

# Calallen Independent School District

## Calallen High School

### 2022-2023 Goals/Performance Objectives/Strategies

**Accountability Rating: B**

**Distinction Designations:**

Academic Achievement in Mathematics

Academic Achievement in Social Studies

Top 25 Percent: Comparative Academic Growth

Top 25 Percent: Comparative Closing the Gaps



# Mission Statement

To develop character, encourage life-long learning, and create well-rounded, productive members of society.

## Vision

Intentionally empowering today to excel tomorrow.

## Value Statement

*Calallen:* a place where *teachers* care!

*Teachers* are excited and enthusiastic about their subjects and bring in creative/new challenging material to the classroom.

*Students* are motivated through student-led activities.

*Students* are academically challenged by rigorous learning environment.

*Students* are actively engaged in meaningful instruction and are allowed to explore their potential without fear or ridicule.

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# Goals






**Goal 1:** CHS will foster engagement by integrating personalized learning experiences that align with selected endorsement.

**Performance Objective 1:** Increase the category of closing the gaps as measured by the state accountability system from a scale score of 86 to a 90 or higher.

**Evaluation Data Sources:** TEA Accountability Reports

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Administer curriculum-based assessments in core curriculum areas in grades 9-12.</p> <p><b>Strategy's Expected Result/Impact:</b> Data provided, interventions identified, scores, benchmark assessments, unit and quarter assessments</p> <p><b>Staff Responsible for Monitoring:</b> Curriculum department, dean of instruction, campus administration, teachers</p> <p><b>Results Driven Accountability</b></p>	<b>Formative</b>			<b>Summative</b>
	<b>Jan</b>	<b>June</b>	<b>Aug</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Improve CTE students' success in academic courses by providing differentiated instruction in CTE classrooms and integrating and connecting the core academic TEKS and standards into CTE course curriculum. Monitor students enrolled in CTE classes.</p> <p><b>Strategy's Expected Result/Impact:</b> Lesson plans from CTE teachers will reflect efforts to differentiate instruction and will show integration of core academic TEKS and/or standards.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators, counselors, CTE teachers, Dean of Instruction</p> <p><b>TEA Priorities:</b> Connect high school to career and college</p>	<b>Formative</b>			<b>Summative</b>
	<b>Jan</b>	<b>June</b>	<b>Aug</b>	<b>June</b>
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Focus on providing instruction that will meet the needs of all special education students. Monitor the number of special education students mastering and/or demonstrating growth on appropriate STAAR assessments and provide necessary interventions. Administrators will attend ARD's and report progress measures if available.</p> <p><b>Strategy's Expected Result/Impact:</b> Scores and benchmark assessments</p> <p><b>Staff Responsible for Monitoring:</b> Special education director and staff, teachers, administrators, data analyst</p>	<b>Formative</b>			<b>Summative</b>
	<b>Jan</b>	<b>June</b>	<b>Aug</b>	<b>June</b>






Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Monitor the number of emergent bilingual (EBs) mastering and/or demonstrating growth as assessed on the TELPAS, DRC LAS Links, Riverside Insights and appropriate STAAR assessment(s); continue to provide intervention strategies to address the needs of EBs and the necessary support and resources to achieve student success. Counselors will continually monitor EB student progress.</p> <p><b>Strategy's Expected Result/Impact:</b> TELPAS and STAAR scores, SuccessEd, benchmark assessments, quarterly monitoring data and teacher/student evaluations, DRC LAS Links data, Riverside Insights</p> <p><b>Staff Responsible for Monitoring:</b> ESL/EL Bilingual/Migrant coordinator, ESL certified staff, teachers with EB students, administrators, counselors, data analyst</p>	<b>Formative</b>			<b>Summative</b>
	<b>Jan</b>	<b>June</b>	<b>Aug</b>	<b>June</b>
Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> Utilize intervention programs aligned with RtI such as Grand Central Station (GCS), before and after school tutorials, intervention courses, and credit recovery to provide support for identified students struggling to pass STAAR EOC assessments, with attendance and with grades. Tiered instructional plans will be created and implemented for identified students.</p> <p><b>Strategy's Expected Result/Impact:</b> List of identified students, personalized instructional plans, student progress reports</p> <p><b>Staff Responsible for Monitoring:</b> Administrators, dean of instruction, counselors, GCS teachers, RtI team</p>	<b>Formative</b>			<b>Summative</b>
	<b>Jan</b>	<b>June</b>	<b>Aug</b>	<b>June</b>
Strategy 6 Details	Reviews			
<p><b>Strategy 6:</b> Utilize Achieve 3000 in designated classrooms to supplement instruction and provide tiered support.</p> <p><b>Strategy's Expected Result/Impact:</b> Student benchmark scores; Lexile growth, grades, Achieve 3000 data reports showing growth, reading levels</p> <p><b>Staff Responsible for Monitoring:</b> Administrators, teachers, dean of instruction, curriculum department</p>	<b>Formative</b>			<b>Summative</b>
	<b>Jan</b>	<b>June</b>	<b>Aug</b>	<b>June</b>
Strategy 7 Details	Reviews			
<p><b>Strategy 7:</b> Provide a structured and supportive learning environment (DAEP) for students removed from the regular campus by discretionary or mandatory means. Review program criteria and provide necessary modifications. Consider groups served, attendance rates, pre- and post- assessment results, dropout, graduation, and recidivism rates. Utilize Restorative Practices with students.</p> <p><b>Strategy's Expected Result/Impact:</b> Placement list, scores, benchmark assessments, discipline reports, data</p> <p><b>Staff Responsible for Monitoring:</b> DAEP teachers, administrators, counselors</p>	<b>Formative</b>			<b>Summative</b>
	<b>Jan</b>	<b>June</b>	<b>Aug</b>	<b>June</b>

