

# **East Central Independent School District**

## **CAST Lead High School**

### **2023-2024 Campus Improvement Plan**

**Accountability Rating: B**



# Value Statement

## CORE PILLARS

### Relationships

Industry and other community leaders are equal stakeholders in school design and governance; they collaborate and work alongside students and **co-create** everything from projects to school curriculum and schedule.

### Equity

As a community, we help **all students** reach their full potential. Our schools are intentionally diverse and integrated, and our enrollment practices create schools that reflect the communities we serve. We use data to drive continuous improvement and to ensure that every child's needs are seen and met.

### Youth Voice and Agency

Students act as co-creators and co-problem solvers at the school and beyond, offering ideas, posing new questions and authentically engaging in their education. **Student-led learning** promotes effective collaboration, development of leadership skills and the development of self-management, goal setting, self-advocacy, and student agency.

### Authentic Learning

Student learning is connected to **real-world** needs outside the school walls; students travel to the workplace and design **relevant** projects for real audiences, with competitions, presentations, and other authentic exhibitions of learning.

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# Comprehensive Needs Assessment

Revised/Approved: July 26, 2023

## Engaged, Well Rounded Students

### Engaged, Well Rounded Students Summary

We consider a well-rounded and engaged student to be involved in the varying opportunities we offer. We look at overall opportunities for students to be engaged such as internships, practicums, mentoring, service learning, clubs at CAST, athletic participation and clubs at ECHS, field trips, scholarships, and summer enrichment (EOC/Credit Recovery/Summer Studio). We utilized Panorama data to consider student perception of engagement as well as informal parent input on opportunities they wish for students to have.

### Engaged, Well Rounded Students Strengths

We are doing well on 1.2. We increased our mentoring program by 400%. We included Spring internship placements and improved summer internships by 5%. We continue to have strong athletic, band, and JROTC participation through ECHS.

We need to improve 1.1 and 1.3. We are hoping to continue to grow our CAST club participation by starting an NHS, and several student sponsored clubs.

### Problem Statements Identifying Engaged, Well Rounded Students Needs

**Problem Statement 1:** Only 38% of students in Panorama indicated they felt engaged. **Root Cause:** Lack of diverse opportunities across pathways and incentives for students to be involved outside of the required curriculum.

# Student Safety & Well Being

## Student Safety & Well Being Summary

CAST Lead High School provides students with a physically and emotionally safe environment in which to learn. According to student surveys, students experience a pervasive feeling of "belonging" and feel a genuine connection to their peers and adults in the building. Additionally, the physical campus was audited by TEA for safety this year with zero infractions. For the 23-24 school year, ECISD is ensuring all campuses have a safety plan and adhere to the TEA safety requirements.

## Student Safety & Well Being Strengths

TEA safety audit resulted in zero safety infractions/concerns.

Students express a feeling of belonging and security amongst their peers informally and formally. Our students self-reported an increase in self-efficacy and emotional regulation according to the Panorama Survey.

CLHS mirrors the SRP drills of ECHS, ensuring both campuses practice how to respond in an emergency should one occur on either campus.

Students regularly practice "See something, say something" as a safety philosophy.

## Problem Statements Identifying Student Safety & Well Being Needs

**Problem Statement 1:** Referrals increased from 36 to 128. **Root Cause:** - Doubled enrollment - Majority of the OSS placements were attributed to a small population of students (8th and 9th graders). Many offenses were THC and fight related There was a major increase in OSS placements due to no ISS. Need for ISS seats, Rebound and DAEP due to student increase in enrollment.

# Student Learning and Progress

## Student Learning and Progress Summary

We support student learning and progress through a variety of quarterly assessments, Interim assessments, NWEA Map screeners, tutoring services per content. Students have access to AP, Dual Credit, TSI early testing, and SAT/ACT testing to promote college-readiness and high levels of rigor. For those that may need additional opportunities for learning, students are given opportunities for summer learning, credit and attendance recovery. The idea of a growth mindset is part of our PBL process which students have multiple opportunities to reflect on their growth, provided feedback from teachers, peers and industry partners. Students and staff are innovative and open minded to always look for opportunities or improvement including incorporating student-led trackers and progress monitoring. We assure student success by building on student strengths through project based learning and providing students with an opportunity to choose their modality that best meets their needs.

## Student Learning and Progress Strengths

Student performed comparably to the state and district scores on the 2023 Spring STAAR EOC. We found need for improvement with the campus behavior system due to increase in student behaviors with the incoming 8th and 9th graders. Due to only 7 juniors being "college ready" for TSI, we are focusing on better preparation for TSI by incorporating Texas College Bridge for all students that have been unsuccessful in one or more areas.

