passers, supporting their efforts with the Cambridge Preparation Guide or other on-line available tools. KPI/Metric/Measure: Increase the level of TSI success to increase the level of TSI ready students in all grades. Staff Responsible for Monitoring: Principal, Master Teachers, Designated TSI Intervention, Teachers, Counselor TEA Priorities: Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools Problem Statements: Student Learning 1, 2, 3, 4	Formative			Summative
	Oct	Jan	Apr	June

Strategy 3 Details		Reviews			
Strategy 3: Provide students a Summer Jump Start Program Experience to transition into high School from middle school and learn about our school's expectations. The summer experience will include TSI preparation. KPI/Metric/Measure: Principal, Assistant Principal, Counselor ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction Problem Statements: Student Learning 3		Formative			Summative
		Oct	Jan	Apr	June
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>					

Performance Objective 1 Problem Statements:

Student Learning
<p>Problem Statement 1: Students identified as part of Special Populations (ESL, Special Ed, Dyslexic, etc.) scored on the average 17% lower than their general education peers on the STAAR English, Biology, and Algebra assessments. Root Cause: Overall, teachers require more professional development in differentiation of instruction and effective implementation.</p> <p>Problem Statement 2: Last year, 34% of students failed one of more courses at some point throughout the year. Root Cause: Regular accountability and data analysis was not done in a systemic method to review student grades and learning in time to provide the necessary immediate interventions.</p> <p>Problem Statement 3: Students are not demonstrating academic potential as evidenced by assessment data such as STAAR EOC, AP, TSI assessments. Root Cause: Concerns related to lack of relevance, student-centered instruction, and periodic systemic evaluation of student learning and interventions.</p> <p>Problem Statement 4: Some students are still struggling with attaining "college ready" status on the TSI Exam, an exam required for college admission. Only 67% of the students pass the TSI Exam on their first attempt. Root Cause: Students are struggling in reading, writing, and mathematics portions of the exam due to lack of a systemic plan that implements TSI Learning Objectives into everyday content lessons.</p>





Goal 9: TARGETED FOCUS ON POST-SECONDARY SUCCESS

4b: Increase the % of HS students College, Career, & Military Ready (CCMR)

Performance Objective 1: During the 2022-2023 school year, the CAST Med High School Counselor will guide individual students to help them align courses with their career pathway. This allows the alignment of the TEA endorsements and the degrees offered by our Institution of Higher Education (IHE) partner SAC (San Antonio College) and Texas A&M University--San Antonio, while observing the academic planning guide of our district and keep our graduation rate at 100%.

Evaluation Data Sources: Pathway development documents, Academic Planning Guide, TEA approved endorsements, San Antonio College Catalog & Crosswalk.

Strategy 1 Details		Reviews			
Strategy 1: Develop a clear career pathway of courses (dual credit), for the 2021-2022 school year, for all students to comply with the expectation of students graduating with the possible 42 college hours and align endorsements with the degrees offered by our IHE partner (San Antonio College) to maintain our graduation rate of 100%. KPI/Metric/Measure: Have students earn as many as 42 College Credits. Staff Responsible for Monitoring: Principal, Counselor, Dual Credit Teacher, IHE Partner TEA Priorities: Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools Problem Statements: Student Learning 1, 2, 3, 4		Formative			Summative
		Oct	Jan	Apr	June
Strategy 2 Details		Reviews			
Strategy 2: All students will take a PLTW (Project Lead the Way) Course each year, which are considered Career and Technology Education Courses. The courses consist of Principles of Biomedical Science, Human Body Systems, Medical Interventions, and Biomedical Innovations. KPI/Metric/Measure: Student success in each courses and in each individualized PLTW EOC Exam. Staff Responsible for Monitoring: Teachers, Counselor, Principal TEA Priorities: Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools Problem Statements: Student Learning 2		Formative			Summative
		Oct	Jan	Apr	June

Strategy 3 Details		Reviews			
Strategy 3: Support and encourage all students to successfully complete four years of mathematics, four years of science, and four years of electives in order to graduate college ready on the recommended or distinguished high school graduation plan KPI/Metric/Measure: IGPs Staff Responsible for Monitoring: Principal, Counselor, Teachers TEA Priorities: Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools Problem Statements: Perceptions 3		Formative			Summative
		Oct	Jan	Apr	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>					

Performance Objective 1 Problem Statements:





