

Calhoun County Independent School District
Calhoun High School
2023-2024 Improvement Plan



Mission Statement

Be kind. Be smart. Be safe.

Value Statement

Calhoun high school holds these principles as the campus' core values: academic excellence, character development, positive communitiy, student growth, and supportive teams.

Goals

Goal 1: CHS will execute a rigorous academic program that focuses on achievement for all students through an aligned and measured curriculum.

Performance Objective 1: The % of students who score meets grade level or above on EOC English 1 and 2 will increase by 5% each year.

Evaluation Data Sources: CHS will evaluate student achievement and growth by monitoring and disaggregating CBA data, NWEA Measure of Academic Progress (MAP) Growth data, and student performance on STAAR-based assessments (Interim, Summative, and TFAR).

Strategy 1 Details	Reviews			
<p>Strategy 1: English teachers will engage in departmental planning to collaborate and coordinate instruction and interventions, including developing differentiated approaches for emergent bilingual, special education, and gifted/talented students. Instruction will be rooted in TEA vetted texts' scope and sequences, TEKS Resource System, and College Board instructional resources.</p> <p>Strategy's Expected Result/Impact: CHS students will increase Meets by 5%. Curricular alignment (horizontally and vertically) between written, taught, and tested curriculum will ensure all standards are taught and mastered at the appropriate grade-level depth and rigor.</p> <p>Staff Responsible for Monitoring: Campus Administrators, Campus Instructional Coaches, and Department Chairs</p> <p>TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 1</p>	Formative			Summative
	Dec	Feb	Apr	June

Strategy 2 Details	Reviews			
<p>Strategy 2: English teachers will disaggregate and analyze assessment data to determine student progress toward achieving the state English standards. The sources for these data include STAAR Interim, STAAR Summative, NWEA MAP Growth, and locally created assessments. Assessment data will be used to establish baselines and monitor student progress, thus informing instructional practice.</p> <p>Strategy's Expected Result/Impact: CHS students will increase Meets by 5%. Assessments will identify individual students' academic areas of strength and weakness allowing classroom teachers to create targeted interventions.</p> <p>Staff Responsible for Monitoring: Campus Administrators, Campus Instructional Coaches, and Department Chairs</p> <p>TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 1</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 3 Details	Reviews			
<p>Strategy 3: English teachers will incorporate district technology and instructional resources in routine instruction.</p> <p>Strategy's Expected Result/Impact: Technological and instructional resources will be used with fidelity.</p> <p>Staff Responsible for Monitoring: Campus Administrators, Campus Instructional Coaches, and Department Chairs</p> <p>ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 1</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 4 Details	Reviews			
<p>Strategy 4: English teachers will use built-in tutorial period to accelerate all students who previously failed ELA1, ELA2, or both EOC exams.</p> <p>Strategy's Expected Result/Impact: Students who previously failed ELA EOC exams will be successful in their upcoming attempts at the exams.</p> <p>Staff Responsible for Monitoring: Campus Administrators, Campus Instructional Coaches, and Department Chairs</p> <p>ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 1</p>	Formative			Summative
	Dec	Feb	Apr	June

Strategy 5 Details

Reviews

Strategy 5: English teachers will use built-in tutorial period to target data-identified select students who are first-time testers but below the forecast to attain meets grade level.

Strategy's Expected Result/Impact: The number of students who approach grade level and meets grade level will increase.

Staff Responsible for Monitoring: Campus Administrators, Campus Instructional Coaches, and Department Chairs

ESF Levers:

Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Problem Statements: Demographics 1

Formative			Summative
Dec	Feb	Apr	June



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 1 Problem Statements:

Demographics





Problem Statement 1: Providing support for students in other programs (EB, special education, 504 and RtI) within the larger population of economically disadvantaged students creates challenges. **Root Cause:** Challenges exist in having properly trained personnel available all eight periods to staff and monitor individual programs.

Goal 1: CHS will execute a rigorous academic program that focuses on achievement for all students through an aligned and measured curriculum.

Performance Objective 2: The % of students who score meets grade level or above on EOC Algebra 1 will increase by 5% each year.

Evaluation Data Sources: CHS will evaluate student achievement and growth by monitoring and disaggregating CBA data, NWEA Measure of Academic Progress (MAP) Growth data, and student performance on STAAR-based assessments (Interim, Summative, and TFAR).