## Problem Statements Identifying Student Learning and Progress Needs

**Problem Statement 1 (Prioritized):** For 22-23 we did not hit our growth target for Algebra 1 we had set (66% approaches). Fell short at 55%. **Root Cause:** Only completed 2 out of our 5 steps to improve scores set by last year's accountability plan.

# Post-Secondary Readiness

## Post-Secondary Readiness Summary

CAST Lead students are provided with internship, work based learning and practicum opportunities that prepare them for the real world. Most students have a mentor from the industry that they receive support and guidance from in addition to the learning environment. Students visit colleges throughout the grade levels both in and out of the city. Students are afforded opportunities to visit with college representatives and take college readiness exams such as TSI, SAT and ACT during the school day. Students can participate in JROTC for military readiness and work-based learning opportunities for those who wish to go straight into industry. Students have the opportunity to participate in service learning opportunities as well as volunteer experiences. They also have the option of participating in Speak Up, Speak Out where they learn and contribute to civic causes. CAST Lead has partnered with a UTSA Civic Leadership professor that works with English classes on civic learning opportunities.

## Post-Secondary Readiness Strengths

We are doing well preparing students for work-based opportunities but have room to grow in college preparation. We are working with our new counselor to provide more guidance for scholarships and college applications as well as FAFSA/TAFSA.

## Problem Statements Identifying Post-Secondary Readiness Needs

**Problem Statement 1 (Prioritized):** Students are better prepared for work-based post-secondary opportunities than college. **Root Cause:** Focus has been on work-based learning and not enough attention to college readiness.

## Quality/Commitment of Staff

### Quality/Commitment of Staff Summary

Staff has a positive impact on student security and sense of campus culture. Panorama scores for teacher-student relationships was the highest in the district at 57%. Our staff seeks out opportunities for continual learning both within ECISD and the CAST Network including a PBL collaborative. Teachers volunteer for supplemental duties and club sponsorships. Training occurs at monthly faculty meetings as well as quarterly days and summer learning. This summer we took our staff to PBL World in California for a week long PD on top of any ECISD PD. Staff has the opportunity to take on leadership roles within the campus and the CAST Network.

### Quality/Commitment of Staff Strengths

We provide teachers many opportunities for campus leadership opportunities and growth within their PLC; however, we are working to make our PD more individualized to teacher need and have even structured our hiring protocols and questions to better identify those needs early on and ensure they are aligned with our campus vision. Additionally, our PD is often PBL focused, but there is still room to grow there and in content specific development. We also created a Behavioral team of teachers to help act as trainers for our improved student behavior system so that all teachers feel empowered with behavior strategies.

### Problem Statements Identifying Quality/Commitment of Staff Needs

**Problem Statement 1 (Prioritized):** 42% of our teaching staff is new to our campus and new to our PBL model which requires additional training. **Root Cause:** A lack of a clear, established PBL road map and system for new training leads to a steep learning curve for new teachers.



# Community Engagement & Partnerships

## Community Engagement & Partnerships Summary

We are working to focus on creating mutually beneficial partnerships through internships, practicum, and service learning. We are starting to see positive informal feedback from partners/employers that indicate our students are high achieving and engaged. We have an increase in mentor participation including mentors electing for multiple semester mentorships which indicates that they find it beneficial to work with our students.

## Community Engagement & Partnerships Strengths

Our partnerships are positively impacting stakeholders. We are hoping to continue to improve 6.3. We are doing well in Hospitality and Tourism, but need improvement in Ag Business, Retail Management, and E-commerce to meet industry needs.

## Problem Statements Identifying Community Engagement & Partnerships Needs

**Problem Statement 1 (Prioritized):** 70% of opportunities for work based learning and partnership represent only one offered pathway. **Root Cause:** Not enough partnerships spread across all offered pathways.

# Fiscal & Operational System

## Fiscal & Operational System Summary

As a growing campus, resources are not always aligned to high priority goals because basic purchasing needs to be done. However, the new 1882 and campus budget for 22-23 are focused on our goals to improve campus instruction.

During the transition from the 21-22 school year to the 22-23 school year, CLHS depended heavily on Central Office staff to input P.O.'s.

This was due to front office turnover and the process of onboarding new staff members. Implications for this year are as follows and we transparently present them to our CAST and EC stakeholders. Ensure that campus funds are spent first when possible.

