

COMMUNITY H S

Campus Improvement Plan - Community High School 2024/2025



Robert Goff, Principal
440 N FM 1138, Nevada, TX 75173
972-843-6500
robert.goff@communityisd.org

Mission Statement

Community High School believes that all students can learn through collaboration and building positive relationships. We will provide challenging learning opportunities and experiences to enable our students to be productive and responsible citizens in an ever-changing society.

Vision

Experience The B.L.U.E.

Believe Lead Unite & Excel

Core Beliefs

Safety

Respect

Excellence

Engagement

Guidance

Accountability

Comprehensive Needs Assessment

Demographics

Demographics Strengths

Community High School has a 97.6% attendance rate and offers many great opportunities for students to be a part of such as FCCLA, FFA, foreign language, gifted and talented, performing arts, athletics, athletic training, and many more. CHS also offers the Advanced Placement program and Dual-Credit courses through Collin College, Trinity Valley Community College, and A&M-Commerce. CHS strives to create a positive learning environment to meet the needs of all students and accepts students at their level of accomplishment regardless of race, religion, sex, or ethnicity. Community High School received distinctions for the 2022-2023 school year for Academic Achievement in ELA/Reading, Academic Achievement in Science, and Postsecondary Readiness. CHS was also named a Blue Ribbon School of Excellence.

Demographics Weaknesses

Community High School struggles to recruit experienced teachers. Community High School also struggles with students scoring at or above the state level in EOC, SAT, and ACT tests. Community needs to improve special education services and closing the gaps in learning.

Demographics Needs

Problem Statement 1: Based on student data from benchmarks and STAAR scores CHS needs to close the learning gap with our subpopulation students.

Problem Statement 2: Based on student, teacher, and parent surveys racial unity continues to be a point of concern at CHS.
Root Cause: Lack of diversity, professional development for teachers, and celebration/knowledge of different cultures.

Problem Statement 3: Based on STAAR, EOC, and SAT data. The students at Community High School overall are not performing at grade level or above in English and Math.

Demographics Summary

Community High School is a rural public school located in Collin County, Texas. CHS serves four different communities (Nevada, Josephine, Copeville, and Lavon). Student enrollment at Community High School is 1,070 students and serves grades 9-12. As of May, 2023 Community High School has the following demographic breakdown of students: White - 46.9%, Hispanic/Latino - 39.9%, Black/African American - 8.8%, American Indian .5%, Asian 1.4%, Pacific Islander .1% and Two or more races - 2.5%.

Community High School is comprised of a variety of students. 48.1% of students are economically disadvantaged, 42% are At-Risk, 11.8% are in Section 504 receiving services, 13.4% are gifted and talented, and 19.2% are Emergent Bilinguals. 46% of students that attend CHS participate in the free and/or reduced lunch program.

Comprehensive Needs Assessment

Student Achievement

Student Achievement Strengths

Community High School did not show improvement this year with student achievement in Algebra 1, English 1, and US History and Biology. The attendance rate at CHS is 98.2%, and 3 out of 4 index requirements were met to Meet Standard for the campus. CHS did show growth in English II.

Student Achievement Weaknesses

CHS need to improve the number of students performing at or above grade level.

Student Achievement Needs

Problem Statement 1: Based on previous STARR Algebra. US History, Biology, ELAR scores there is a need to increase the percentage of students who meet or master standards at CHS.

Root Cause: There is a lack of rigor, engagement, and checks for understanding in daily lessons.

Problem Statement 2: Based on previous AP scores there is a need to increase the percentage of students who score three or higher.

Root Cause: There is a lack of rigor, engagement, and checks for understanding in daily lessons.

Problem Statement 3: Based on previous SAT/ACT scores there is a need to increase the percentage of students who meet the SAT/ACT criteria for reading and writing and math.

Root Cause: Lack of alignment and integration of college readiness standards with class rigor. There is a lack of rigor, engagement, and checks for understanding in daily lessons.

Student Achievement Summary

All schools in Texas must meet standards in three of four accountability areas. For the 2018-19 school year, Community High School met these targets:

Index 1- Student Achievement. CHS - 74 (state target score: 60)

Index 2- Student Progress. CHS - 16 (state target score: 17)

Index 3- Closing Performance Gaps. CHS - 43 (state target score: 31)

Index 4- Post-Secondary Readiness. CHS - 78 (state target score: 60)

Comprehensive Needs Assessment

Student Achievement Summary (Continued)

These scores resulted in Community High School receiving a 2019 Texas Accountability Met Standard rating. Although we are proud of our scores, our goal is to be an A-rated campus.

School Culture and Climate

School Culture and Climate Strengths

The campus has improved the overall morale of the students and staff.

School Culture and Climate Weaknesses

CHS still need to raise the retention rate.

School Culture and Climate Needs

Problem Statement 1: Based on 2023-2024 discipline referral data CHS has a large number of students who received multiple tiers 1 and 2 referrals.