Strategy 8 Details	Reviews			
<p><b>Strategy 8:</b> Monitor differentiated instructional strategies for all special program areas ( at-risk students, special education, gifted/talented, Section 504, EB, dyslexia, migrant, foster care, and homeless students). Actively engage students through the use of high yield instructional strategies and Kagan structures.</p> <p><b>Strategy's Expected Result/Impact:</b> Lesson plans, walk-throughs, classroom observations, student achievement</p> <p><b>Staff Responsible for Monitoring:</b> Administrators, dean of instruction</p>	Formative			Summative
	Jan	June	Aug	June
Strategy 9 Details	Reviews			
<p><b>Strategy 9:</b> Utilize Carl Perkins funds to purchase specific computers to be used by CTE students in an effort to close the achievement gap as indicated on the Perkins core indicators of performance.</p> <p><b>Strategy's Expected Result/Impact:</b> Computers with the capability of running the programs required in the CTE classrooms, student usage of the programs, increased certifications</p> <p><b>Staff Responsible for Monitoring:</b> Administration</p> <p><b>Funding Sources:</b> - 244 - CTE Carl Perkins (PIC 22) - \$41,806</p>	Formative			Summative
	Jan	June	Aug	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Goal 1:** CHS will foster engagement by integrating personalized learning experiences that align with selected endorsement.

**Performance Objective 2:** Increase the category of academic growth as measured by the state accountability system at the campus level from a scale score of 89 to 92 or higher.

**Evaluation Data Sources:** TEA Accountability Reports

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Develop and implement a well-rounded program of instruction to meet the academic needs and assure academic growth of all students (all special populations including GT) through the effective use of differentiated instruction.  <b>Strategy's Expected Result/Impact:</b> Differentiated instruction training  <b>Staff Responsible for Monitoring:</b> Teachers, administrators, dean of instruction, curriculum department</p>	<b>Formative</b>			<b>Summative</b>
	<b>Jan</b>	<b>June</b>	<b>Aug</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Provide remediation for students not passing any area of STAAR/EOC assessments. Utilize remediation courses where available, aligned common assessments, before and after school tutoring, and summer school. Ensure the 30 hours of remediation required by HB4545 per unsuccessful STAAR/EOC is provided to each eligible student. Continue to utilize the Progress Learning program where appropriate.  <b>Strategy's Expected Result/Impact:</b> Increased retest passing rates, reduced sections of remediation courses needed  <b>Staff Responsible for Monitoring:</b> Administrators, teachers, dean of instruction, counselors</p>	<b>Formative</b>			<b>Summative</b>
	<b>Jan</b>	<b>June</b>	<b>Aug</b>	<b>June</b>
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Improve attendance and completion rates for all students. Implement attendance truancy contracts as needed. Ensure that all student groups meet mandated participation rates as measured by Results Driven Accountability (RDA).  <b>Strategy's Expected Result/Impact:</b> Increased attendance rate  <b>Staff Responsible for Monitoring:</b> Administrators, counselors, teachers, CIS personnel, truancy officer</p>	<b>Formative</b>			<b>Summative</b>
	<b>Jan</b>	<b>June</b>	<b>Aug</b>	<b>June</b>
Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Research workforce solution job market data to identify course additions and partner with other districts to increase CTE courses/paths/certification opportunities available to students.  <b>Strategy's Expected Result/Impact:</b> Classes identified, students enrolled, certifications obtained  <b>Staff Responsible for Monitoring:</b> Dean of instruction, CTE department chair, College and Career counselor</p>	<b>Formative</b>			<b>Summative</b>
	<b>Jan</b>	<b>June</b>	<b>Aug</b>	<b>June</b>
				
 No Progress  Accomplished  Continue/Modify  Discontinue				






**Goal 1:** CHS will foster engagement by integrating personalized learning experiences that align with selected endorsement.

**Performance Objective 3:** Increase (or maintain) all areas of performance as measured by the TEA accountability system (Approaches 87%, Meets 68%, Masters 30%) to achieve 90% or above scale score and achieve an A rating.