The \$1,000 for reading materials was not spent. \$2,000 of campus funds remain for supplies. Pre-determine teacher's needs and fund that line accordingly (Survey teachers '23 EOY, '23 BOY, '24 MOY).

The \$600 for testing materials was not spent. Could be increased and used to pay for TSI sessions or SAT materials. Consult GoCenter.

Line 6398 was unspent; \$2,000 was transferred to another line. Consider dissolving.

\$700 for staff travel was unspent- it's coded for students. Possibly anticipate student experiences (in progress) and fund accordingly for chaperones.

\$2500 for staff PD travel went unspent- anticipate PD Plan (beginning process). Having vacant positions caused a delay in using these funds for AP training.

Admin Laptops: Jackson, 3 new staff teachers, IA, etc. have no laptop. Only \$3300 in admin tech. Significant increase needed. Staff and Student/Event Refreshments increase; made several transfers. Consider increasing contracted services and decreasing curriculum supplies; we tend to need visitors and software more than traditional curriculum supplies. Line 6397 - Tech Equip - could not be used for: chargers, SMART Boards, laptops, etc. (chargers are considered a supply, SMART Boards are a fixed asset, code 11 = student use.) Create technology retirement/replacement plan with Dr. Dykstra. Determine needed funding and appropriate line.

## Fiscal & Operational System Strengths

We are identifying campus spending needs and aligning them to our newly visualized goals. We use campus student growth data and teacher input to prioritize spending. Our NWEA and interim data suggest that next year's focus should be on rigorous, blended learning. The budget and PD plan should support this.

## Problem Statements Identifying Fiscal & Operational System Needs

**Problem Statement 1 (Prioritized):** Previous spending was focused on campus operations versus high priority goals and was overall underutilized. **Root Cause:** A new campus predicated overall operations focus versus a specific high priority goal.

**Problem Statement 2 (Prioritized):** Only 38% of students in Panorama indicated they felt engaged. **Root Cause:** Lack of diverse opportunities across pathways and incentives for students to be involved outside of the required curriculum.

# Priority Problem Statements

**Problem Statement 1:** For 22-23 we did not hit our growth target for Algebra 1 we had set (66% approaches). Fell short at 55%.

**Root Cause 1:** Only completed 2 out of our 5 steps to improve scores set by last year's accountability plan.

**Problem Statement 1 Areas:** Student Learning and Progress

**Problem Statement 2:** Students are better prepared for work-based post-secondary opportunities than college.

**Root Cause 2:** Focus has been on work-based learning and not enough attention to college readiness.

**Problem Statement 2 Areas:** Post-Secondary Readiness

**Problem Statement 3:** 70% of opportunities for work based learning and partnership represent only one offered pathway.

**Root Cause 3:** Not enough partnerships spread across all offered pathways.

**Problem Statement 3 Areas:** Community Engagement & Partnerships

**Problem Statement 4:** Only 38% of students in Panorama indicated they felt engaged.

**Root Cause 4:** Lack of diverse opportunities across pathways and incentives for students to be involved outside of the required curriculum.

**Problem Statement 4 Areas:** Fiscal & Operational System

**Problem Statement 5:** 42% of our teaching staff is new to our campus and new to our PBL model which requires additional training.

**Root Cause 5:** A lack of a clear, established PBL road map and system for new training leads to a steep learning curve for new teachers.

**Problem Statement 5 Areas:** Quality/Commitment of Staff

**Problem Statement 6:** Previous spending was focused on campus operations versus high priority goals and was overall underutilized.

**Root Cause 6:** A new campus predicated overall operations focus versus a specific high priority goal.

**Problem Statement 6 Areas:** Fiscal & Operational System

# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

- District goals
- Campus goals
- Performance Objectives with summative review (prior year)
- Planning and decision making committee(s) meeting data

## Accountability Data

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

## Student Data: Assessments

- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- SAT and/or ACT assessment data
- Local diagnostic reading assessment data
- Local benchmark or common assessments data

## Student Data: Student Groups

- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Special education/non-special education population including discipline, progress and participation data
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant achievements by race, ethnicity, gender, etc.
- Section 504 data
- Dual-credit and/or college prep course completion data

## Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Tobacco, alcohol, and other drug-use data
- Enrollment trends

## Employee Data

- Staff surveys and/or other feedback
- Teacher/Student Ratio
- T-TESS data

#### **Parent/Community Data**

- Parent engagement rate

#### **Support Systems and Other Data**

- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Budgets/entitlements and expenditures data
- Study of best practices

# Goals





Revised/Approved: July 26, 2023

**Goal 1:** Engaged, Well Rounded Students

**Key Question 1:** To what degree does ECISD provide diverse experiences to meet the needs and interests of all students?