Strategy 1 Details	Reviews			
<p>Strategy 1: Math teachers will engage in departmental planning to collaborate and coordinate instruction and interventions, including developing differentiated approaches for emergent bilingual, special education, and gifted/talented students. Instruction will be rooted in district adopted curriculum resources, including TEKS Resource System, TExGuide, and TRS Pacing Guides.</p> <p>Strategy's Expected Result/Impact: CHS students will increase in Meets by 5%. Curricular alignment (horizontally and vertically) between written, taught, and tested curriculum will ensure all standards are taught and mastered at the appropriate grade-level depth and rigor.</p> <p>Staff Responsible for Monitoring: Campus Administrators, Campus Instructional Coaches, and Department Chairs</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 1</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Math teachers will disaggregate and analyze assessment data to determine student progress toward achieving the state English standards. The sources for these data include STAAR Interim, STAAR Summative, NWEA MAP Growth, and locally created assessments. Assessment data will be used to establish baselines and monitor student progress, thus informing instructional practice.</p> <p>Strategy's Expected Result/Impact: CHS students will increase Meets by 5%. Assessments will identify individual students' academic areas of strength and weakness allowing classroom teachers to create targeted interventions.</p> <p>Staff Responsible for Monitoring: Campus Administrators, Campus Instructional Coaches, and Department Chairs</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
	Dec	Feb	Apr	June

Strategy 3 Details	Reviews			
<p>Strategy 3: Math teachers will incorporate district technology and instructional resources in routine instruction. Strategy's Expected Result/Impact: Technological and instructional resources will be used with fidelity. Staff Responsible for Monitoring: Campus Administrators, Campus Instructional Coaches, and Department Chairs</p> <p>ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Demographics 1</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 4 Details	Reviews			
<p>Strategy 4: Algebra 1 teachers will use built-in tutorial period to accelerate students who are identified as previously failed or in danger of failing. Strategy's Expected Result/Impact: Algebra 1 results will show increased numbers of approaches grade level and meets grade level. Staff Responsible for Monitoring: Campus Administrators, Campus Instructional Coaches, and Department Chairs</p> <p>ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Demographics 1</p>	Formative			Summative
	Dec	Feb	Apr	June
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Performance Objective 2 Problem Statements:





Demographics
<p>Problem Statement 1: Providing support for students in other programs (EB, special education, 504 and RtI) within the larger population of economically disadvantaged students creates challenges. Root Cause: Challenges exist in having properly trained personnel available all eight periods to staff and monitor individual programs.</p>

Goal 1: CHS will execute a rigorous academic program that focuses on achievement for all students through an aligned and measured curriculum.

Performance Objective 3: The % of students who score meets grade level or above on EOC Biology will increase by 5% each year.

Evaluation Data Sources: CHS will evaluate student achievement and growth by monitoring and disaggregating CBA data, and student performance on STAAR-based assessments (Interim, Summative, and TFAR).

Strategy 1 Details	Reviews			
<p>Strategy 1: Science teachers will engage in departmental planning to collaborate and coordinate instruction and interventions, including developing differentiated approaches for emergent bilingual, special education, and gifted/talented students. Instruction will be rooted in district adopted curriculum resources, including TEKS Resource System, TExGuide, and TRS Pacing Guides.</p> <p>Strategy's Expected Result/Impact: CHS students will increase Meets by 5%. Curricular alignment (horizontally and vertically) between written, taught, and tested curriculum will ensure all standards are taught and mastered at the appropriate grade-level depth and rigor</p> <p>Staff Responsible for Monitoring: Campus Administrators, Campus Instructional Coaches, and Department Chairs</p> <p>ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 1</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Science teachers will disaggregate and analyze assessment data to determine student progress toward achieving the state English standards. The sources for these data include STAAR Interim, STAAR Summative, and locally created assessments. Assessment data will be used to establish baselines and monitor student progress, thus informing instructional practice.</p> <p>Strategy's Expected Result/Impact: CHS students will increase Meets by 5%. Assessments will identify individual students' academic areas of strength and weakness allowing classroom teachers to create targeted interventions.</p> <p>Staff Responsible for Monitoring: Campus Administrators, Campus Instructional Coaches, and Department Chairs</p> <p>ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 1</p>	Formative			Summative
	Dec	Feb	Apr	June