**Evaluation Data Sources:** TEA Accountability Reports

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Disaggregate STAAR/EOC data by subject, demographic, performance objective, and TEKS to determine areas of strength and areas of improvement needed. Utilize data to create plans to increase student achievement at the Approaches, Meets and Masters Standard Level on all STAAR/EOC exams.</p> <p><b>Strategy's Expected Result/Impact:</b> STAAR scores, Quarter and Benchmark Tests</p> <p><b>Staff Responsible for Monitoring:</b> Administrators, curriculum specialist, dean of instruction, teachers</p>	<b>Formative</b>			<b>Summative</b>
	<b>Jan</b>	<b>June</b>	<b>Aug</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Increase student achievement in the Approaches Standard level in all STAAR/EOC tested areas: English I from 77% to 80% or above, English II from 85% to 88% or above, Algebra I from 89% to 92% or above, Biology from 95% to 98% or above, and US History from 94% to 97% or above.</p> <p><b>Strategy's Expected Result/Impact:</b> STAAR scores, Quarter and Benchmark Tests</p> <p><b>Staff Responsible for Monitoring:</b> Administrators, curriculum specialist, dean of instruction, teachers</p>	<b>Formative</b>			<b>Summative</b>
	<b>Jan</b>	<b>June</b>	<b>Aug</b>	<b>June</b>
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Increase student achievement in the Meets Standard level in all STAAR/EOC tested areas: English I from 63% to 66% or above, English II from 74% to 77% or above, Algebra I from 55% to 58% or above, Biology from 77% to 80% or above, and US History from 81% to 84% or above.</p> <p><b>Strategy's Expected Result/Impact:</b> STAAR scores, Quarter and Benchmark Tests</p> <p><b>Staff Responsible for Monitoring:</b> Administrators, curriculum specialist, dean of instruction, teachers</p>	<b>Formative</b>			<b>Summative</b>
	<b>Jan</b>	<b>June</b>	<b>Aug</b>	<b>June</b>
Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Increase student achievement in the Masters Standard level in all STAAR/EOC tested areas: English I from 15% to 25% or above, English II from 9% to 19% or above, Algebra I from 33% to 43% or above, Biology from 40% to 50% or above, and US History from 59% to 69% or above.</p> <p><b>Strategy's Expected Result/Impact:</b> STAAR scores, Quarter and Benchmark Tests</p> <p><b>Staff Responsible for Monitoring:</b> Administrators, curriculum specialist, dean of instruction, teachers</p>	<b>Formative</b>			<b>Summative</b>
	<b>Jan</b>	<b>June</b>	<b>Aug</b>	<b>June</b>







Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> Continue to utilize and expand the library Makerspace to allow students to foster creativity and engage in critical, independent thinking in an interactive setting that focuses on STEM and STEAM.</p> <p><b>Strategy's Expected Result/Impact:</b> Students actively engaged in creative thinking and tactile, kinesthetic activities.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators</p>	Formative			Summative
	Jan	June	Aug	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:** CHS will foster engagement by integrating personalized learning experiences that align with selected endorsement.

**Performance Objective 4:** Increase the number of Distinction Designations awarded in recognition of outstanding achievement from 4 to 7 .

**Evaluation Data Sources:** TEA Accountability Reports





Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Utilizing disaggregated data, develop plans to earn distinctions in ELA/Reading, Science and Postsecondary Readiness and maintain distinctions in Mathematics, Social Studies, Comparative Academic Growth and Comparative Closing the Gaps.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased number Distinction Designations</p> <p><b>Staff Responsible for Monitoring:</b> Administrators, dean of instruction, teachers, college and career counselor</p>	<b>Formative</b>			<b>Summative</b>
	<b>Jan</b>	<b>June</b>	<b>Aug</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Continue to provide intensive efforts to recover students, enhance dropout prevention efforts, and create multiple, proven pathways to graduation and course credit recovery. Counselors will continuously monitor students at risk of dropping out, will attempt to recover previous leavers, and will identify/reduce barriers leading to absences.</p> <p><b>Strategy's Expected Result/Impact:</b> Re-enrollment of dropout students, dropout prevention data, counselor logs, PEIMS reports, leaver reports</p> <p><b>Staff Responsible for Monitoring:</b> Administrators, counselors, teachers, CIS personnel, truancy officer</p>	<b>Formative</b>			<b>Summative</b>
	<b>Jan</b>	<b>June</b>	<b>Aug</b>	<b>June</b>
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

**Goal 1:** CHS will foster engagement by integrating personalized learning experiences that align with selected endorsement.

**Performance Objective 5:** Increase performance in the area of college, career, and military readiness and post-secondary readiness at the district level as measured by the state accountability system from a 87 to a 90 or higher.

**Evaluation Data Sources:** TEA Accountability Reports






Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> CHS will ensure students are college and career ready by providing the following: exposure to multiple careers based on career and interest assessments, hosting a career and college day, field trips, guest speakers, dual credit opportunities, certification programs, TSIA2, ASVAB, IHE partnerships, college essay, application and FASFA assistance, SAT/ACT, AP, PSAT, etc. Utilize Texas College Bridge program to assist students struggling to meet TSIA requirements. Utilize data to determine CCMR.</p> <p><b>Strategy's Expected Result/Impact:</b> Better informed students and parents; increased participation in programs; increased number of students completing their endorsement</p> <p><b>Staff Responsible for Monitoring:</b> CHS career counselor, assistant supt., campus administrators</p> <p><b>TEA Priorities:</b> Connect high school to career and college</p>	Formative			Summative
	Jan	June	Aug	June
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> CHS counselors will meet with students annually to review and refine their four year graduation plan and ensure they are on track to earn their selected endorsement.</p> <p><b>Strategy's Expected Result/Impact:</b> Fewer schedule changes; increased number of students earning an endorsement; Naviance usage</p> <p><b>Staff Responsible for Monitoring:</b> Counselors</p> <p><b>TEA Priorities:</b> Connect high school to career and college</p>	Formative			Summative
	Jan	June	Aug	June
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Provide CTE courses that will equip students with the academic and technical skills needed to succeed in a knowledge- and skills-based economy and prepare students for both post-secondary education and the career of their choice.</p> <p><b>Strategy's Expected Result/Impact:</b> Course catalog, CTE class enrollment, acquisition of certifications, licenses, and number of students attending college, the workforce, or military.</p> <p><b>Staff Responsible for Monitoring:</b> Campus administration, district administration, CTE teachers</p>	Formative			Summative
	Jan	June	Aug	June