**Initial Status:** Maintain but Consider a Change

**Summative Evaluation:** Q1: Adjustments taking place

System Response 1 Details	Reviews			
<p><b>System Response 1:</b> CLHS will create systemic experiences for each pathway and grade level to ensure all students are provided with opportunities while decreasing variability.</p> <p><b>Evidence of Success:</b> 100% of pathways at CLHS will have at least one intentional experience planned out.</p> <p><b>Staff Responsible:</b> Ashland Pingue Erica Jackson</p>	Formative			Summative
	Nov	Jan	Mar	June
	Adjustments Taking Place	Adjustments Taking Place		
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

**Strategy 1:** Identify the current experiences, certifications, etc. that our students currently have. Identify pathways in need of signature experiences and create a committee.

**Intended Audience:** Administration

**Provider / Presenter / Person Responsible:** Catelyn Vasquez

**Date(s) / Timeframe:** Tracker for current experience of students by October, 2023.  
Teachers formed PBL collaboration groups by September.  
Signature experiences identified by December for backward planning next year.

**Collaborating Departments:** Counseling

**Delivery Method:** Presentation

**Staff Responsible:** Catelyn Vasquez





**TEA Priorities:**

Connect high school to career and college

**Goal 1:** Engaged, Well Rounded Students

**Key Question 2:** To what degree is student voice valued and reflected in student experiences?

**Initial Status:** Maintain

System Response 1 Details	Reviews			
<p><b>System Response 1:</b> Organize students and stakeholders to create awareness around the value CLHS puts on student voice and choice.</p> <p><b>Evidence of Success:</b> Student survey responses will reflect that students feel they are heard and that their feelings and feedback matter reflected by at least 5% growth in their Panorama responses.</p> <p><b>Staff Responsible:</b> Erica Jackson</p>	Formative			Summative
	Nov	Jan	Mar	June
	Adjustments Taking Place	On Track		
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

**Strategy 1:** CLHS will create a variety of opportunities (meeting times, suggestion boxes, etc.)

**Intended Audience:** Students

**Provider / Presenter / Person Responsible:** Ashland Pingue

**Date(s) / Timeframe:** By end of September, 2023.

**Collaborating Departments:** Counseling, Faculty

**Delivery Method:** Announcements, advertising, student council





**Staff Responsible:** Erica Jackson



**Goal 1:** Engaged, Well Rounded Students

**Key Question 3:** To what degree are all students engaged in our schools and the community?

**Initial Status:** Maintain but Consider a Change

System Response 1 Details	Reviews			
<p><b>System Response 1:</b> We will maximize students opportunities to learn by making learning meaningful, maximizing student participation, and limiting the amount of time students are out of class.</p> <p><b>Evidence of Success:</b> CLHS will reach a 94.5% attendance rate for the 2023-24 school year</p> <p><b>Staff Responsible:</b> Assistant Principal</p>	Formative			Summative
	Nov	Jan	Mar	June
	Adjustments Taking Place	Adjustments Taking Place		
<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>				

**Strategy 1:** Implement Attendance Incentive

**Intended Audience:** Students





**Provider / Presenter / Person Responsible:** Assistant Principal

**Staff Responsible:** Assistant Principal

**Goal 2:** Student Safety & Well Being

**Key Question 1:** To what degree are students safe and feel secure at school, physically and socially/emotionally?

**Initial Status:** Minor Change

System Response 1 Details	Reviews			
<p><b>System Response 1:</b> Maintain safety by creating a safety plan that reflects campus changes, such as entries and exits due to the new fencing.</p> <p><b>Evidence of Success:</b> Safety Plan Completed</p> <p><b>Staff Responsible:</b> Erica Jackson</p>	Formative			Summative
	Nov	Jan	Mar	June
	On Track	On Track		
<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>				

**Strategy 1:** CLHS will create an updated map, safety plan, emergency evacuation plan, etc.

**Intended Audience:** Students/Staff

**Provider / Presenter / Person Responsible:** Erica Jackson

**Date(s) / Timeframe:** no later than the second week in September, 2023

**Collaborating Departments:** District Safety, Safety coordinator, all staff





**Delivery Method:** Presentation

**Staff Responsible:** Erica Jackson

**Goal 2: Student Safety & Well Being**

**Key Question 2:** To what degree are we able to respond, both proactively and reactively, to crisis situations?

**Initial Status:** Maintain but Consider a Change

System Response 1 Details	Reviews			
<b>System Response 1:</b> Create a system to ensure all students have equitable access to the counselor. <b>Evidence of Success:</b> 100% of students who request to see the counselor will see her within 1 week. <b>Staff Responsible:</b> Sheryl Burns	Formative			Summative
	Nov	Jan	Mar	June
	On Track	On Track		
<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>				

**Strategy 1:** The counselor will create a system for students to sign up for time slots, as well as track who has been seen and when.