Strategy 3 Details	Reviews			
<p>Strategy 3: Science teachers will incorporate district technology and instructional resources in routine instruction. Strategy's Expected Result/Impact: Technological and instructional resources will be used with fidelity. Staff Responsible for Monitoring: Campus Administrators, Campus Instructional Coaches, and Department Chairs</p> <p>ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Demographics 1</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 4 Details	Reviews			
<p>Strategy 4: Biology 1 teachers will use built-in tutorial period to accelerate students who are identified as previously failed or in danger of failing. Strategy's Expected Result/Impact: Biology 1 results will show increased numbers of approaches grade level and meets grade level. Staff Responsible for Monitoring: Campus Administrators, Campus Instructional Coaches, and Department Chairs</p> <p>ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Demographics 1</p>	Formative			Summative
	Dec	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 3 Problem Statements:





Demographics
<p>Problem Statement 1: Providing support for students in other programs (EB, special education, 504 and RtI) within the larger population of economically disadvantaged students creates challenges. Root Cause: Challenges exist in having properly trained personnel available all eight periods to staff and monitor individual programs.</p>

Goal 1: CHS will execute a rigorous academic program that focuses on achievement for all students through an aligned and measured curriculum.

Performance Objective 4: The % of students who score meets grade level or above on EOC U.S. History will increase by 5% each year

Evaluation Data Sources: CHS will evaluate student achievement and growth by monitoring and disaggregating CBA data, and student performance on STAAR-based assessments (Interim, Summative, and TFAR).

Strategy 1 Details	Reviews			
<p>Strategy 1: History teachers will engage in departmental planning to collaborate and coordinate instruction and interventions, including developing differentiated approaches for emergent bilingual, special education, and gifted/talented students. Instruction will be rooted in district adopted curriculum resources, including TEKS Resource System, TExGuide, and TRS Pacing Guides.</p> <p>Strategy's Expected Result/Impact: CHS students will increase Meets by 5%. Curricular alignment (horizontally and vertically) between written, taught, and tested curriculum will ensure all standards are taught and mastered at the appropriate grade-level depth and rigor</p> <p>Staff Responsible for Monitoring: Campus Administrators, Campus Instructional Coaches, and Department Chairs</p> <p>ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: History teachers will disaggregate and analyze assessment data to determine student progress toward achieving the state English standards. The sources for these data include STAAR Interim, STAAR Summative, and locally created assessments. Assessment data will be used to establish baselines and monitor student progress, thus informing instructional practice.</p> <p>Strategy's Expected Result/Impact: CHS students will increase Meets by 5%. Assessments will identify individual students' academic areas of strength and weakness allowing classroom teachers to create targeted interventions.</p> <p>Staff Responsible for Monitoring: Campus Administrators, Campus Instructional Coaches, and Department Chairs</p> <p>ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
	Dec	Feb	Apr	June

Strategy 3 Details	Reviews			
<p>Strategy 3: History teachers will incorporate district technology and instructional resources in routine instruction. Strategy's Expected Result/Impact: Technological and instructional resources will be used with fidelity. Staff Responsible for Monitoring: Campus Administrators, Campus Instructional Coaches, and Department Chairs</p> <p>ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 4 Details	Reviews			
<p>Strategy 4: US History teachers will use built-in tutorial period to accelerate students who are identified as previously failed or in danger of failing. Strategy's Expected Result/Impact: US History results will show increased numbers of approaches grade level and meets grade level. Staff Responsible for Monitoring: Campus Administrators, Campus Instructional Coaches, and Department Chairs</p> <p>ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
	Dec	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				





Goal 1: CHS will execute a rigorous academic program that focuses on achievement for all students through an aligned and measured curriculum.

Performance Objective 5: The % of Emergent Bilingual, Special Education, and Other Special Populations that score meets grade level or above on STAAR will increase by 5% each year.

High Priority

Evaluation Data Sources: CHS will evaluate student achievement and growth by monitoring and disaggregating CBA data, NWEA Measure of Academic Performance (MAP) Growth data, and student performance on STAAR-based assessments (Interim, Summative, and TFAR), and the Results Driven Accountability (RDA) Report.