Root Cause: A need to implement positive behavior rewards.

Problem Statement 2: Based on a student survey 43% of students feel like they do not belong.

Root Cause: Lack of clubs and organizations of interest to all students.

Problem Statement 3: Based on survey feedback from teachers, students and parents, there is a need for increased monitoring in the hallways, at lunch, and in the parking lot.

Root Cause: A high number of students enrolled in a larger school building and social issues.

Problem Statement 4: CHS has seen an increase in vaping.

Root Cause: A national epidemic with THC and tobacco use.

Problem Statement 5: CHS has seen a rise in students skipping classes.

Root Cause: A rise in apathy of students in attending class.

Comprehensive Needs Assessment

School Culture and Climate Summary

Our staff at CHS is committed to providing high quality instruction, while also providing a small-town feel that encourages staff to know and understand the "whole kid". Teachers are highly trained in professional development, and also work to make personal connections with students.

Staff Quality, Recruitment and Retention

Staff Quality, Recruitment and Retention Strengths

The retention rate has improved the last three years. CHS has developed resources and support for teachers as well as improved culture on the campus. CISD is moving to a four day work week to attract teachers.

Staff Quality, Recruitment and Retention Weaknesses

CHS has struggled to recruit experienced teachers.

Staff Quality, Recruitment and Retention Needs

Problem Statement 1: CHS had a 26% staff turnover rate from 2022-2023 school year.
Root Cause: Staff were unhappy, inefficient, received promotions, or sought other opportunities.

Staff Quality, Recruitment and Retention Summary

CHS has improved staff retention, but the numbers still need to improve.

Curriculum, Instruction and Assessment

Curriculum, Instruction and Assessment Strengths

Comprehensive Needs Assessment

*Instructional Coach was added to our campus to work with all teachers

*Unit Tests were created by curriculum and instruction.

*Teachers are given timely feedback from administrators after walkthroughs

*Testing calendar was provided at the beginning of the year.

*Teachers of tested subjects were given an additional planning period to allow more time for planning and data analysis

Curriculum, Instruction and Assessment Weaknesses

CHS has young teachers with little experience that will need extra support.

Curriculum, Instruction and Assessment Needs

Problem Statement 1: Based on a parent, staff and student surveys it was determined that CHS does not provide instructional material that reflect students different cultural background, ethnicity, and identity.

Root Cause: Lack of training and emphasis on culturally responsive teaching.

Problem Statement 2 (Prioritized): There is a need to increase the academic achievement of all students at the "meets" and "masters" performance levels. Root Cause: Need to increase the quality of Tier 1 instruction in the classroom.

Problem Statement 23(Prioritized):

There is a disparity in STAAR achievement between students who are receiving special education services, EL, low income, in foster care, or homeless and their peers. Root Cause: Need to increase the quality of Tier I instruction in the classroom.

Objective: Increase student achievement in approaches, meets, and masters across all areas evidenced by state performance standards and increase the number of academic distinctions received by the district.

Strategy: Each campus will employ an Campus Instructional Coach to support teachers in improving Tier 1 instruction in the classroom; aimed at improving academic performance.

Comprehensive Needs Assessment

Curriculum, Instruction and Assessment Summary

The Curriculum and Instruction Department is under the direction of Julie Meek. The implementation of a lesson plan process has led to a significant increase in student achievement. PLCs have become an essential part of our schedule each week due to the many benefits all gain from meetings. The district is implementing testing this year to help monitor student achievement and growth prior to state assessments

Family and Community Involvement

Family and Community Involvement Strengths

*Variety of events that include all parents

*Community outreach projects

*Course Premier Night and Homecoming Festival successes

Family and Community Involvement Weaknesses

Parents have struggled to be involved at the campus.

Family and Community Involvement Needs

Problem Statement 1: According to the survey parents feel there is a lack in communication between CHS and the community.

Root Cause: We have multiple ways we communicate and parents are often confused on where to go.

Family and Community Involvement Summary

We understand the importance of parents and the community being involved in our school. We want to increase parental involvement more this year to strengthen the home-school connection. We want to continue representing our school in the community by having our organizations participate in community events. Communication with parents is

Comprehensive Needs Assessment

Family and Community Involvement Summary (Continued)

a point of emphasis this year, and we will continue to provide information in both English and Spanish. Several college visits with parent chaperones will be available to CHS students and families this year.

School Context and Organization

School Context and Organization Strengths

CHS uses a variety of ways to communicate with our stakeholders, including email, social media, Skyward, and the district website.

The CHS master schedule is revamped every year. We review the previous year and make changes based on feedback from stakeholders, staff, and students.

School Context and Organization Weaknesses

We need to continue to streamline communication and ensure all stakeholders have access to information.

School Context and Organization Summary

CHS has a variety of ways to communicate with stakeholders. We need to continue working to ensure all stakeholders have equitable access to information across the campus.