**Intended Audience:** Students/Faculty

**Provider / Presenter / Person Responsible:** Sheryl Burns

**Date(s) / Timeframe:** By end of September

**Collaborating Departments:** Counseling/Admin





**Delivery Method:** Marketing, electronic/virtual tools

**Staff Responsible:** Sheryl Burns

**Goal 2: Student Safety & Well Being**

**Key Question 3:** To what degree do we provide support services for staff, students, and families on an ongoing basis and in a crisis?

**Initial Status:** Maintain

System Response 1 Details	Reviews			
<p><b>System Response 1:</b> Weekly meetings with the CIS representative.</p> <p><b>Evidence of Success:</b> The CIS representative and counselor will be invited to meet with an ILT member weekly. She will attend 90% or more of these scheduled meetings.</p> <p><b>Staff Responsible:</b> Erica Jackson</p>	Formative			Summative
	Nov	Jan	Mar	June
	On Track	On Track		
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

**Strategy 1:** CLHS will begin regularly scheduled meetings with CIS in order to stay aligned and ensure that the Communities in Schools representative is being utilized to their full extent successfully

**Intended Audience:** CIS, Admin

**Provider / Presenter / Person Responsible:** Ashland Pingue

**Date(s) / Timeframe:** Beginning by no later than the second week of school.

**Collaborating Departments:** Counseling, CIS, Admin

**Delivery Method:** Standing weekly meetings calendared on Google Calendar with invitations to all participants.





**Staff Responsible:** Erica Jackson

**Goal 3:** Student Learning and Progress

**Key Question 1:** To what degree do we support student learning and progress?

**Initial Status:** Major Change

**Summative Evaluation:** Q1: Support Requested

System Response 1 Details	Reviews			
<p><b>System Response 1:</b> New district protocols are in place for our walkthroughs on campus.  <b>Evidence of Success:</b> 100% of teachers will receive a weekly walkthrough by an ILT member.  <b>Staff Responsible:</b> Ashland Pingue                      Erica Jackson</p>	Formative			Summative
	Nov	Jan	Mar	June
	Support Requested	Adjustments Taking Place		
<p style="text-align: center;">  No Progress                                   Accomplished                                   Continue/Modify                                   Discontinue                         </p>				

**Strategy 1:** ILT will have a standing agenda item during which we will review the teacher feedback cycle. We will create a schedule to ensure each teacher has an administrator providing feedback weekly.

**Intended Audience:** Admin

**Provider / Presenter / Person Responsible:** Ashland Pingue

**Date(s) / Timeframe:** by September 14th

**Collaborating Departments:** Admin, Faculty

**Delivery Method:** Feedback Loop

**Staff Responsible:** Ashland Pingue  
Erica Jackson

**TEA Priorities:**





Recruit, support, retain teachers and principals

**Goal 3: Student Learning and Progress**

**Key Question 2:** To what degree is a growth mindset a part of how we do business?

**Initial Status:** Maintain but Consider a Change

**Summative Evaluation:** Q1: On Track

System Response 1 Details	Reviews			
<p><b>System Response 1:</b> SBG Training for staff will increase the intentionality of grading and improve communication of growth to teachers, students, and families.</p> <p><b>Evidence of Success:</b> 100% of staff will attend the SBG training.</p> <p><b>Staff Responsible:</b> Ashland Pingue</p>	Formative			Summative
	Nov	Jan	Mar	June
	On Track	On Track		
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

**Strategy 1:** Staff will receive an overview of SBG.

**Intended Audience:** Faculty (Primarily Teachers)

**Provider / Presenter / Person Responsible:** Ashland Pingue

**Date(s) / Timeframe:** by October Staff Meeting.

**Collaborating Departments:** Admin, Faculty





**Delivery Method:** PD

**Staff Responsible:** Ashland Pingue

**Goal 3:** Student Learning and Progress

**Key Question 3:** To what degree are students growing and achieving academically and behaviorally?

**Initial Status:** Minor Change

System Response 1 Details	Reviews			
<p><b>System Response 1:</b> We will help students that are struggling close the gap by identifying struggling students and providing high quality interventions.</p> <p><b>Evidence of Success:</b> CLHS score at least 80% approaches, 47% meets, 9% masters on STAAR. (2021-22 CLHS scored 80% approaches, 47% meets, 9% masters)</p> <p><b>Staff Responsible:</b> Erica Jackson</p>	Formative			Summative
	Nov	Jan	Mar	June
	Adjustments Taking Place	Adjustments Taking Place		
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

