

Charlotte Independent School District
District Improvement Plan
2024-2025

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Comprehensive Needs Assessment

Needs Assessment Overview

Needs Assessment Overview Summary

Charlotte ISD has completed an equity plan and equity survey. An equity gap was not found to be present within the Hispanic and economically disadvantaged sub-populations. Charlotte ISD chose to provide a retention stipend to employees who returned for the 21-22, 22-23, and 23-24 school years. Charlotte ISD is a "B" rated District with an "A" rated Elementary. Charlotte ISD obtained a "B" rating for Student Achievement, a "B" rating in School Progress, and a "C" rating in Closing the Gaps.

Demographics

Demographics Summary

Charlotte ISD is a small, rural school with a 2024/25 school enrollment of 440 and with 2023/24 enrollment of 424 students. The District, due to its geographical location, maintains a high percentage of Hispanics at 87%, Economic Disadvantage students at 93% for the 2023/23 with Hispanic at 86%, and Economic Disadvantage at 90% for the 2023/24 school year and Hispanic at 85%, and Economic Disadvantage at 90% for the 2024/25 school year. Historically the percentage of students participating in the 504 is 13.4% and Special Education programs is 14.1%, which are higher than the State average percentage rate of 7.4% and 11.7% respectively. Based on the 2021/22 TAPR date the District did not have any data for CCMR which is not consistent with prior school years. Historically, the District does experience a high teacher turnover rate and is due to the geographical location of more competitive paying districts toward the San Antonio Metro area. The students in Charlotte ISD experience a smaller teacher-to-student ratio or class size as compared to the State average.

Demographics Strengths

Charlotte ISD is a small rural city that is majority Hispanic and multigenerational. The majority of the employment is within the Oil and Natural Gas sector and based on current economics employee earnings within this sector are high. The community has a great history of Military Service representation and returning to the community.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Charlotte ISD high percentage of Hispanic and Economically Disadvantage students will remain at current percentages or higher. Therefore, our District's accountability data and performance is linked to their performance. **Root Cause:** Charlotte ISD's geographical location and economic situation remains consistent and highly dependent upon oil and gas performance.

Problem Statement 2: Charlotte ISD's has a history of high turnover and low recruitment effectiveness for qualified and effective teachers. **Root Cause:** Charlotte ISD's geographical location to the surrounding, more competitive school districts, and distance from the major city make it difficult to afford and retain highly qualified and effective teachers.

Priority Problem Statements

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 Reading and math goals for PreK-3
- 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
- Accountability Distinction Designations
- Federal Report Card and accountability data
- RDA 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
- 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

- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2
- Prekindergarten Self-Assessment Tool
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data
- 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
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- 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
- Dyslexia data
- Response to Intervention (RtI) student achievement data
- Dual-credit and/or college prep course completion data
- Pregnancy and related services data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- 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
- T-TESS data
- T-PESS 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
- Other additional data

Goals





Goal 1: The percentage of students in grades K-3 who are Reading on or above grade level on multiple measures will meet or increase from 39% to 42% MOY and 48% by the end of the school year 2025.

Performance Objective 1: The percentage of kindergarten students will increase to meet target scores for the goal.

High Priority

HB3 Goal

Evaluation Data Sources: Amplify, Freckle

Strategy 1 Details	Reviews			
Strategy 1: Continue the implementation of Heggerty Phonic Awareness and Wilson Phonics. Strategy's Expected Result/Impact: Increase Phonological Awareness and positive Early Reading Impact. Staff Responsible for Monitoring: Principal, Classroom Teacher, Interventionist	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				





Goal 1: The percentage of students in grades K-3 who are Reading on or above grade level on multiple measures will meet or increase from 39% to 42% MOY and 48% by the end of the school year 2025.

Performance Objective 2: The percentage of Charlotte ES 1st grade students reaching grade level performance will meet target percentage for the goal.