Technology

Technology Strengths

Every student at CHS has a district issued computer.

Technology Weaknesses

Comprehensive Needs Assessment

Often students are unprepared to use their device.

Technology Needs

Problem Statement 1: Based on technology discipline data students were off task and using the computer inappropriately.

Root Cause: Lack of monitoring by teachers.

Technology Summary

Community High School is a 1:1 campus that utilizes Chromebooks. Technology is utilized alongside high quality teaching strategies to enhance the learning experience for our students and to prepare them for opportunities following their high school experience.

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Progress Domain
- Closing the Gaps Domain
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations

Student Data: Assessments

- State and federally required assessment information
- (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR released test questions
- Postsecondary college, career or military-ready graduates
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- SAT and/or ACT assessment data
- PSAT

Student Data: Student Groups

- Special education/non-special education population including discipline, progress and participation data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Discipline records

Employee Data

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

- State certified and high quality staff data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- TTESS data

Parent/Community Data

- Parent surveys and/or other feedback
- Community surveys and/or other feedback

Support Systems and Other Data

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

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Goal 1. Community High School will provide an aligned, rigorous curriculum, with instructional integrity and technology programs preparing students to meet or exceed all educational standards.

Objective 1. GENERAL ACADEMICS: Community High School students will meet or exceed the district goal 90/60/30 goal on STAAR English 1, English 2, Algebra 1, Biology, and US History exams. (90% approaches, 60% meets, 30% masters)

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>1. CHS faculty will use PLC conversations about classroom data to enhance the rigor of student instructional tasks based off of identified problems of practice as evidenced through evaluations, walkthroughs and data analysis.</p> <p>Strategy's Expected Result/Impact: 1 - Implementation can be measured by walkthrough and observation data collected. 2 - Impact can be measured through CBA/Benchmark results, along with EOC scores. (Title I SW Elements: 1.1,3.1) (Target Group: All) (Strategic Priorities: 2,3) (ESF: 4,4.1)</p>	CHS Administration	August to May		Criteria: Walkthrough and TTESS data, Assessment data
<p>2. CHS Leadership Team will develop interventions based on prior year data, in-class observations, and formative assessments.</p> <p>Strategy's Expected Result/Impact: 1 - Implementation can be measured by EOC classes set up for local credit and curriculum used in class for support. 2 - Impact can be measured through Benchmark results and EOC scores. 3 - Teachers will provide daily and weekly remediation after check for understanding of content. (Title I SW Elements: 1.1,2.4) (Target Group: All) (Strategic Priorities: 2,3) (ESF: 1,4,5)</p>	CHS Administration, Department Chairs	August to May		Criteria: Benchmark results and EOC scores
<p>3. CHS teachers will remediate students daily and weekly when a student does not demonstrate mastery of the days objective. If less than 80% of the class did not perform satisfactorily on the check for understanding there will be a whole class reteach.</p> <p>Strategy's Expected Result/Impact:</p>	CHS Administration	August to May		Criteria: CFA/Benchmark assessment results

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<p>1 - Implementation can be measured by students' performance in weekly and daily remediation.</p> <p>2 - Impact can be measured by student performance increases on CFA/Benchmark exams. (Title I SW Elements: 2.5) (Target Group: All) (Strategic Priorities: 3) (ESF: 4,5)</p>				
<p>4. Monitor implementation of TIER 1 high yield strategies to provide consistent, rigorous, high-quality instruction.</p> <p>Strategy's Expected Result/Impact:</p> <p>1. Implementation can be measured through PLC presentations, lesson planning, and walkthroughs.</p> <p>2 - Impact can be measured by increase in student performance on CBA/Benchmark exams</p> <p>3- CHS faculty will utilize the resources in Lead4ward to enhance targeted student achievement. (Title I SW Elements: 1.1,2.5) (Target Group: All) (Strategic Priorities: 2,3) (ESF: 4,5)</p>	Administration	August to May		Criteria: CBA/Benchmark assessment results
<p>5. CHS teachers will implement Canvas in their classroom and utilize the electronic textbooks available through the most recent proclamations.</p> <p>Strategy's Expected Result/Impact:</p> <p>1 - Implementation can be measured through the Chromebook rollout and walkthrough data to confirm students have an electronic device and using Canvas Classroom.</p> <p>2 - Impact can be measured by the increased use of technology on our campus and rise in performance on CBA/Benchmark exams. (Title I SW Elements: 1.1) (Target Group: All) (Strategic Priorities: 2,3) (ESF: 4,5)</p>	CHS Administration, CHS Department Chairs	August to May		Criteria: CBA/Benchmark assessment results