Strategy 4 Details	Reviews			
<b>Strategy 4:</b> Research workforce solution job market data to identify possible course additions. <b>Strategy's Expected Result/Impact:</b> Classes identified <b>Staff Responsible for Monitoring:</b> Dean of Instruction, CTE department chair, College and Career Counselor	<b>Formative</b>			<b>Summative</b>
	<b>Jan</b>	<b>June</b>	<b>Aug</b>	<b>June</b>
Strategy 5 Details	Reviews			
<b>Strategy 5:</b> Provide Pre-AP, AP, dual credit, and CTE courses to assist students in acquiring an associate's degree, industry certifications, and /or licensing while in high school. <b>Strategy's Expected Result/Impact:</b> Number of students acquiring college hours, associates degrees, industry certifications, and licenses. <b>Staff Responsible for Monitoring:</b> Administrators, College and Career Counselor, Dean of Instruction  <b>Funding Sources:</b> - 199 - General Operating - CTE - \$13,000, - 199 - General Operating GT	<b>Formative</b>			<b>Summative</b>
	<b>Jan</b>	<b>June</b>	<b>Aug</b>	<b>June</b>
Strategy 6 Details	Reviews			
<b>Strategy 6:</b> Ensure all students are college and career ready by implementing College and Career Readiness Standards (CCRS) to include components of rigor, relevance, and relationships. <b>Strategy's Expected Result/Impact:</b> Students and parents increased awareness and participation in college and career activities and courses. <b>Staff Responsible for Monitoring:</b> CHS career counselor, counselors, administrators, dean of instruction	<b>Formative</b>			<b>Summative</b>
	<b>Jan</b>	<b>June</b>	<b>Aug</b>	<b>June</b>
Strategy 7 Details	Reviews			
<b>Strategy 7:</b> Promote career education to assist students in developing the knowledge, skills, and competencies necessary for a broad range of career opportunities. <b>Strategy's Expected Result/Impact:</b> 100% of CHS students will have access to career investigation resources <b>Staff Responsible for Monitoring:</b> Administrators, teachers, counselors	<b>Formative</b>			<b>Summative</b>
	<b>Jan</b>	<b>June</b>	<b>Aug</b>	<b>June</b>
Strategy 8 Details	Reviews			
<b>Strategy 8:</b> Strengthen partnerships with IHEs and Craft Training Center to create additional academic and post-secondary opportunities for Calallen High School students. Continue to approach businesses regarding the support of CTE and STEM classes. <b>Strategy's Expected Result/Impact:</b> Increased partnerships <b>Staff Responsible for Monitoring:</b> Administrators, dean of Instruction, college and career counselor	<b>Formative</b>			<b>Summative</b>
	<b>Jan</b>	<b>June</b>	<b>Aug</b>	<b>June</b>
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**Goal 1:** CHS will foster engagement by integrating personalized learning experiences that align with selected endorsement.

**Performance Objective 6:** CCMR Board Outcome Goal: The percentage of graduates that meet the criteria for CCMR will increase from 57% to 60% by August 2024.

**Evaluation Data Sources:** TEA Accountability Reports





Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> The Student Achievement domain will be used to evaluate district and campus performance based on three areas: performance on STAAR assessments, College Career and Military Readiness (CCMR) component of the Student Achievement domain measures graduates' preparedness for college, the workforce, or the military. Individual CCMR indicators will be monitored to ensure students are being provided adequate support in achieving at least one indicator.</p> <p><b>Strategy's Expected Result/Impact:</b> STAAR Reports, counselor logs, PEIMS, SAT/ACT, TSIA2, AP reports, and certifications earned.</p> <p><b>Staff Responsible for Monitoring:</b> Administration, PEIMS clerk, counselors, teachers</p>	Formative			Summative
	Jan	June	Aug	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Goal 2:** CHS will provide an efficient, safe, and supportive environment in which students, staff, parents, and community members are meaningfully and actively engaged.

**Performance Objective 1:** Increase parental involvement and connectedness so that all students, staff and parents are actively participating and positively engaged in the school culture.

**Evaluation Data Sources:** Parent attendance at school events; sign-in sheets

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> CHS teachers will communicate with parents/guardians on a regular basis through various methodologies of communication: parent teacher conferences, phone calls, Skyward, Parent Link, teacher web pages, etc..</p> <p><b>Strategy's Expected Result/Impact:</b> Parent communication logs, Parent Link and Skyward distribution logs, CIS logs</p> <p><b>Staff Responsible for Monitoring:</b> Administrators, dean of instruction, CIS, teachers</p>	<b>Formative</b>			<b>Summative</b>
	<b>Jan</b>	<b>June</b>	<b>Aug</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Hold a public meeting after the receipt of the annual TEA campus and district rating to discuss performance and objectives.</p> <p><b>Strategy's Expected Result/Impact:</b> Participation of parents in meeting, sign in sheets</p> <p><b>Staff Responsible for Monitoring:</b> Administrators</p>	<b>Formative</b>			<b>Summative</b>
	<b>Jan</b>	<b>June</b>	<b>Aug</b>	<b>June</b>
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Address the needs of students for special programs such as early mental health intervention and suicide prevention, conflict resolution, homeless, drug and violence prevention/ intervention (including prevention, identification, response to and reporting of bullying and bully-like behavior, harassment and teen dating violence, prevention and education concerning unwanted physical or verbal aggression) or dyslexia treatment and accelerated education program.</p> <p><b>Strategy's Expected Result/Impact:</b> Lesson plan documentation, counselor logs, referrals</p> <p><b>Staff Responsible for Monitoring:</b> Administrators, counselors, teachers, CIS personnel</p>	<b>Formative</b>			<b>Summative</b>
	<b>Jan</b>	<b>June</b>	<b>Aug</b>	<b>June</b>
Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Continue campus representation at Gifted and Talented Advisory Committee meetings, SHAC, DEIC, SBDM, and Parent Orientation meetings. Ensure that parents are knowledgeable about opportunities available to students. Continue districtwide parent training opportunities on course offerings, graduation endorsements, and other pertinent topics as needed.</p> <p><b>Strategy's Expected Result/Impact:</b> Participation of parents at meetings, sign-in sheets</p> <p><b>Staff Responsible for Monitoring:</b> GT coordinator, district RN, campus administrators, dean of instruction, parents, marketing coordinator</p>	<b>Formative</b>			<b>Summative</b>
	<b>Jan</b>	<b>June</b>	<b>Aug</b>	<b>June</b>

Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> Provide information to students, parents, teachers, and counselors of students about :</p> <p>1. higher education admissions and financial aid opportunities, 2. TEXAS grant program and Teach for Texas grant programs, 3. the need for students to make informed college and career choices to be prepared for success beyond high school, 4. host FAFSA events/workshops, 5. talk to ABC parents about financial aid, 6. refer students/parents to utilize Coastal Compass, 7. provide presentations by college and military representatives.</p> <p><b>Strategy's Expected Result/Impact:</b> Participation of parents in meetings</p> <p><b>Staff Responsible for Monitoring:</b> Counselors, college and career counselor, administrators, CIS, parents, students, teachers</p>	<b>Formative</b>			<b>Summative</b>
	<b>Jan</b>	<b>June</b>	<b>Aug</b>	<b>June</b>
Strategy 6 Details	Reviews			
<p><b>Strategy 6:</b> Implement Restorative Practices on campus to decrease the use of punitive practices (including ISS and DAEP) in order to keep students in the regular classroom instructional setting.</p> <p><b>Strategy's Expected Result/Impact:</b> Student benchmark scores grades; discipline data</p> <p><b>Staff Responsible for Monitoring:</b> Administrators, teachers</p>	<b>Formative</b>			<b>Summative</b>
	<b>Jan</b>	<b>June</b>	<b>Aug</b>	<b>June</b>
Strategy 7 Details	Reviews			
<p><b>Strategy 7:</b> Counselors will work with district homeless liaison to request funds for secondary homeless students on a case-by-case basis.</p> <p><b>Strategy's Expected Result/Impact:</b> Monitor list of homeless students receiving appropriate services on campus</p> <p><b>Staff Responsible for Monitoring:</b> Administrators, teachers, CIS</p>	<b>Formative</b>			<b>Summative</b>
	<b>Jan</b>	<b>June</b>	<b>Aug</b>	<b>June</b>
Strategy 8 Details	Reviews			
<p><b>Strategy 8:</b> Inform parents of the importance of student attendance and involve parents in school attendance efforts. Assist in the provision of resources when barriers affect attendance.</p> <p><b>Strategy's Expected Result/Impact:</b> Monitor reports frequently throughout the year; individual counseling, home visits, CISD website</p> <p><b>Staff Responsible for Monitoring:</b> Counselors, CIS, administrators, parents, students, teachers</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p>	<b>Formative</b>			<b>Summative</b>
	<b>Jan</b>	<b>June</b>	<b>Aug</b>	<b>June</b>
<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 provide an efficient, safe, and supportive environment in which students, staff, parents, and community members are meaningfully and actively engaged.

**Performance Objective 2:** Continue to implement and monitor our current peer mentoring/coaching program; highlighting best practices to positively impact all teachers involved.

**Evaluation Data Sources:** Teacher retention rates

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Continue to provide a quality professional development program that provides on-going PD for teachers and paraprofessionals that highlights best practices and builds knowledge and skills necessary to achieve excellence and equity for all students.</p> <p><b>Strategy's Expected Result/Impact:</b> Teacher training logs and evaluations</p> <p><b>Staff Responsible for Monitoring:</b> Administrators, dean of instruction, data analysis, department chairs, SBDM members, teachers</p>	<b>Formative</b>			<b>Summative</b>
	<b>Jan</b>	<b>June</b>	<b>Aug</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Share best practices through departments and grade level subject areas teams through PLC time.</p> <p><b>Strategy's Expected Result/Impact:</b> Supportive environment. PLC agendas</p> <p><b>Staff Responsible for Monitoring:</b> Administrators, dean of instruction</p> <p><b>Additional Targeted Support Strategy</b></p>	<b>Formative</b>			<b>Summative</b>
	<b>Jan</b>	<b>June</b>	<b>Aug</b>	<b>June</b>
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Encourage and arrange for teachers to observe other teachers within/out of their content for alignment, strategy implementation, etc. and encourage videotaping (good lessons, activities, etc.) for all teachers.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased usage of high yield instructional strategies and collaborative atmosphere</p> <p><b>Staff Responsible for Monitoring:</b> Administrators</p>	<b>Formative</b>			<b>Summative</b>
	<b>Jan</b>	<b>June</b>	<b>Aug</b>	<b>June</b>








Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Continue to participate in the district "CATS" teacher mentoring program.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased teacher retention</p> <p><b>Staff Responsible for Monitoring:</b> District and campus administration</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals - <b>Additional Targeted Support Strategy</b></p>	Formative			Summative
	Jan	June	Aug	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 provide an efficient, safe, and supportive environment in which students, staff, parents, and community members are meaningfully and actively engaged.