Strategy 1 Details	Reviews			
<p>Strategy 1: CCISD provides RLA universal screeners (NWEA MAP Testing) to measure and establish academic baselines, which guide instructional decisions</p> <p>Strategy's Expected Result/Impact: The universal screeners identify academic areas of strengths and weaknesses for each student, thus targeting academic interventions and enrichment, as needed.</p> <p>Staff Responsible for Monitoring: Campus Administrators, Campus Instructional Coaches, Campus EB Interventionist</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>- Results Driven Accountability</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: CHS will utilize available supplemental instructional programs and resources to increase students' instructional growth and achievements</p> <p>Strategy's Expected Result/Impact: CCISD will utilize and monitor these instructional programs with fidelity to ensure student academic gains and mastery of critical skills.</p> <p>Staff Responsible for Monitoring: Campus Administrators, Campus Instructional Coaches, Department Chairs</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>- Results Driven Accountability</p>	Formative			Summative
	Dec	Feb	Apr	June

Strategy 3 Details	Reviews			
<p>Strategy 3: CCISD provides faculty and staff with professional development on research-based inclusion strategies for students receiving Bilingual/ESL, Special Education, 504, Dyslexia, and RtI services.</p> <p>Strategy's Expected Result/Impact: CCISD will increase the knowledge and implementation of research-based inclusion strategies within instruction, which will result in student's growth and achievement.</p> <p>Staff Responsible for Monitoring: Campus Administrators, Campus Instructional Coaches, Department Chairs</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Results Driven Accountability</p>	Formative			Summative
	Dec	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				





Goal 2: CHS will support college, career and military readiness through academic, extra and co-curricular programs that prepare students for a dynamic job market and post-secondary success.

Performance Objective 1: Calhoun High School will increase the % of graduates who are CCMR ready from 50% to 70% by August 2025.

Evaluation Data Sources: CHS will use On Data Suite accountability analytics and other sources (such as Aeries SIS, Eduthings, and PEIMS TSDS) to track and monitor CCMR quarterly to determine student participation and success in CCMR activities.

Strategy 1 Details	Reviews			
<p>Strategy 1: Advanced Placement teachers will attend subject-specific training to learn new instructional strategies from successful College Board representatives.</p> <p>Strategy's Expected Result/Impact: Increased numbers of AP students will exhibit success on College Board AP exams which will elevate CHS CCMR data.</p> <p>Staff Responsible for Monitoring: Campus Administrators, Campus Testing Coordinator</p> <p>TEA Priorities: Build a foundation of reading and math, Connect high school to career and college</p> <p>- ESF Levers: Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Military recruiters from all branches, both active and reserve, will present career and military advantages to teachers and students.</p> <p>Strategy's Expected Result/Impact: Increased number of students will choose military options based on the additional information about enhanced career options by joining either active or reserve military branches.</p> <p>Staff Responsible for Monitoring: Campus Administrators, CTE Coordinator, School Counselors, JROTC Program Coordinator</p> <p>TEA Priorities: Connect high school to career and college</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 5: Effective Instruction</p>	Formative			Summative
	Dec	Feb	Apr	June





Strategy 3 Details	Reviews			
<p>Strategy 3: Add CompTIA IT Fundamentals+ and A+ to on-site certification opportunities.</p> <p>Strategy's Expected Result/Impact: Increase the number of students attaining IBCs in the Information Technology Support & Services program of study.</p> <p>Staff Responsible for Monitoring: Campus Administrators, CTE Coordinator, CTE Counselor, CTE Teachers</p> <p>TEA Priorities: Connect high school to career and college</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 4 Details	Reviews			
<p>Strategy 4: CHS will use the TSIA to document college readiness for students planning to enroll in postsecondary education. CHS will use TSIA scores to drive targeted remediation in specific areas. Students will retest on any deficient areas until score is acceptable. CHS will test all seniors who have no other accountability measure on file.</p> <p>Strategy's Expected Result/Impact: Increased number of students will be identified as college ready based on the TSIA score.</p> <p>Staff Responsible for Monitoring: Campus Administrators, Campus Testing Coordinator, CTE Coordinator, School Counselors</p> <p>TEA Priorities: Connect high school to career and college</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 5 Details	Reviews			
<p>Strategy 5: Students who successfully pass the AP tests (score 3,4,5) will be reimbursed the cost of the exams.</p> <p>Strategy's Expected Result/Impact: Increased number of students will successfully complete the AP tests increasing the CCMR score.</p> <p>Staff Responsible for Monitoring: Campus Administrators, Campus Testing Coordinator, Campus Bookkeeper</p> <p>TEA Priorities: Connect high school to career and college</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning</p>	Formative			Summative
	Dec	Feb	Apr	June