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Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>6. CHS teachers will communicate with students/parents through Canvas and Skyward applications to utilize the technology available in the district.</p> <p>Strategy's Expected Result/Impact: 1 - Implementation can be measured through the use of Canvas and Skyward communication with parents and students. 2 - Impact can be measured through increased parent communication with staff to support students in the classroom. 3 - Teachers will input two grades weekly by 9 am Tuesday. (Title I SW Elements: 2.1,3.1) (Target Group: All) (ESF: 3,3.4)</p>	<p>CHS Administration, CHS Department Chairs</p>	<p>August to May</p>		<p>Criteria: End of year parent survey</p>
<p>7. CHS teachers will utilize campus and district technology coordinators to assist with implementation of new resources.</p> <p>Strategy's Expected Result/Impact: 1. Implementation can be measured through workshop sign in sheets and logs. 2. Impact will be measured by walkthrough data and performance on CBA/Benchmarks. (Title I SW Elements: 1.1,2.5) (Target Group: All) (Strategic Priorities: 2,3) (ESF: 4,5)</p>	<p>CHS Administration, Educational Instructional Technology Specialist</p>	<p>August to May</p>		<p>Criteria: Sign in sheets, CBA/Benchmark assessment results</p>
<p>8. Provide opportunities for non-evaluative feedback by incorporating Instructional Rounds with admin, IC, department heads, and peer observations.</p> <p>Strategy's Expected Result/Impact: 1. Implementation can be measured through walkthrough and feedback. 2. Impact will be measured by walkthrough data. (Title I SW Elements: 1.1,2.5) (Target Group: All) (Strategic Priorities: 1) (ESF: 5)</p>	<p>Administration, CHS Teachers</p>	<p>August to May</p>		<p>Criteria: Walk through data and feedback</p>

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- Objective 2.** MATH - Community High School will meet the 90/60/30 goal on STAAR EOC for Algebra 1 for all student groups, with a primary focus on our Hispanic, Economically Disadvantaged, and Special Education students.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>1. CHS faculty will identify all students not meeting standards in Math and incorporate interventions for those students through academic research centers weekly. Strategy's Expected Result/Impact: 1 - Implementation can be measured through purposeful planning observed in lesson plans, walkthrough and observation data collected. 2 - Impact can be measured by student performance increases on CFA/Benchmark exams and data wall progression. (Title I SW Elements: 1.1,2.5) (Target Group: 9th,10th,11th,12th) (ESF: 5)</p>	<p>CHS Administration, Department Chairs</p>	<p>August to May</p>		<p>Criteria: CBA/Benchmark Assessment data, walkthrough data</p>
<p>2. CHS will implement staff support into the master schedule through Resource and Inclusion for students in need of remediation and/or support in Math. Strategy's Expected Result/Impact: 1 - Implementation can be measured through the master schedule being completed with special education students hand scheduled for inclusion minutes. 2 - Impact can be measured by student performance increases on CFA/Benchmark exams. (Title I SW Elements: 2.5) (Target Group: 9th,10th,11th,12th) (Strategic Priorities: 2) (ESF: 4,5)</p>	<p>CHS Administration, Special Education Department Chair</p>	<p>August to May</p>		<p>Criteria: CBA/Benchmark assessment results</p>
<p>3. CHS faculty will use purposeful planning and scheduling of students to target ELL and Special Ed students in the classrooms with the coach teach model. Strategy's Expected Result/Impact: 1 - Implementation can be measured through teachers slowing down their speech and using shorter sentences, avoiding expressions or sayings that are only common</p>	<p>All teachers, CHS Administration</p>	<p>August to May</p>		<p>Criteria: CBA/Benchmark assessment results</p>

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Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>in the United States, using as many mediums as possible to convey information: oral, written, videos, teacher demonstration, student demonstration, etc...and by using bilingual handouts and cue lists whenever possible.</p> <p>2 - Impact can be measured by student performance increases on CFA/Benchmark exams. (Title I SW Elements: 1.1,2.5) (Target Group: ESL,9th,10th,11th,12th) (Strategic Priorities: 2) (ESF: 4,5)</p>				
<p>4. Teachers will utilize TEKS Resource System (YAG, IFD, VAD) to provide standards based instruction in Math classes.</p> <p>Strategy's Expected Result/Impact:</p> <p>1. Implementation can be measured by weekly lesson plan reviews and walkthroughs</p> <p>2. Impact can be measured through the results of CFA/Benchmark exams and EOC Scores. (Title I SW Elements: 2.5) (Target Group: 9th,10th,11th,12th) (Strategic Priorities: 2) (ESF: 4,5)</p>	<p>CHS Administration, Department Heads, Instructional Coaches</p>	<p>August to May</p>		<p>Criteria: CBA/Benchmark assessment results</p>
<p>5. Disaggregate common assessment data with Instructional Coach to determine areas of highest needs and plan intervention.</p> <p>Strategy's Expected Result/Impact:</p> <p>1. Implementation can be done through meetings with the Associate Principal and Instructional Coach.</p> <p>2. Impact can be measured through the results of CFA/Benchmark exams and EOC Scores. (Title I SW Elements: 1.1,2.5) (Target Group: 9th,10th,11th,12th) (Strategic Priorities: 2) (ESF: 1,4,5)</p>	<p>All teachers, CHS Associate Principal, Instructional Coaches</p>	<p>August to May</p>		<p>Criteria: CFA/Benchmark exams and EOC Scores</p>
<p>6. Implement an incentive program that rewards students for maximum effort during</p>	<p>All teachers, Associate Principal, Instructional Coaches</p>	<p>August to May</p>		<p>Criteria: CFA/Benchmark exams and EOC Scores</p>