**Performance Objective 3:** Provide an intentional culture of school safety by all of the school staff and practiced by all students.

**Evaluation Data Sources:** Safety drills





Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Promote the physical, mental and emotional well being of all students. Provide counseling as needed and communicate frequently with parents.</p> <p><b>Strategy's Expected Result/Impact:</b> Students and parents are informed and supported</p> <p><b>Staff Responsible for Monitoring:</b> Administrators, assistant supt., counselors</p>	<b>Formative</b>			<b>Summative</b>
	<b>Jan</b>	<b>June</b>	<b>Aug</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Multi-hazard Emergency Operations Plan will be put into place. It will have provisions pertaining to substitute teachers and regular employees during an emergency or a drill. It will also mandate the development of a school safety and security committee with specified members and duties an a threat assessment team appointed by the superintendent.</p> <p><b>Strategy's Expected Result/Impact:</b> A thorough and comprehensive safety plan, trained substitute and regular teachers, safety committee</p> <p><b>Staff Responsible for Monitoring:</b> Superintendent; Campus administration</p>	<b>Formative</b>			<b>Summative</b>
	<b>Jan</b>	<b>June</b>	<b>Aug</b>	<b>June</b>
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> CHS will continue to have peace officers perform duties as assigned and will abide by the Trauma Informed Care Policy that will address resources to increase staff and parent awareness of trauma informed care and implementation of trauma informed practices and care by trained staff.</p> <p><b>Strategy's Expected Result/Impact:</b> Safe schools, Trauma Informed Care Policy, increased awareness.</p> <p><b>Staff Responsible for Monitoring:</b> Superintendent; Campus Administration</p>	<b>Formative</b>			<b>Summative</b>
	<b>Jan</b>	<b>June</b>	<b>Aug</b>	<b>June</b>

Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> CHS will adopt a program on intervention and suicide prevention that will train counselors, teachers, nurses, administrators, and other staff, as well as law enforcement officers and social workers who regularly interact with students, to: 1. Recognize students at risk of committing suicide, including students who are or may be the victims of or who engage in bullying; 2. Recognize students displaying early warning signs and a possible need for early mental health intervention; and 3. Intervene effectively with students described above, by providing notice and referral to a parent or guardian so appropriate action, such as seeking mental health services, may be taken by a parent or guardian. BQ (LEGAL) and FFB (LEGAL).</p> <p><b>Strategy's Expected Result/Impact:</b> Teacher training documentation; training evaluations</p> <p><b>Staff Responsible for Monitoring:</b> Counselors, teachers, nurses, administrators, law enforcement officers, CIS personnel</p>	Formative			Summative
	Jan	June	Aug	June
Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> Prioritize school safety at all times and communicate the importance of reporting suspicious behaviors or any concerns. Ensure that CHS staff and students advocate for safety in the schools, districts, and community. Relate to students and give them a voice. Innovate and leverage technology to our advantage. Ensure compliance with Texas Education Code for safety and security of all students, campuses, facilities.</p> <p><b>Strategy's Expected Result/Impact:</b> Complete safety and security audits as required by the Texas Education Code. The audits ensure compliance with maintaining campus safety plans, drills and intruder assessments.</p> <p><b>Staff Responsible for Monitoring:</b> Director of Operations, administration</p>	Formative			Summative
	Jan	June	Aug	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Goal 3:** CHS will maintain current and future digital content technology for students and teachers.

**Performance Objective 1:** CHS will prepare all stakeholders to effectively utilize digital resources.





**Evaluation Data Sources:** Virtual learning, technology being used for student work/projects

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Offer technology professional development opportunities to increase the level of proficiency for all CHS staff. <b>Strategy's Expected Result/Impact:</b> Increased teacher usage of technology; student products <b>Staff Responsible for Monitoring:</b> Technology integration specialists, teachers, administrators	<b>Formative</b>			<b>Summative</b>
	<b>Jan</b>	<b>June</b>	<b>Aug</b>	<b>June</b>
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Support special populations on all campuses; upgrade technology and assistive technology for both special education classrooms and inclusion settings. <b>Strategy's Expected Result/Impact:</b> Successful implementation of technology devices to support special populations <b>Staff Responsible for Monitoring:</b> Special education director, diagnosticians, counselors, LSSPs, SLPs, teachers, administrators	<b>Formative</b>			<b>Summative</b>
	<b>Jan</b>	<b>June</b>	<b>Aug</b>	<b>June</b>
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Foster communication between IT specialists, IT instructor, administration, and teachers so all staff knows what programs and devices are available and how to use them. <b>Strategy's Expected Result/Impact:</b> Increased specialized training to enhance student learning <b>Staff Responsible for Monitoring:</b> Technology, campus administrators, teachers	<b>Formative</b>			<b>Summative</b>
	<b>Jan</b>	<b>June</b>	<b>Aug</b>	<b>June</b>
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**Goal 3:** CHS will maintain current and future digital content technology for students and teachers.