Strategy 6 Details	Reviews			
<p>Strategy 6: CHS College and Career Center will be open on Fridays for small group presentations on career, college, financial aid, etc.</p> <p>Strategy's Expected Result/Impact: Increase access to college and career opportunities which can increase the CCMR data.</p> <p>Staff Responsible for Monitoring: Campus Administrators, CTE Coordinator, School Counselors</p> <p>TEA Priorities: Connect high school to career and college</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 7 Details	Reviews			
<p>Strategy 7: CHS will enroll all seniors who are not TSIA complete or exempt in Texas College Bridge.</p> <p>Strategy's Expected Result/Impact: Increase the number of graduates who are college-ready in ELAR and Math.</p> <p>Staff Responsible for Monitoring: Campus Administrators, CTE Coordinator, CTE Counselor, Campus Instructional Coaches, English 4 Teachers, Homeroom Teachers</p> <p>TEA Priorities: Connect high school to career and college</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
	Dec	Feb	Apr	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: CHS will support college, career and military readiness through academic, extra and co-curricular programs that prepare students for a dynamic job market and post-secondary success.

Performance Objective 2: Calhoun High School will consistently monitor student attendance to improve its 95% attendance rate and ensure increasing opportunities for student academic success.





Evaluation Data Sources: CHS will monitor attendance quarterly by comparing student attendance with academic achievement data to determine specific intervention needs.

Strategy 1 Details	Reviews			
<p>Strategy 1: Classroom teachers identify a 95% attendance rate as a professional goal and implement strategies/incentives to promote goal attainment.</p> <p>Strategy's Expected Result/Impact: CHS will achieve an overall ADA of 95%</p> <p>Staff Responsible for Monitoring: Campus Administrators, Attendance Clerk, Parent Liaison, Truancy Officer, School Counselors</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Dec	Feb	Apr	June
<p>  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 2: CHS will support college, career and military readiness through academic, extra and co-curricular programs that prepare students for a dynamic job market and post-secondary success.

Performance Objective 3: CHS CTE will provide new opportunities for students to earn industry-based certification increasing IBCs earned by 10 each year through May 2025.

Evaluation Data Sources: CHS will use Aeries Student Information System, On Data Suite, and PEIMS data to evaluate progress.

Strategy 1 Details	Reviews			
<p>Strategy 1: CHS CTE will begin CompTIA Certifications on campus in the Information Technology classes.</p> <p>Strategy's Expected Result/Impact: Students in Information Technology will graduate with a marketable industry-based certification.</p> <p>Staff Responsible for Monitoring: Campus Administrator, CTE Coordinator, CTE Counselor, CTE Teachers</p> <p>TEA Priorities: Connect high school to career and college</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: CHS will investigate adding certifications to relevant courses in the AVT cluster and will upgrade equipment and software as necessary.</p> <p>Strategy's Expected Result/Impact: Students in Graphic Design could graduate with a marketable industry-based certification.</p> <p>Staff Responsible for Monitoring: Campus Administrators, CTE Coordinator, CTE Counselor, CTE Teacher</p> <p>TEA Priorities: Connect high school to career and college</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
	Dec	Feb	Apr	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				





Goal 3: CHS will maintain a safe environment through enhanced safety measures and initiatives. Further, CHS will build a positive school climate conducive to key areas of student development.

Performance Objective 1: CHS will strive to improve all practices associated with school safety measures including training, development, and refinement of current safety practices.

High Priority

Evaluation Data Sources: Drills and training take place monthly and are documented through logs and electronic messages assuring compliance with safety protocols. Additional documentation related to campus security and safety are also maintained by campus safety specialists and administrators.

Strategy 1 Details	Reviews			
<p>Strategy 1: Students will observe school policies, procedures, and rules related to campus safety, including the use of hallway passes and identification cards.</p> <p>Strategy's Expected Result/Impact: Students will display adherence to school policies, procedures, and rules, including the use of hall passes and identification cards.</p> <p>Staff Responsible for Monitoring: Campus Administrators, Campus Safety Specialists, Hall Monitors, Discipline Clerk</p> <p>ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Demographics 2</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: CHS will use access control systems (e.g., Raptor and electronic keying) to maintain a secure campus. The campus will also effectively use communication streams (School Messenger, Facebook, and the CCISD website) to provide information to families as needed.</p> <p>Strategy's Expected Result/Impact: Access to the campus will be controlled, visitors will be identified, and parents will engage with various communication streams.</p> <p>Staff Responsible for Monitoring: Campus Administrators, Campus Safety Specialists, Hall Monitors, Campus Receptionist, Campus Key Controller, Campus Secretary</p> <p>ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Demographics 2</p>	Formative			Summative
	Dec	Feb	Apr	June