Student Learning
Problem Statement 1: Students identified as part of Special Populations (ESL, Special Ed, Dyslexic, etc.) scored on the average 17% lower than their general education peers on the STAAR English, Biology, and Algebra assessments. Root Cause: Overall, teachers require more professional development in differentiation of instruction and effective implementation.
Problem Statement 2: Last year, 34% of students failed one of more courses at some point throughout the year. Root Cause: Regular accountability and data analysis was not done in a systemic method to review student grades and learning in time to provide the necessary immediate interventions.
Problem Statement 3: Students are not demonstrating academic potential as evidenced by assessment data such as STAAR EOC, AP, TSI assessments. Root Cause: Concerns related to lack of relevance, student-centered instruction, and periodic systemic evaluation of student learning and interventions.
Problem Statement 4: Some students are still struggling with attaining "college ready" status on the TSI Exam, an exam required for college admission. Only 67% of the students pass the TSI Exam on their first attempt. Root Cause: Students are struggling in reading, writing, and mathematics portions of the exam due to lack of a systemic plan that implements TSI Learning Objectives into everyday content lessons.
Perceptions
Problem Statement 3: Students throughout SAISD are not aware of CAST Med High School and its opportunities for students. Root Cause: Marketing, campus focus and opportunities, need to be communicated more using all social media platforms.

Goal 10: TARGETED FOCUS ON POST-SECONDARY SUCCESS

4c: Increase the percent of graduates attending College

Performance Objective 1: CAST Med High School will provide all students with all Highly Qualified teachers in all content areas. CAST Med High School teachers will provide all students with a rigorous curriculum that will ensure that all students earn high school credits in all content areas and that instructional support is provided to all students who are enrolled in dual credit courses.

Evaluation Data Sources: School Data will show that 100% of all students will earn high school credits in all content areas and at least 90% of all students will earn a minimum of 40+ dual credit college hours by the time they graduate.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Apr	June
<p>Strategy 1: CAST Med High School will schedule students in high school courses that will allow them to meet graduation requirements, prepare them to meet and exceed state mandated assessments and prepare them to meet TSI level scores that will allow them to be enrolled in dual credit courses.</p> <p>KPI/Metric/Measure: Increased number of students in Dual enrollment courses and an increase in the number of students meet and exceeding state mandated assessment at the final stage.</p> <p>Staff Responsible for Monitoring: Counselor, Registrar, and Principal</p> <p>TEA Priorities: Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools</p> <p>Problem Statements: Student Learning 1, 2, 3 - School Processes & Programs 2 - Perceptions 1, 3</p>				
<div><div> 0% No Progress</div><div> 100% Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

Performance Objective 1 Problem Statements:

Student Learning
<p>Problem Statement 1: Students identified as part of Special Populations (ESL, Special Ed, Dyslexic, etc.) scored on the average 17% lower than their general education peers on the STAAR English, Biology, and Algebra assessments. Root Cause: Overall, teachers require more professional development in differentiation of instruction and effective implementation.</p> <p>Problem Statement 2: Last year, 34% of students failed one of more courses at some point throughout the year. Root Cause: Regular accountability and data analysis was not done in a systemic method to review student grades and learning in time to provide the necessary immediate interventions.</p> <p>Problem Statement 3: Students are not demonstrating academic potential as evidenced by assessment data such as STAAR EOC, AP, TSI assessments. Root Cause: Concerns related to lack of relevance, student-centered instruction, and periodic systemic evaluation of student learning and interventions.</p>

School Processes & Programs

Problem Statement 2: Only 78% students are participating in clubs or school organizations. They will need to indicate on scholarships any extra-curricular activities they participated in to become competitive for scholarships. **Root Cause:** The pandemic did not allow for clubs or organizations to engage students fully in activities that would entice other students to enroll into them.

Perceptions

Problem Statement 1: Many parents and community members have the perception that CAST Med High School is only for the elite or academically advanced students. **Root Cause:** The marketing of the school should be such that mentions that CAST Med High School has open enrollment and all students can apply.

Problem Statement 3: Students throughout SAISD are not aware of CAST Med High School and its opportunities for students. **Root Cause:** Marketing, campus focus and opportunities, need to be communicated more using all social media platforms.





Goal 11: District Purchases for Campuses Monitored at the District Level - ENSURE PROFICIENCY

2c: Increase the percent of all students on grade level (all grades/all subjects at the Meets grade level standard)

Performance Objective 1: (Testing & Evaluation) By the end of 2021-2022, student grade level readiness will increase by 5%, the 4 year graduation rate will increase to 85.4% and the CCMR rate to 75%.