High Priority

HB3 Goal

Evaluation Data Sources: Amplify, Freckle, Benchmarks

Strategy 1 Details	Reviews			
Strategy 1: Continue the implementation of Heggerty Phonic Awareness and Wilson Phonics. Strategy's Expected Result/Impact: Increase Phonological Awareness and positive Early Reading Impact. Staff Responsible for Monitoring: Principal, Classroom Teacher, Interventionist	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				





Goal 1: The percentage of students in grades K-3 who are Reading on or above grade level on multiple measures will meet or increase from 39% to 42% MOY and 48% by the end of the school year 2025.

Performance Objective 3: The percentage of Charlotte ES 2nd grade students reaching grade level performance will meet or exceed the target percentage for the goal.

High Priority

HB3 Goal

Evaluation Data Sources: Amplify, Freckle, Benchmarks

Strategy 1 Details	Reviews			
Strategy 1: Continue the implementation of Amplify and Freckly reading programs. Strategy's Expected Result/Impact: Increase in fluency and reading levels. Staff Responsible for Monitoring: Principal, Classroom Teacher, Interventionist	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				





Goal 1: The percentage of students in grades K-3 who are Reading on or above grade level on multiple measures will meet or increase from 39% to 42% MOY and 48% by the end of the school year 2025.

Performance Objective 4: The 3rd grade reading performance will increase 10% from the 2022 Approaching score of 59%, Meet's score of 27%, and Master score of 14% to a target of 64% in Approaching, 30% in Meets, and 15% in Masters.

High Priority

HB3 Goal

Evaluation Data Sources: Amplify, Freckly, CBA and Benchmarks

Strategy 1 Details	Reviews			
<p>Strategy 1: Systematic use of Amplify, Freckle, CBA's, and Benchmarks to drive interventions and instruction has been implemented and supported.</p> <p>Strategy's Expected Result/Impact: Expect at least 10% growth from previous assessments, student data, or grade level performance.</p> <p>Staff Responsible for Monitoring: Principal, Classroom Teacher, Interventionist</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 1: The percentage of students in grades K-3 who are Reading on or above grade level on multiple measures will meet or increase from 39% to 42% MOY and 48% by the end of the school year 2025.

Performance Objective 5: Increase the reading performance and close the gaps between Hispanic and Economically Disadvantage students as compared to All Students within 10% points or less.

High Priority

HB3 Goal

Evaluation Data Sources: Amplify, Freckly, CBA and Benchmarks





Goal 2: The percentage of students in grades K-3 who are performing Math on or above grade level on multiple measures will meet or increase from 32% to 42% by the end of the school year 2025.

Performance Objective 1: The percentage of students in grade 3 who are performing in Math on or above grade level, on multiple measures will meet or increase from 27% BOY to 42% by the end of the school year 2025

High Priority

HB3 Goal

Evaluation Data Sources: Progress Learning, Istation data, local CBA, local Benchmark, and STAAR Scores

Strategy 1 Details	Reviews			
<p>Strategy 1: Data from programs, CBA's, and Benchmarks will be monitored and used to drive intervention and instructional decisions.</p> <p>Strategy's Expected Result/Impact: Expect a 10% growth from previous assessments, CBAs, student data, or grade level performance.</p> <p>Staff Responsible for Monitoring: Principal, Classroom Teacher, Interventionist</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				





Goal 2: The percentage of students in grades K-3 who are performing Math on or above grade level on multiple measures will meet or increase from 32% to 42% by the end of the school year 2025.

Performance Objective 2: The percentage of students in grade 2 who are performing in Math on or above grade level, on multiple measures will meet or increase from 40% BOY to 44% by the end of the school year 2025

High Priority

HB3 Goal

Evaluation Data Sources: Progress Learning and Istation data

Strategy 1 Details	Reviews			
<p>Strategy 1: Data from programs, CBA's, and Benchmarks will be monitored and used to drive intervention and instructional decisions.</p> <p>Strategy's Expected Result/Impact: Expect a 10% growth from previous assessments, CBAs, student data, or grade level performance.</p> <p>Staff Responsible for Monitoring: Principal, Classroom Teacher, Interventionist</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				





Goal 2: The percentage of students in grades K-3 who are performing Math on or above grade level on multiple measures will meet or increase from 32% to 42% by the end of the school year 2025.