Strategy 3 Details	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
<p>Strategy 3: CHS staff will receive, display (as appropriate), and utilize emergency response materials provided through annual training and students' will be familiarized with protocols through drills as appropriate.</p> <p>Strategy's Expected Result/Impact: The use of these resources, trainings, drills, and protocols will ensure staff and students are able to respond appropriately in emergency situations.</p> <p>Staff Responsible for Monitoring: Campus Administrators, Safety Specialists, School Counselors, Registered Nurse, Campus Data Analyst</p> <p>ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Demographics 1, 2</p>				
<p>  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Performance Objective 1 Problem Statements:

Demographics
<p>Problem Statement 1: Providing support for students in other programs (EB, special education, 504 and RtI) within the larger population of economically disadvantaged students creates challenges. Root Cause: Challenges exist in having properly trained personnel available all eight periods to staff and monitor individual programs.</p> <p>Problem Statement 2: Based on available student disciplinary data, both special and general education students are experiencing high levels of disciplinary infractions and assignments to ISS and DAEP (FLEX) placements. Root Cause: There is a lack of system-wide training in positive behavioral interventions and supports.</p>

Goal 3: CHS will maintain a safe environment through enhanced safety measures and initiatives. Further, CHS will build a positive school climate conducive to key areas of student development.

Performance Objective 2: CHS will promote positive student development in the areas of interpersonal effectiveness, intrapersonal effectiveness, and personal health and safety.

Evaluation Data Sources: Attendance and discipline data available through Aeries SIS and PEIMS/TSDS, walk-through observations, school climate surveys, and perceptions data.

Strategy 1 Details	Reviews			
<p>Strategy 1: CHS will utilize available resources and programs to address various Social-Emotional Learning needs, including programs addressing character education, bullying, effective conflict resolution, appropriate communication, and addiction. Students will also have access to a district crisis counselor to provide counseling services as needed.</p> <p>Strategy's Expected Result/Impact: Education and prevention will provide students necessary skills to build and maintain positive relationships with peers and results thereby reducing discipline referrals.</p> <p>Staff Responsible for Monitoring: Campus Administrators, School Counselors, District Support Counselor, Registered Nurse</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture - Results Driven Accountability</p> <p>Problem Statements: Demographics 2</p>	Formative			Summative
	Dec	Feb	Apr	June

Strategy 2 Details	Reviews			
<p>Strategy 2: CHS will partner with stakeholders to offer learning opportunities that address the key areas of intrapersonal effectiveness, interpersonal effectiveness, as well as personal health and safety. This includes continuing activities such as Adulting 101 with our Agrilife Extension Office, an event which teaches our seniors the basics of post-secondary life skills such as balancing budgets, renting apartments, understanding credit, and so forth. Other activities include presentations through partner agencies. These partnerships and activities will improve school climate and increase students' sense of community in the academic environment.</p> <p>Strategy's Expected Result/Impact: CHS students will demonstrate necessary life skills on graduation to engage in essential functions of daily life. This will also build a sense of school culture and improve the overall climate of the campus. Such activities will decrease disciplinary incidents by fostering positive educator-student relationships.</p> <p>Staff Responsible for Monitoring: Campus Administrators, CTE Coordinator, School Counselors, Registered Nurse</p> <p>TEA Priorities: Connect high school to career and college</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>- Results Driven Accountability</p> <p>Problem Statements: Demographics 2</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 3 Details	Reviews			
<p>Strategy 3: CHS will develop a campus climate and culture committee that develops and implements schoolwide activities and programs targeted at improving overall student and staff sense of community and school spirit thereby improving student and staff sense of belonging and promoting interpersonal and intrapersonal effectiveness by way of fostering effective, interdependent relationships between members of the school community.</p> <p>Strategy's Expected Result/Impact: CHS students and staff morale will increase, attendance rates will increase, and disciplinary incidents will decrease. CHS staff retention will increase.</p> <p>Staff Responsible for Monitoring: Campus Administrators, School Counselors, Campus Climate Committee</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Connect high school to career and college</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>- Results Driven Accountability</p> <p>Problem Statements: Demographics 2</p>	Formative			Summative
	Dec	Feb	Apr	June



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 2 Problem Statements:

Demographics

Problem Statement 2: Based on available student disciplinary data, both special and general education students are experiencing high levels of disciplinary infractions and assignments to ISS and DAEP (FLEX) placements. **Root Cause:** There is a lack of system-wide training in positive behavioral interventions and supports.