Evaluation Data Sources: CBE Results, MAP results, PSAT results, SAT results, ACT results, retention rates, drop out rates, and graduation rates





Strategy 1 Details	Reviews			
Strategy 1: Students will be offered college readiness exams such as the PSAT, SAT, and AP at no cost to themselves. KPI/Metric/Measure: By the end of 2022-2023, the college ready ratings will increase by 5% Staff Responsible for Monitoring: SAISD Testing and Evaluation Staff with assistance from campus counselors TEA Priorities: Connect high school to career and college, Improve low-performing schools	Formative			Summative
	Oct	Jan	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: Campuses will implement the MAP assessment platform and conduct an assessment at the beginning, middle, and end of the year. KPI/Metric/Measure: By the end of 2023, the grade-level ready ratings will increase by 5% Staff Responsible for Monitoring: SAISD Testing and Evaluation Staff with assistance from campus counselors TEA Priorities: Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools	Formative			Summative
	Oct	Jan	Apr	June
Strategy 3 Details	Reviews			
Strategy 3: Students will be provided with permanent classroom coverage through the use of substitutes to provide for a seamless transition and the preservation of meaningful instruction, stability and consistency and less disruption to the students' learning.	Formative			Summative
	Oct	Jan	Apr	June

<p>KPI/Metric/Measure: Quarterly campus-generated assessments</p> <p>Staff Responsible for Monitoring: Campus administration team</p> <p>TEA Priorities: Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools</p>				
<div> <div>  No Progress </div> <div>  Accomplished </div> <div>  Continue/Modify </div> <div>  Discontinue </div> </div>				

Goal 11: District Purchases for Campuses Monitored at the District Level - ENSURE PROFICIENCY

2c: Increase the percent of all students on grade level (all grades/all subjects at the Meets grade level standard)

Performance Objective 2: By the end of 2022-2023, student grade level readiness will increase by 5%, the 4 year graduation rate will increase to 85.4% and the CCMR rate to 75%.**Evaluation Data Sources:** CBE Results, MAP results, PSAT results, SAT results, ACT results, retention rates, drop out rates, and graduation rates

Strategy 1 Details	Reviews			
Strategy 1: Students will be offered college readiness exams such as the PSAT at no cost to themselves. KPI/Metric/Measure: By the end of 2022-2023, the college ready ratings will increase by 5% Staff Responsible for Monitoring: SAISD Testing and Evaluation Staff with assistance from campus counselors Title I: 2.4, 2.5, 2.6 - TEA Priorities: Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction Funding Sources: PSAT Examinations - 164 - State Compensatory Education (SCE) - \$1,778	Formative			Summative
	Oct	Jan	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: Campuses will implement the MAP assessment platform and conduct an assessment at the beginning, middle, and end of the year. KPI/Metric/Measure: By the end of 2022-2023, the grade-level ready ratings will increase by 5% Staff Responsible for Monitoring: SAISD Testing and Evaluation Staff with assistance from campus counselors Title I: 2.4, 2.5, 2.6 - TEA Priorities: Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction Funding Sources: MAP Assessment Platform - 164 - State Compensatory Education (SCE) - \$2,520	Formative			Summative
	Oct	Jan	Apr	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Campus Funding Summary

164 - State Compensatory Education (SCE)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	3	Calculators	164-11-6399-00-028-3-30-000	\$1,474.00
4	2	1	Calculators		\$1,474.00
11	2	1	PSAT Examinations		\$1,778.00
11	2	2	MAP Assessment Platform		\$2,520.00
Sub-Total					\$7,246.00
211 - ESEA Title I, Part A - Regular					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	3	Calculators	211-11-6399-00-028-3-30-000	\$4,288.00
4	2	1	ALEKS Student Subscriptions		\$4,761.00
4	2	1	Calculators		\$4,288.00
4	3	1	Science Equipment	211-11-6399-00-028-3-30-000	\$4,233.00
5	5	1	Supplemental pay for teachers to tutor		\$13,250.00
Sub-Total					\$30,820.00
282 - ESSER					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
5	5	1	Supplemental Pay for Teachers to tutor		\$11,492.98
5	6	2	KINDNESS FUNDS for Motivation and Moral Booster Materials		\$5,000.00
Sub-Total					\$16,492.98