Performance Objective 3: The percentage of students in grade 1 who are performing in Math on or above grade level, on multiple measures will meet or increase from 27% to 30% by the end of the school year 2025

High Priority

HB3 Goal

Evaluation Data Sources: Progress Learning and Istation data

Strategy 1 Details	Reviews			
<p>Strategy 1: Data from programs, CBA's, and Benchmarks will be monitored and used to drive intervention and instructional decisions.</p> <p>Strategy's Expected Result/Impact: Expect a 10% growth from previous assessments, CBAs, student data, or grade level performance.</p> <p>Staff Responsible for Monitoring: Principal, Classroom Teacher, Interventionist</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				





Goal 3: The percentage of students graduating from Charlotte ISD who are considered college, career, or military-ready will meet or exceed the 2023-2024 CCMR percentage of 52%.

Performance Objective 1: The percentage of students obtaining a Welding Certification will meet or exceed 15% of the graduating class.

High Priority

HB3 Goal

Evaluation Data Sources: Documentation of student certifications





Strategy 1 Details	Reviews			
<p>Strategy 1: Ag and Ag Mechanic courses were restructured to provide alignment toward welding certification preparation.</p> <p>Strategy's Expected Result/Impact: Expect to have at least 3 students or 10% of those seniors in AG, welding certified.</p> <p>Staff Responsible for Monitoring: Ag Teacher, Principal, and Counselor</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 3: The percentage of students graduating from Charlotte ISD who are considered college, career, or military-ready will meet or exceed the 2023-2024 CCMR percentage of 52%.

Performance Objective 2: The percentage of students obtaining college readiness through DC, TSI, or another college-related mean will meet or exceed 15% of the graduation class.

HB3 Goal

Evaluation Data Sources: Documentation of student certifications





Strategy 1 Details	Reviews			
Strategy 1: CHS DC program was restructured to better service and monitor the progress of CHS DC students. Strategy's Expected Result/Impact: Increase of DC students meeting CCMR to at least 15% of the graduation class. Staff Responsible for Monitoring: Counselor, DC Teacher, and Principal	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 3: The percentage of students graduating from Charlotte ISD who are considered college, career, or military-ready will meet or exceed the 2023-2024 CCMR percentage of 52%.

Performance Objective 3: The percentage of students obtaining a certification in Food Service will meet or exceed 15% of the graduation class.

HB3 Goal

Evaluation Data Sources: Documentation of student certifications





Strategy 1 Details	Reviews			
<p>Strategy 1: Course pathways were created to ensure students complete the pathway and earn a certificate.</p> <p>Strategy's Expected Result/Impact: Increase or match the number of Food Service Certifications from the previous school year or at least 10% of the graduating class.</p> <p>Staff Responsible for Monitoring: Food Service Teacher, Counselor, and Principal</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 3: The percentage of students graduating from Charlotte ISD who are considered college, career, or military-ready will meet or exceed the 2023-2024 CCMR percentage of 52%.

Performance Objective 4: The percentage of students obtaining a certification in Technology will meet or exceed 15% of the graduation class.

HB3 Goal





Evaluation Data Sources: Documentation of student certifications

Strategy 1 Details	Reviews			
<p>Strategy 1: Technology course pathways were established and direction was provided to teachers on producing students with certifications.</p> <p>Strategy's Expected Result/Impact: Expected at least 10% of the students or the graduating class to have a technology certification.</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 4: The percentage of all students scoring approaching, meets, and masters will meet the 2024 scores of 65%, 31%, and 9% increase to 71%, 42%, and 13%.





Performance Objective 1: Student performance scores in Math will meet the 2022 scores of 68%, 38%, and 15% or increase by 10% to 74%, 42%, and 13%.