Goal 4: CHS will recruit and retain certified, highly qualified educators.

Performance Objective 1: CHS will foster an environment that incorporates professional development for all instructional staff, including teachers and paraprofessionals in all settings, including 100% attainment of SBEC certification for all CHS instructional staff.

Evaluation Data Sources: Various professional development data will be evaluated alongside evaluation and performance data. Additionally, certification data will be evaluated.

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will utilize available data warehouses (Eduphoria Aware, Cambium Centralized Reporting System, NWEA MAP) to retrieve and analyze data to inform instruction and professional development.</p> <p>Strategy's Expected Result/Impact: Teachers will utilize aggregate and disaggregated data to inform instruction by identifying student areas in need of remediation/acceleration, intervention, or enrichment. Teachers will seek out professional development that is based on identified staff/student needs.</p> <p>Staff Responsible for Monitoring: Campus Administrators, Campus Instructional Coaches, Department Chairs</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 1</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Staff will be trained in the use of available instructional technology resources and will regularly use district-wide resources such as Google Workspace for Education to engage in instructional practices.</p> <p>Strategy's Expected Result/Impact: Teachers will integrate district instructional technology effectively and with fidelity in instructional activities.</p> <p>Staff Responsible for Monitoring: Campus Administrators, Campus Instructional Coaches, Department Chairs</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Connect high school to career and college</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 1</p>	Formative			Summative
	Dec	Feb	Apr	June

Strategy 3 Details

Reviews

Strategy 3: All staff will be trained in the effective use of the Aeries Student Information System to maintain student records, communicate with parents, and evaluate student progress.

Strategy's Expected Result/Impact: Campus staff will utilize Aeries SIS to update grades regularly, electronically send grade reports, retrieve student-related information, and maintain accurate records.

Staff Responsible for Monitoring: Campus Administrators, CTE Coordinator, School Counselors, Registrar, Clerks, Administrative Assistants

TEA Priorities:

Recruit, support, retain teachers and principals

- ESF Levers:

Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture

Problem Statements: Demographics 1

Formative			Summative
Dec	Feb	Apr	June



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 1 Problem Statements:





Demographics

Problem Statement 1: Providing support for students in other programs (EB, special education, 504 and RtI) within the larger population of economically disadvantaged students creates challenges. **Root Cause:** Challenges exist in having properly trained personnel available all eight periods to staff and monitor individual programs.

Goal 4: CHS will recruit and retain certified, highly qualified educators.

Performance Objective 2: CHS will actively recruit teachers and mentor those hired to retain effective educators.

Evaluation Data Sources: T-TESS walk-throughs, observations, and evaluations will be used to gauge the effectiveness of recruitment and retention decisions.





Strategy 1 Details	Reviews			
<p>Strategy 1: Mentor teachers will work with new teachers to ensure they are well-versed in district and campus policies, procedures, and practices. Mentors will also provide necessary support for new teachers and will connect them with available resources and staff.</p> <p>Strategy's Expected Result/Impact: The percentage of new hires being retained will increase to one-hundred percent.</p> <p>Staff Responsible for Monitoring: Campus Administrators, CTE Coordinator, Campus Instructional Coaches, Department Chairs, Mentor Teachers</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: The principal will regularly meet with intern and alternatively certified teachers to assess progress toward certification and will provide necessary support to promote certification through coursework, professional development, and required testing.</p> <p>Strategy's Expected Result/Impact: Ninety-five percent or more of staff who work with students in certificated areas will be credentialed in their content or specialization area.</p> <p>Staff Responsible for Monitoring: Campus Administrators</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing</p>	Formative			Summative
	Dec	Feb	Apr	June
<p>  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 4: CHS will recruit and retain certified, highly qualified educators.

Performance Objective 3: CHS will develop relationships with business and community members to recruit highly qualified CTE teachers to support local high-need job markets.