**Strategy 1:** A behavior committee will be formed. Teachers will receive Tier I Behavior training from this committee.

**Intended Audience:** Faculty

**Provider / Presenter / Person Responsible:** Erica Jackson  
Katherine Thompson

**Date(s) / Timeframe:** BOY PD

**Collaborating Departments:** Faculty/Admin

**Delivery Method:** PD

**Staff Responsible:** Erica Jackson

**Goal 3:** Student Learning and Progress

**Key Question 4:** To what degree do we assure student success by building on student strengths?

**Initial Status:** Maintain

**Summative Evaluation:** Q1: Making Adjustments







**Goal 4: Post-Secondary Readiness**

**Key Question 1: To what degree are students ready to make a meaningful life and living?**

**Initial Status:** Maintain but Consider a Change

**Summative Evaluation:** Q1: Adjustments taking place

System Response 1 Details	Reviews			
<p><b>System Response 1:</b> We will track and administer early TSI testing and preparation through Texas College Bridge in order to reach 70% of college, career, or military readiness indicators by EOY Spring 2024 for seniors.</p> <p><b>Evidence of Success:</b> 70% of CLHS seniors meet one or more college, career, or military indicators by graduation</p> <p><b>Problem Statements:</b> Post-Secondary Readiness 1</p>	Formative			Summative
	Nov	Jan	Mar	June
	Adjustments Taking Place	On Track		
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

**Strategy 1:** Accurately schedule all students who have missed one or more TSI college readiness area to the correct Texas College Bridge MTSS monitoring group.

**Provider / Presenter / Person Responsible:** Admin & Teachers

**Date(s) / Timeframe:** By first 3 weeks of school

**Staff Responsible:** Admin & Teachers

**Targeted Support Strategy**

**Strategy 2:** Monitoring Dual Credit progress for students enrolled at TAMUSA.

**Date(s) / Timeframe:** By end of first 9 weeks

**Staff Responsible:** DC proctor

**TEA Priorities:**

Connect high school to career and college

**Key Question 1 Problem Statements:**

## Post-Secondary Readiness





**Problem Statement 1:** Students are better prepared for work-based post-secondary opportunities than college. **Root Cause:** Focus has been on work-based learning and not enough attention to college readiness.

**Goal 4: Post-Secondary Readiness**

**Key Question 2:** To what degree are students planning for post-secondary and executing their plans?

**Initial Status:** Maintain

**Summative Evaluation:** Q1: Adjustments taking place

System Response 1 Details	Reviews			
<p><b>System Response 1:</b> In order to support the execution of post-secondary student plans, CLHS will be implementing Texas College Bridge for any students who are not required to be in an AI/RTI WIN course. Students will meet with the counselor to discuss their graduation plan, its progress, any potential changes, as well as college/career readiness indicators.</p> <p><b>Evidence of Success:</b> 100% of students who do not receive AI or RTI will complete TCB during WIN.</p> <p><b>Staff Responsible:</b> Ashland Pingue</p>	Formative			Summative
	Nov	Jan	Mar	June
	Adjustments Taking Place	On Track		
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

**Strategy 1:** Students will be grouped by need by MTSS. Those who have not passed the reading or math TSI will participate in TCB. Once they have completed that section of TCB, we will have them tested.

**Intended Audience:** Students/Faculty/Admin

**Provider / Presenter / Person Responsible:** Erica Jackson

**Date(s) / Timeframe:** By the beginning of WIN, week 2.

**Collaborating Departments:** Admin/Counseling

**Delivery Method:** WIN





**Staff Responsible:** Erica Jackson  
Ashland Pingue

**Goal 4: Post-Secondary Readiness**

**Key Question 3: To what degree are students ready for citizenship and civic duty?**

**Initial Status:** Maintain but Consider a Change

**Summative Evaluation:** Q1: On Track

System Response 1 Details	Reviews			
<p><b>System Response 1:</b> We will ensure students are ready for citizenship and civic duty by incorporating yearly opportunities for participation in service learning and civic projects.</p> <p><b>Evidence of Success:</b> 10% increase in SUSO or service learning opportunities.</p>	Formative			Summative
	Nov	Jan	Mar	June
	On Track	On Track		
<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>				

**Strategy 1:** We will communicate opportunities for students to exercise these skills through social media, Google Classroom, Parent Link, and (once acquired) Talking Points.