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Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
remediation and on the STAAR EOC Strategy's Expected Result/Impact: 1. Implementation can be measured by events held to reward the students. 2. Impact can be measured CFA/Benchmark exams and EOC Scores. (Title I SW Elements: 1.1) (Target Group: 9th,10th,11th,12th) (Strategic Priorities: 2) (ESF: 3,5)				

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Objective 3. ENGLISH LANGUAGE ARTS: Community High School will increase the passing rates on STAAR EOC English I & II to meet the district goal of 90/60/30 for all student groups, by increasing PLCs and monitoring the CISD lesson planning process and providing weekly feedback through walkthroughs.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>1. Utilize informal walkthroughs and Instructional Rounds by Admin, IC, and department heads to give feedback to teachers and mentor them on best instructional practices.</p> <p>Strategy's Expected Result/Impact:</p> <p>1. Implementation will be measured through walkthrough data.</p> <p>2. Impact will be measured through grade reports, walkthroughs, and data analysis. (Title I SW Elements: 2.5) (Target Group: 9th,10th,11th,12th) (ESF: 4,5)</p>	<p>CHS Administration, Instructional Coaches</p>	<p>August to May</p>		<p>Criteria: Walkthrough data</p>
<p>2. Continue to utilize TEKS Resource System (YAG, IFD, VAD) to provide standards based instruction in English classes.</p> <p>Strategy's Expected Result/Impact:</p> <p>1. Implementation can be measured by weekly lesson plan reviews and walkthroughs</p> <p>2. Impact can be measured through the results of CFA/Benchmark exams and EOC Scores. (Title I SW Elements: 1.1,2.5) (Target Group: 9th,10th,11th,12th) (Strategic Priorities: 1,2) (ESF: 4,5)</p>	<p>CHS staff</p>	<p>August to May</p>		<p>Criteria: Lesson plan review, CFA/Benchmark Assessment results</p>
<p>3. Implement ESOL classes for students scoring low on TELPAS Strategy's Expected Result/Impact:</p> <p>1. Implementation can be measured by master schedule and walkthrough data.</p> <p>2. Impact can be measured through TELPAS results (Title I SW Elements: 2.4,2.5) (Target Group: ESL,9th,10th,11th,12th) (Strategic Priorities: 2) (ESF: 4,5)</p>	<p>CHS English Teachers</p>	<p>August to May</p>		<p>Criteria: Walkthrough data, TELPAS results</p>
<p>4. 5) All CHS staff will incorporate writing across the curriculum multiple times per week</p>	<p>CHS Administration, Department Heads, Instructional</p>	<p>August to May</p>		<p>Criteria: Lesson plan review, EOC and TELPAS assessment results</p>

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Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
in order to develop thinking and writing skills. Strategy's Expected Result/Impact: 1. Implementation will be visible in lesson plans submitted by teachers. 2. Impact will be measured through EOC and TELPAS data. (Title I SW Elements: 1.1,2.5) (Target Group: All,ESL,9th,10th,11th,12th) (ESF: 4,5)	Coaches			

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Objective 4. COLLEGE AND CAREER: Community High School will increase participation in Advanced Academics courses (Dual Credit, OnRamps, & AP) and increase the number of students achieving qualifying scores on Advanced Placement exams by 5%. Evaluation Data Sources: Benchmarks, mock AP exams, dual credit enrollment reports