Evaluation Data Sources: Content CBA data, benchmarks, and STAAR testing data.

Strategy 1 Details	Reviews			
<p>Strategy 1: A systematic approach to assessment, data review, and data-informed decisions in regard to interventions and instruction has been implemented.</p> <p>Strategy's Expected Result/Impact: Expect to maintain student performance as compared to 2022 STAAR results or an increase of at least 10%.</p> <p>Staff Responsible for Monitoring: Campus principal, Director of C&I, and Superintendent</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 4: The percentage of all students scoring approaching, meets, and masters will meet the 2024 scores of 65%, 31%, and 9% increase to 71%, 42%, and 13%.





Performance Objective 2: Student performance scores in Social students will meet the 2022 scores of 66%, 36%, and 20% or increase by 10% to 72%, 42%, and 12%.

Strategy 1 Details	Reviews			
<p>Strategy 1: A systematic approach to assessment, data review, and data-informed decisions in regard to interventions and instruction has been implemented.</p> <p>Strategy's Expected Result/Impact: Expect to maintain student performance as compared to 2022 STAAR results or an increase of at least 10%.</p> <p>Staff Responsible for Monitoring: Campus principal, Director of C&I, and Superintendent</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 5: District climate will show an overall improvement with staff indicating the existence of a positive school environment based upon a climate survey and a higher staff retention rate.

Performance Objective 1: The 2024/25 SY retention rate will be at 14% or lower as compared to the 2023/24 retention rate of 16%

Evaluation Data Sources: Climate survey or exit survey data will indicate teacher separation due to school climate will be 10% lower than the previous school year.


Strategy 1 Details	Reviews			
<p>Strategy 1: Systematic use of administrator professional development and learning through administrator meetings, mentoring, and support.</p> <p>Strategy's Expected Result/Impact: Develop a positive relationship with department, directors, and principals to establish a avenue for information sharing, professional development, vision, and support that is expected to be replicated with campus staff.</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				


Goal 5: District climate will show an overall improvement with staff indicating the existence of a positive school environment based upon a climate survey and a higher staff retention rate.


Performance Objective 2: The 2024/25 District climate survey will indicate a positive rapport and working relationship between principal and staff

Evaluation Data Sources: 2024/25 District climate survey positive responses relating to expectations and communication will increase in Strongly Agree, Agree, and lower Neutral categories as compared to the 2023/24 survey results of 38% SA, 35%-A, 20%-N, 5% -DA, 1.67%-SDA

Strategy 1 Details	Reviews			
<p>Strategy 1: Each campus is expected to establish a common planning period to support teachers on instructional planning, focus on assessment and instruction alignment, review assessment data, and communicate with staff expectations, procedures, and ongoing professional development.</p> <p>Strategy's Expected Result/Impact: Improved communication from administration to staff and increase in instruction and student performance.</p>	Formative			Summative
	Nov	Jan	Mar	June

 0% No Progress

 100% Accomplished

 Continue/Modify

 Discontinue

Goal 5: District climate will show an overall improvement with staff indicating the existence of a positive school environment based upon a climate survey and a higher staff retention rate.

Performance Objective 3: The 2024/25 District Climate survey will indicate an improvement in principal communication of expectations and procedures.

Evaluation Data Sources: 2024/25 survey percentages will show an improvement from the 2023/24 survey results of SA - 35%, A - 35%, N - 25%, DA-3.3%, and SDA - 1.67%. Looking for the reduction of N, DA, and SDA.

Goal 6: Charlotte ISD will continue to partner with ESC Region XX in a Shared Services Agreement to identify and serve the migrant students in our district.

Goal 7: The goal of the District is to prohibit discrimination, including harassment, against any student. Discrimination is defined as treating a student or group of students differently from similarly situated students on the basis of race, color, religion, sex, gender, national origin, age, disability, or any other basis prohibited by law. One type of harassment this policy prohibits is dating violence, as defined below. Retaliation against anyone exercising their rights under this policy is a violation of District policy and is prohibited.