**Intended Audience:** Students/Faculty

**Provider / Presenter / Person Responsible:** Catelyn Vasquez

**Date(s) / Timeframe:** As they arise

**Collaborating Departments:** Partnership Coordination

**Delivery Method:** Virtual





**Staff Responsible:** Catelyn Vasquez

**Goal 4: Post-Secondary Readiness**

**Key Question 4:** To what degree does the system reflect "all means all"?

**Initial Status:** Maintain

**Summative Evaluation:** Q1: On Track

System Response 1 Details	Reviews			
<p><b>System Response 1:</b> All faculty attended PBL training. This year, teachers will be using it as a tool to increase the student-centered instruction and application of skills learned.</p> <p><b>Evidence of Success:</b> 100% of teachers will participate in at least one PBL per semester.</p> <p><b>Staff Responsible:</b> Admin/Faculty</p>	Formative			Summative
	Nov	Jan	Mar	June
	On Track	On Track		
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

**Strategy 1:** Teachers will be asked to demonstrate their learning around PBL through classroom implementation.

**Intended Audience:** Faculty

**Provider / Presenter / Person Responsible:** Ashland Pingue  
Erica Jackson

**Date(s) / Timeframe:** Q1-Q4 Planning Day

**Collaborating Departments:** Faculty, Admin, IS's

**Delivery Method:** PD





**Staff Responsible:** Ashland Pingue  
Erica Jackson

**Goal 5: Quality/Commitment of Staff**

**Key Question 1:** To what degree does staff positively impact students according to need?

**Initial Status:** Maintain

**Summative Evaluation:** Q1: Adjustments taking place

System Response 1 Details	Reviews			
<p><b>System Response 1:</b> Teachers will create clear classroom expectations and procedures that systematically familiarize themselves with students and their individual needs.</p> <p><b>Evidence of Success:</b> Relationship data from Panorama will increase at least 5%.</p> <p><b>Staff Responsible:</b> Ashland Pingue</p>	Formative			Summative
	Nov	Jan	Mar	June
	Adjustments Taking Place	Adjustments Taking Place		
<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>				

**Strategy 1:** Teachers will create classroom management plans that systematically create opportunities for teachers to gain knowledge of their students

**Intended Audience:** Faculty

**Provider / Presenter / Person Responsible:** Erica Jackson

**Date(s) / Timeframe:** BOY PD

**Collaborating Departments:** Admin/Faculty

**Delivery Method:** PD





**Staff Responsible:** Erica Jackson

**Goal 5: Quality/Commitment of Staff**

**Key Question 2:** To what degree do our staff members exemplify the Profile of an EC Learning Leader?

**Initial Status:** Minor Change

**Summative Evaluation:** Q1: Adjustments taking place

System Response 1 Details	Reviews			
<p><b>System Response 1:</b> Teachers will follow protocols and expectations that model the traits of an EC Learning Leader.  <b>Evidence of Success:</b> Teachers will choose a trait to focus on. This could be a strength to highlight or an area of improvement.  <b>Staff Responsible:</b> Faculty/Appraisers</p>	Formative			Summative
	Nov	Jan	Mar	June
	Adjustments Taking Place	On Track		
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

**Strategy 1:** The traits of an EC Learning Leader will be introduced to staff. They will choose an area of focus.

**Intended Audience:** Faculty

**Provider / Presenter / Person Responsible:** Ashland Pingue

**Date(s) / Timeframe:** By December

**Collaborating Departments:** Admin/Teaching Faculty

**Delivery Method:** PD

**Staff Responsible:** Ashland Pingue

**TEA Priorities:**

Recruit, support, retain teachers and principals

**Goal 5: Quality/Commitment of Staff**

**Key Question 3:** To what degree do we train and develop new and existing staff?

**Initial Status:** Maintain

**Summative Evaluation:** Q1: On Track



**Goal 5: Quality/Commitment of Staff**

**Key Question 4:** To what degree is staff empowered to realize the mission of the district?

**Initial Status:** Minor Change

**Summative Evaluation:** Q1: Making adjustments





Q2: Making adjustments

**Goal 6: Community Engagement & Partnerships**

**Key Question 1:** To what degree do we cultivate mutually beneficial partnerships?

**Initial Status:** Minor Change

**Summative Evaluation:** Q1: Adjustments taking place  
Q2: On Track

System Response 1 Details	Reviews			
<p><b>System Response 1:</b> Industry Partners will be surveyed BOY and EOY to collect data on the mutual benefit of partnering with CLHS.</p> <p><b>Evidence of Success:</b> 100% of partners will respond positively.</p> <p><b>Staff Responsible:</b> Catelyn Vasquez</p>	Formative			Summative
	Nov	Jan	Mar	June
	Adjustments Taking Place	On Track		
<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>				