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>1. CHS faculty will encourage all 9th grade students taking Pre-AP courses, and all 10th and 11th grade students to take the PSAT. Strategy's Expected Result/Impact: 1 - Implementation can be measured by the number of students that take the PSAT. 2 - Impact can be seen by the continued growth of the Pre-AP, AP, and Dual Credit class enrollment. (Title I SW Elements: 1.1) (Target Group: 9th,10th,11th,12th) (Strategic Priorities: 2) (ESF: 5)</p>	<p>All CHS faculty, College and Career staff</p>	<p>August to May</p>		<p>Criteria: Enrollment in Pre-AP, AP, and Dual Credit</p>
<p>2. CHS counselors will meet with students on a regular basis in Dual Credit classes, AP classes, and Pre-AP classes to discuss importance of taking the SAT, ACT, PSAT for college preparation. Strategy's Expected Result/Impact: 1 - Implementation can be measured by documenting meetings with students by counselors and number of students that take the SAT, ACT, PSAT, and AP exams. 2 - Impact can be measured by increase of student performance and participation in SAT, PSAT, ACT, AP, and TSI exams. (Title I SW Elements: 1.1) (Target Group: 9th,10th,11th,12th) (Strategic Priorities: 2,3) (ESF: 4,5)</p>	<p>CHS Administration, CHS Counselors</p>	<p>August to May</p>		<p>Criteria: student performance and participation in SAT, PSAT, ACT, AP, and TSI exam</p>
<p>3. CHS counselors and Office for Advanced Academics will organize college visits for Juniors and Seniors. Strategy's Expected Result/Impact: 1 - Implementation can be measured by the scheduling of the college visits, along with the number of students that</p>	<p>CHS Administration, CHS Counselors, College and Career staff</p>	<p>August to May</p>		<p>Criteria: number of students enrolling in Dual Credit and AP classes, and the number of college bound seniors</p>

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Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
attend. 2 - Impact can be measured by the increased number of students enrolling in Dual Credit and AP classes, and the number of college bound seniors. (Title I SW Elements: 1.1) (Target Group: 11th,12th) (Strategic Priorities: 3) (ESF: 1)				
4. Create more sections of Pre AP and AP classes, targeting students those student's scoring Level III performance on STAAR or a strong academic background Strategy's Expected Result/Impact: 1. Implementation will be measured by the scheduling of the classes. 2. Impact can be measured by the increase number of students enrolled in the classes. (Title I SW Elements: 1.1) (Target Group: 9th,10th) (Strategic Priorities: 2) (ESF: 3,4,5)	CHS Administration, Counselors	August to May		Criteria: Number of student in classes compared to previous year
5. Continue Office for Advanced Academics to create opportunities for CHS students to apply for colleges, assist with financial aid, and research career choices. Strategy's Expected Result/Impact: 1. Increase in college bound students 2. Increase in scholarship money and grant money awarded to CHS students. (Title I SW Elements: 1.1) (Target Group: All) (Strategic Priorities: 2,3) (ESF: 3)	CHS Administration, CHS Counselors, College and Career staff	August to May		Criteria: Amount of scholarships and grants awarded to senior class
6. PRIDE PREP program for 9th -11th grade students in partnership with Texas A&M-Commerce. CHS students admitted into PRIDE PREP will spend time on a college campus and receive college credit throughout their CHS years Strategy's Expected Result/Impact: 1. CHS students will receive college credit	CHS Administration, College and Career staff, Director of Advanced Academics	August to May		Criteria: Number of students in Pride Prep

COMMUNITY H S

Goal 1. Community High School will provide an aligned, rigorous curriculum, with instructional integrity and technology programs preparing students to meet or exceed all educational standards.

Objective 4. COLLEGE AND CAREER: Community High School will increase participation in Advanced Academics courses (Dual Credit, OnRamps, & AP) and increase the number of students achieving qualifying scores on Advanced Placement exams by 5%. Evaluation Data Sources: Benchmarks, mock AP exams, dual credit enrollment reports

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
(Title I SW Elements: 1.1) (Target Group: 9th,10th,11th) (Strategic Priorities: 3) (ESF: 3)				
<p>7. Continue to implement BLUE Scholars at CHS. This program will allow seniors to graduate with a portfolio of college and career readiness standards, and increased recognition at Graduation</p> <p>Strategy's Expected Result/Impact:</p> <p>1. Increase in college bound students and enrollment in post-secondary education.</p> <p>2. increased college retention and graduation rates from college (Title I SW Elements: 1.1) (Target Group: 9th,10th,11th,12th) (Strategic Priorities: 3) (ESF: 3)</p>	CHS Administration, CHS Counselors, College and Career staff	August to May		Criteria: College graduation rates
<p>8. CHS College and Career Center is a certified TSI testing site. This increases the number of students that are able to attend post-secondary education.</p> <p>Strategy's Expected Result/Impact:</p> <p>1. Increase number of opportunities for student to take the TSI test</p> <p>2. Increased enrollment in post-secondary education. (Title I SW Elements: 1.1) (Target Group: All) (Strategic Priorities: 3) (ESF: 3)</p>	CHS Administration, CHS Counselors, Office for Advanced Academics	August to May		Criteria: Enrollment numbers for post secondary