**Performance Objective 2:** Offer technology tools and ongoing training opportunities to all CHS teachers.

**Evaluation Data Sources:** Trainings offered and attended






Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Offer extensive technology professional development opportunities to increase the proficiency levels of all CHS employees.</p> <p><b>Strategy's Expected Result/Impact:</b> Computer lab, hardware and software</p> <p><b>Staff Responsible for Monitoring:</b> Technology integration specialists, campus digital learning coaches (DLCs), curriculum dept.</p>	<b>Formative</b>			<b>Summative</b>
	<b>Jan</b>	<b>June</b>	<b>Aug</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Provide teachers with relevant data, current technology and training, and online access to an array of classroom resources to improve instruction, student engagement, and classroom management (i.e. Schoology, computer labs, Chromebooks, interactive whiteboards, flat panel devices, Office 365, Teams, etc.). Continue to implement different technology options to ensure the engagement of all students.</p> <p><b>Strategy's Expected Result/Impact:</b> Teacher training documentation; training evaluations</p> <p><b>Staff Responsible for Monitoring:</b> Technology integration specialist, data analyst</p>	<b>Formative</b>			<b>Summative</b>
	<b>Jan</b>	<b>June</b>	<b>Aug</b>	<b>June</b>
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Provide teachers with training and support from Instructional Technology Specialist and integrate Technology Applications (TA) standards, into the content areas utilizing a variety of technology devices (i.e. Schoology, computer labs, Chromebooks, interactive whiteboards, flat panel devices, Office 365, Teams, etc.).</p> <p><b>Strategy's Expected Result/Impact:</b> Lesson Plans, 100% of students will demonstrate mastery of grade level technology standards as evidenced by student products. 100% of classroom teachers and administrators will complete the STaR Chart for planning, instruction, reflection, walk throughs, and observations.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators, technology integration specialist, teachers</p>	<b>Formative</b>			<b>Summative</b>
	<b>Jan</b>	<b>June</b>	<b>Aug</b>	<b>June</b>
<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:** CHS will have high quality staff members that are focused on student achievement and growth in all arenas (academic, extra-curricular and social emotional) .

**Performance Objective 1:** Create a learning organization supported by 100% innovative and engaged staff who use relevant, real world applications to develop critical thinking, problem-solving skills, and a lifelong love of learning.

**Evaluation Data Sources:** Lesson plans






Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Utilize TRS documents to create engaged lesson plans and materials to support classroom instruction, emphasize higher-order thinking skills, and ensure instruction occurs at the appropriate levels of depth and complexity.  <b>Strategy's Expected Result/Impact:</b> Engaged students, lesson plans, increased benchmark and STARR scores  <b>Staff Responsible for Monitoring:</b> Administrator, dean of instruction, teachers</p>	<b>Formative</b>			<b>Summative</b>
	<b>Jan</b>	<b>June</b>	<b>Aug</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Ensure that all CHS staff are familiar with data disaggregation programs such as DMAC.  <b>Strategy's Expected Result/Impact:</b> Lesson plans, observations, benchmark scores, curriculum guides  <b>Staff Responsible for Monitoring:</b> Administrators, dean of instruction</p>	<b>Formative</b>			<b>Summative</b>
	<b>Jan</b>	<b>June</b>	<b>Aug</b>	<b>June</b>
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Have teachers and administrators attend high-quality professional development opportunities.  <b>Strategy's Expected Result/Impact:</b> Scores, benchmark assessments; training descriptions and Eduphoria data  <b>Staff Responsible for Monitoring:</b> Administrators</p>	<b>Formative</b>			<b>Summative</b>
	<b>Jan</b>	<b>June</b>	<b>Aug</b>	<b>June</b>
Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Follow the "Freedom from Bullying" policy which details requirements for the prevention, identification, response to and reporting of bullying. Provide training on David's Law including cyber-bullying.  <b>Strategy's Expected Result/Impact:</b> Decrease in number of bullying reports  <b>Staff Responsible for Monitoring:</b> Administrators, teachers, counselors, all staff</p>	<b>Formative</b>			<b>Summative</b>
	<b>Jan</b>	<b>June</b>	<b>Aug</b>	<b>June</b>
Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> Provide the required 30 hour HB4545 remediation for students not passing each area of the STAAR/EOC assessments. Utilize aligned, common assessments for core subject areas. Use a variety of methods to determine at-risk status for students that do not take state mandated tests.  <b>Strategy's Expected Result/Impact:</b> Lesson plan documentation, failure reports, at-risk list  <b>Staff Responsible for Monitoring:</b> Administrators, teachers, dean of instruction</p>	<b>Formative</b>			<b>Summative</b>
	<b>Jan</b>	<b>June</b>	<b>Aug</b>	<b>June</b>