**Strategy 1:** Industry Partners will be surveyed BOY and EOY to collect data on the mutual benefit of partnering with CLHS.

**Intended Audience:** Industry Partners

**Provider / Presenter / Person Responsible:** Catelyn Vasquez

**Date(s) / Timeframe:** Second and Last Partnership Meeting

**Collaborating Departments:** Partnership Coordination

**Delivery Method:** Survey

**Staff Responsible:** Catelyn Vasquez

**TEA Priorities:**

Connect high school to career and college

**Goal 6: Community Engagement & Partnerships**

**Key Question 2:** To what degree do our partnerships positively impact stakeholders?

**Initial Status:** Minor Change

**Summative Evaluation:** Q1: On track

Q2: On Track

**Goal 6: Community Engagement & Partnerships**

**Key Question 3:** To what degree do we connect with workforce needs?

**Initial Status:** Minor Change

**Summative Evaluation:** Q1: On track





Q2: Making adjustments from industry feedback

**Goal 7: Fiscal & Operational System**

**Key Question 1:** To what degree do we align resources to high priority goals?

**Initial Status:** Maintain

**Summative Evaluation:** Q1: On Track

System Response 1 Details	Reviews			
<p><b>System Response 1:</b> When using campus funds or grant funds, the principal will work closely with ILT and the CIP to ensure fiscal operations as well as the operations of the campus and campus goals are at the center of our spending.</p> <p><b>Evidence of Success:</b> 100% of line items will be connected with a value, need, or goal.</p> <p><b>Staff Responsible:</b> Ashland Pingue</p>	Formative			Summative
	Nov	Jan	Mar	June
	On Track	On Track		
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

**Strategy 1:** The needs of the campus, to include operations and prioritized goals, will be addressed through campus purchasing.

**Intended Audience:** ILT

**Provider / Presenter / Person Responsible:** Ashland Pingue

**Date(s) / Timeframe:** First purchase order to last.

**Collaborating Departments:** Admin, Office Staff, ILT

**Delivery Method:** N/A





**Staff Responsible:** Ashland Pingue

**Goal 7: Fiscal & Operational System**

**Key Question 2:** To what degree are we fiscally and operationally efficient and transparent?

**Initial Status:** Maintain

**Summative Evaluation:** Q1: Adjustments taking place

System Response 1 Details	Reviews			
<p><b>System Response 1:</b> An inventory protocol will be in place for students and staff, ensuring that all materials are checked out to the appropriate</p> <p><b>Evidence of Success:</b> 100% of non-consumable and fixed assets will be accounted for in inventory management systems by June 3, 2024</p> <p><b>Staff Responsible:</b> Ashland Pingue</p>	Formative			Summative
	Nov	Jan	Mar	June
	Adjustments Taking Place	On Track		
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

**Strategy 1:** All relevant teacher-issued and student-issued devices and materials will be checked out to students via Follett.

**Intended Audience:** Faculty and Staff

**Provider / Presenter / Person Responsible:** Ashland Pingue

**Date(s) / Timeframe:** BOY/EOY

**Collaborating Departments:** Office Staff

**Delivery Method:** N/A

**Staff Responsible:** Ashland Pingue

**Strategy 2:** The principal and AP will meet daily with the PEIMS secretary to ensure coding is updated and correct according to PEI MS Arm Tracker.

**Intended Audience:** Principal, AP, Secretary

**Provider / Presenter / Person Responsible:** Principal, AP

**Date(s) / Timeframe:** Daily Check-in, reported quarterly on ARMS tracker

**Collaborating Departments:** Office Staff

**Delivery Method:** N/a

**Staff Responsible:** Erica Jackson, Christopher Turnbull

# Targeted Support System Responses

Goal	Key Question	System Response	Strategy	Description
4	1	1	1	Accurately schedule all students who have missed one or more TSI college readiness area to the correct Texas College Bridge MTSS monitoring group.