COMMUNITY H S

- Goal 1.** Community High School will provide an aligned, rigorous curriculum, with instructional integrity and technology programs preparing students to meet or exceed all educational standards.
- Objective 5.** CAREER TECHNICAL EDUCATION: Community High School will increase the number of certifications earned through CTE programs to students by 5%.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>1. CHS will offer the Microsoft Office Certifications in BIM for Excel, Word, and PowerPoint. Strategy's Expected Result/Impact: 1 - Implementation can be measured by the offering of BIM II for the first time on our campus, along with the purchase of the Certiport curriculum. 2 - Impact can be measured by the number of certifications obtained in BIM II for various Office products. (Title I SW Elements: 1.1) (Target Group: All) (Strategic Priorities: 3) (ESF: 3,5)</p>	<p>BIM teacher, CHS Administration</p>	<p>August to May</p>		<p>Criteria: number of certifications obtained in BIM II for various Office products.</p>
<p>2. CHS will offer various certifications through the Ag. classes, including OSHA safety, welding, and hunting. Strategy's Expected Result/Impact: 1 - Implementation can be measured by offering the OSHA certification courses to students through school. 2 - Impact can be measured by the number of certifications obtained by students through the Ag. classes. (Title I SW Elements: 1.1) (Target Group: All) (Strategic Priorities: 3) (ESF: 3)</p>	<p>Ag. teachers, CHS Administration</p>	<p>August to May</p>		<p>Criteria: number of certifications obtained by students through the Ag. classes.</p>
<p>3. Implementation of a CHS Mock Interview experience for CTE students and upperclassmen through partnership with surrounding business owners and volunteers. Strategy's Expected Result/Impact: 1 - Implementation can be prepare students for career readiness through networking and a formal interview process. (Title I SW Elements: 1.1) (Target Group: All) (Strategic Priorities: 3) (ESF: 3)</p>	<p>CHS Administration, FCS teachers</p>	<p>August to May</p>		<p>Criteria: Student surveys, feedback from interview panel</p>
<p>4. Implement procedures to ensure that every student is aware of and has opportunity to</p>	<p>Administration, CHS Counselors</p>	<p>August to May</p>		<p>Criteria: number of students graduating with endorsements</p>

COMMUNITY H S

Goal 1. Community High School will provide an aligned, rigorous curriculum, with instructional integrity and technology programs preparing students to meet or exceed all educational standards.

Objective 5. CAREER TECHNICAL EDUCATION: Community High School will increase the number of certifications earned through CTE programs to students by 5%.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>complete a graduation plan detailing a coherent sequence of CTE courses, college and career readiness, and preference of career choice. Students should be given a clear pathway through high school leading to higher education and/or career technical training program.</p> <p>Strategy's Expected Result/Impact:</p> <p>1. Implementation can be measured through course selection and scheduling.</p> <p>2. Impact can be measured by the number of students graduating with endorsements. (Title I SW Elements: 1.1) (Target Group: All) (Strategic Priorities: 3) (ESF: 1,3)</p>				
<p>5. Hold a Course Premier night. Strategy's Expected Result/Impact:</p> <p>1. Implementation can be measured through sign-in sheets.</p> <p>2. Impact will be measured by the number of students choosing CTE classes. (Title I SW Elements: 1.1,2.1,2.6,3.1,3.2) (Target Group: All) (Strategic Priorities: 3) (ESF: 3)</p>	Administration, Counselors, Department Heads	August to May		Criteria: number of students choosing CTE classes

COMMUNITY H S

- Goal 1.** Community High School will provide an aligned, rigorous curriculum, with instructional integrity and technology programs preparing students to meet or exceed all educational standards.
- Objective 6.** The campus will increase the number of students meeting SAT/ACT criteria by an average of 5% in each category. Evaluation Data Sources: SAT and ACT scores in math, reading, and writing

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. College Prep courses will focus on preparing students with SAT/ACT practice questions. Strategy's Expected Result/Impact: Improved SAT/ACT scores. (Title I SW Elements: 1.1) (Target Group: All) (Strategic Priorities: 3)	Administration	August to May		Criteria: SAT/ACT results
2. Continuing to provide students with the opportunity to take the PSAT. Strategy's Expected Result/Impact: Improved SAT/ACT scores Staff Responsible for Monitoring: Administration/Counselors (Title I SW Elements: 1.1) (Target Group: All) (Strategic Priorities: 3)	Administration, Counselors	August to May		Criteria: SAT/ACT Results
3. SAT prep course offered through Edgenuity for juniors who struggle on the PSAT. Strategy's Expected Result/Impact: Improved SAT/ACT scores (Title I SW Elements: 1.1) (Target Group: All) (Strategic Priorities: 3)	Administration	August to May		Criteria: SAT/ACT results

COMMUNITY H S

Goal 1. Community High School will provide an aligned, rigorous curriculum, with instructional integrity and technology programs preparing students to meet or exceed all educational standards.