Strategy 6 Details	Reviews			
<p><b>Strategy 6:</b> Address the needs of students for special programs such as early mental health intervention and suicide prevention, conflict resolution, homeless, pregnancy related services, drug and violence prevention/intervention, dyslexia identification and intervention and accelerated education.</p> <p><b>Strategy's Expected Result/Impact:</b> Lesson plans, counselor logs, Restorative circles, individual guidance</p> <p><b>Staff Responsible for Monitoring:</b> Administrators, Dyslexia specialist, counselors, teachers, CIS personnel</p>	<b>Formative</b>			<b>Summative</b>
	<b>Jan</b>	<b>June</b>	<b>Aug</b>	<b>June</b>
Strategy 7 Details	Reviews			
<p><b>Strategy 7:</b> Continue to provide PLUS (a non-disciplinary alternative education program) instruction for students that meet program requirements and are at risk for dropping out of school.</p> <p><b>Strategy's Expected Result/Impact:</b> Graduation rate</p> <p><b>Staff Responsible for Monitoring:</b> Administrators, counselors, PLUS teacher</p>	<b>Formative</b>			<b>Summative</b>
	<b>Jan</b>	<b>June</b>	<b>Aug</b>	<b>June</b>
Strategy 8 Details	Reviews			
<p><b>Strategy 8:</b> CHS will continue to provide training on Restorative Practice techniques and practices to build relationships.</p> <p><b>Strategy's Expected Result/Impact:</b> Fewer discipline referrals, healthy relationships between students and teachers, sign in sheets, evaluations</p> <p><b>Staff Responsible for Monitoring:</b> Administrators, CIS, counselors, teachers</p>	<b>Formative</b>			<b>Summative</b>
	<b>Jan</b>	<b>June</b>	<b>Aug</b>	<b>June</b>
Strategy 9 Details	Reviews			
<p><b>Strategy 9:</b> Provide training and begin implementation of "The Leader in Me." A character education program containing HB 1026 mandated character traits (A15).</p> <p><b>Strategy's Expected Result/Impact:</b> Counselors trained on selected character education program; student lessons provided and implemented.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators, counselors</p>	<b>Formative</b>			<b>Summative</b>
	<b>Jan</b>	<b>June</b>	<b>Aug</b>	<b>June</b>
Strategy 10 Details	Reviews			
<p><b>Strategy 10:</b> Continue to train counselors and staff on the LPAC process. Increase training and staff development on implementation of ELPS, TELPAS assessment data, SIOP, and other strategies to differentiate for emergent bilingual students. Train counselors and staff on DRC LAS Links and Riverside Insights as needed. Increase resources for core subject area staff development for emergent bilingual students.</p> <p><b>Strategy's Expected Result/Impact:</b> Feedback from session evaluation forms; lesson plan documentation; program reports; Project ELL (Education) reports</p> <p><b>Staff Responsible for Monitoring:</b> ESL/EL Migrant coordinator, campus admin, counselors, teachers</p>	<b>Formative</b>			<b>Summative</b>
	<b>Jan</b>	<b>June</b>	<b>Aug</b>	<b>June</b>
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Goal 4:** CHS will have high quality staff members that are focused on student achievement and growth in all arenas (academic, extra-curricular and social emotional) .

**Performance Objective 2:** Design and implement professional learning opportunities that will facilitate student engagement and provide a variety of relevant experiences including technological, kinesthetic, visual, hands-on, and project-based learning.

**Evaluation Data Sources:** Lesson plans





Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Utilize the student and parent survey results regarding teachers and effectiveness of their teaching styles to guide professional development offerings.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased satisfaction survey results, positive campus culture</p> <p><b>Staff Responsible for Monitoring:</b> Administrators</p>	<b>Formative</b>			<b>Summative</b>
	<b>Jan</b>	<b>June</b>	<b>Aug</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Provide professional development in state mandated topics including but not limited to: Performance Matters, AED, CPR, technology, TA-TEKS, sexual abuse and other maltreatment of children, sexual harassment, child abuse, classroom management, ASPIRE for vaping, district discipline policies, student code of conduct, special education modifications, training for Texas Behavior Support Initiative (TBSI) relating to instruction of students with disabilities and designed for educators who work primarily outside the area of special education, implementation of TEKS/ELPS, LPAC, RtI, conflict resolution, G/T, and ESL for staff and administrators.</p> <p><b>Strategy's Expected Result/Impact:</b> Teacher training documentation, training evaluations, Eduphoria data</p> <p><b>Staff Responsible for Monitoring:</b> Administrators, central office administration, curriculum coordinators, teachers</p>	<b>Formative</b>			<b>Summative</b>
	<b>Jan</b>	<b>June</b>	<b>Aug</b>	<b>June</b>
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Continue to inform teachers of all available STAAR assessments and academic achievement requirements so System Safeguards are met. Administrators and/or counselors will utilize DMAC data and ensure that CHS staff can effectively utilize DMAC.</p> <p><b>Strategy's Expected Result/Impact:</b> Lesson plans, professional development opportunities, administrative observations, benchmark scores, curriculum guides, DMAC data</p> <p><b>Staff Responsible for Monitoring:</b> Administrators, Dean of Instruction, teachers, counselors, curriculum dept.</p>	<b>Formative</b>			<b>Summative</b>
	<b>Jan</b>	<b>June</b>	<b>Aug</b>	<b>June</b>
				
 No Progress  Accomplished  Continue/Modify  Discontinue				



**Goal 5:** CHS will hold all staff and students to the highest standards and expectations and monitor implementation of the initiatives/strategies that are ongoing.

**Performance Objective 1:** CHS will remain cognizant of and monitor implementation of 100% of the initiatives/strategies that are ongoing or continue from year-to-year.

**Evaluation Data Sources:** Data on initiatives

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Prioritize programs for evaluation based on fidelity and efficiency, apply an evaluation tool to review findings utilizing stakeholder committees, and eliminate those programs that are not aligned to campus and district goals, beliefs, and standards.</p> <p><b>Strategy's Expected Result/Impact:</b> List of programs to continue; list of programs to eliminate/discontinue</p> <p><b>Staff Responsible for Monitoring:</b> District and campus administrators, teachers</p>	Formative			Summative
	Jan	June	Aug	June
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				