Evaluation Data Sources: Locally certified CTE teachers will deliver highly-qualified workers into high-need job markets in the local business and community market.

Strategy 1 Details	Reviews			
<p>Strategy 1: CTE Advisory Committee will communicate job areas of high-need for our community and local industry informing instructional decision-making.</p> <p>Strategy's Expected Result/Impact: Students will leave high school with necessary skills and certifications to contribute to the local job market.</p> <p>Staff Responsible for Monitoring: Campus Administrators, CTE Coordinator, CTE Counselor, School Counselors</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Connect high school to career and college</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning</p> <p>Problem Statements: Demographics 1</p>	Formative			Summative
	Dec	Feb	Apr	June
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Performance Objective 3 Problem Statements:

Demographics
<p>Problem Statement 1: Providing support for students in other programs (EB, special education, 504 and RtI) within the larger population of economically disadvantaged students creates challenges. Root Cause: Challenges exist in having properly trained personnel available all eight periods to staff and monitor individual programs.</p>

Goal 5: CHS will practice fiscal responsibility while meeting district and campus personnel needs and instructional requests.

Performance Objective 1: CHS will actively monitor budget requests and utilize federal, state and district funds to increase academic achievement for all students.

Evaluation Data Sources: Fiscally responsible purchases are made based on appropriate campus requests for instructional needs.

Strategy 1 Details	Reviews			
<p>Strategy 1: CCISD utilizes federal and state monies according to ESSA, ESSER, and state guidelines to purchase instructional resources and services, which meet the needs of all student populations.</p> <p>Strategy's Expected Result/Impact: CCISD will utilize federal, state, and local budgets in accordance with all mandated regulations based on the yearly audit of finances and program budgets.</p> <p>Staff Responsible for Monitoring: Campus Administrators, Campus Bookkeeper</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning</p> <p>Problem Statements: Demographics 1</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: CCISD uses approved vendors and requires a minimum of three quotes if necessary to ensure quality materials at fiscally responsible pricing.</p> <p>Strategy's Expected Result/Impact: CCISD maintains appropriate budget guidelines while procuring quality materials</p> <p>Staff Responsible for Monitoring: Campus Administrators, Campus Bookkeeper</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning</p> <p>Funding Sources: ESC3-Tech Two-Gether #505669 For Rianna Graydon - 255 TITLE II - \$10</p>	Formative			Summative
	Dec	Feb	Apr	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Performance Objective 1 Problem Statements:

2023-2024 Site Based Decision Making Team

Committee Role	Name	Position	Signature
Classroom Teacher	Lauree Aschen	Fine Arts Teacher	<i>Lauree A. Aschen</i>
Business Representative	Sarita Bonuz	Parent	<i>Sarita Bonuz</i>
Classroom Teacher	Paige Horadam	Social Studies Teacher	<i>Paige Horadam</i>
Parent	Delia Kolar	Business Representative	<i>Delia Kolar</i>
Classroom Teacher	Kelly Jones	English Teacher	<i>Kelly Jones</i>
Classroom Teacher	Ray Lara	Math Teacher	<i>Ray Lara</i>
Counselor	Sandra Rudellat	Counselor	<i>Sandra Rudellat</i>
Classroom Teacher	Felix Salinas	Foreign Language Teacher	<i>Felix Salinas</i>
Classroom Teacher	Megan Strauss	CTE Teacher	<i>Megan Strauss</i>
Classroom Teacher	Katie Anderson	Science Teacher	<i>Katie Anderson</i>
Counselor	Brandi Williams	CTE Coordinator/Counselor	<i>Brandi Williams</i>
Counselor	Blan Willoughby	Counselor	<i>Blan Willoughby</i>
Assistant Principal	Wes Wyatt	Assistant Principal	<i>Wes Wyatt</i>
Paraprofessional	Renee' McCarthy-Vesely	Principal's Secretary	<i>Renee McCarthy-Vesely</i>
Counselor	Lance Schultz	CTE Counselor	<i>Lance Schultz</i>
Principal	Dana Dworaczyk	Principal	<i>Dana Dworaczyk</i>
Assistant Principal	Breanna Carey	Assistant Principal/CTC	<i>Breanna Carey</i>
Classroom Teacher	Jenna Buzek	Special Education Teacher/Coach	<i>Jenna Buzek</i>
Assistant Principal	Brent Niemeier	Assistant Principal	<i>Brent Niemeier</i>