Objective 7. The campus will improve AP scores in World History, English Literature, and Art by 5% for advanced placement classes, by monitoring lesson planning and providing weekly feedback and walkthroughs.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Aligning Pre-AP classes with College Board learning objectives. Strategy's Expected Result/Impact: Increase AP scores (Title I SW Elements: 1.1) (Target Group: All) (Strategic Priorities: 3) (ESF: 4,5)	Administration	August to May		Criteria: AP Scores
2. Professional development to help teachers better understand the AP exam framework and exam strategies. Strategy's Expected Result/Impact: Increase AP scores (Title I SW Elements: 1.1) (Target Group: All) (Strategic Priorities: 3) (ESF: 4,5)	Administration	August to May		Criteria: AP scores
3. AP and PRE-AP teachers will create benchmarks and checkpoints using previously released AP tests. Strategy's Expected Result/Impact: Increase AP scores (Title I SW Elements: 1.1) (Target Group: All) (Strategic Priorities: 3)	Administration	August to May		Criteria: AP scores

COMMUNITY H S

Goal 1. Community High School will provide an aligned, rigorous curriculum, with instructional integrity and technology programs preparing students to meet or exceed all educational standards.

Objective 8. Objective: Increase student achievement in approaches, meets, and masters across all areas evidenced by state performance standards and increase the number of academic distinctions received by the district. Strategy: Each campus will employ an Campus Instructional Coach to support teachers in improving Tier 1 instruction in the classroom; aimed at improving academic performance.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>1. There is a need to increase the academic achievement of all students at the "meets" and "masters" performance levels. Root Cause: Need to increase the quality of Tier 1 instruction in the classroom.</p> <p>There is a disparity in STAAR achievement between students who are receiving special education services, EL, low income, in foster care, or homeless and their peers. Root Cause: Need to increase the quality of Tier I instruction in the classroom. (Title I SW Elements: 1.1,2.5,2.6) (Target Group: All) (Strategic Priorities: 2) (ESF: 5)</p>	Administration	August to May		Criteria: Assessment data
<p>2. Decreasing skipping among students.</p> <p>We will utilize our security and truancy monitor to reduce the number of skippers along with our E-hall pass system. (Title I SW Elements: 2.3,2.4,2.6) (Target Group: All) (ESF: 3)</p>	Campus Administration	August to May		Criteria: attendance records

COMMUNITY H S

Goal 2. Community High School will recruit, hire, train, and retain highly effective staff.

Objective 1. Community High School will increase the staff retention rate to 90% by celebrating teachers' accomplishments, supporting teachers' needs, and removing barriers to their jobs. Evaluation Data Sources: The number of teachers retained for the 22-23 school year.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>1. CHS will recruit highly effective teachers through local and state job fairs, social media, and partnerships with local universities. Strategy's Expected Result/Impact: 1 - Implementation can be measured by the quality and quantity of applicants for each position available. 2 - Impact can be measured by the T-TESS evaluations and retention of quality staff members. (Title I SW Elements: 1.1) (Target Group: All) (Strategic Priorities: 1) (ESF: 1,2,3)</p>	All Staff, CHS Administration	August to May		Criteria: TTESS evaluation data, retention rate for the campus
<p>2. CHS will recognize and celebrate teachers on a consistent basis to build a positive rapport and culture with faculty and staff. Strategy's Expected Result/Impact: 1 - Implementation can be measured by teacher recognition on social media and website, awarding Bringing home the Bacon monthly, and staff recognizing staff, seasonal campus celebrations such as potluck lunches, jeans days. 2 - Impact can be measured by staff morale and culture surveys at mid and end of year. (Title I SW Elements: 2.1) (Target Group: All) (Strategic Priorities: 1) (ESF: 3)</p>	CHS Administration, Instructional Coaches, Webmaster	August to May		Criteria: End of year staff surveys, campus retention rate
<p>3. CHS will provide meaningful, purposeful professional development opportunities for faculty and staff in order to grow teachers in instructional performance and student learning. Strategy's Expected Result/Impact: 1 - Implementation can be measured by targeting areas of need for specific PD in each department via examining data during PLC. Can be measured by the progress of each teacher's district PD game board kept outside their classrooms. Can also be</p>	CHS Administration, Instructional Coaches	August to May		Criteria: Staff surveys

COMMUNITY H S

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Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>measured by the monthly PD reports pulled from Eduphoria to track the progress in each of the district required domains. 2 - Impact can be measured by informal/formal observations of how their PD is being implemented in their classrooms. Can also be measured through staff surveys of what PD was beneficial and which was not. (Title I SW Elements: 1.1) (Target Group: All) (Strategic Priorities: 1) (ESF: 3)</p>				
<p>4. CHS will assign mentors for all new professional staff members and provide intentional mentoring and development throughout the year. Strategy's Expected Result/Impact: 1 - Implementation can be measured by the weekly "Coming Up Next Week" emails sent every Friday by mentors to their mentee list. Can be measured by attendance of mentees and mentors at the monthly New Teacher Meeting hosted by the campus IC Can also be measured by the check-ins between mentees and the CISD C&I department held every nine weeks. 2 - Impact can be measured by the informal and formal observations from Mentors, IC, and Admin. Can also be measured by periodic "climate surveys" submitted by new teachers. (Title I SW Elements: 1.1) (Target Group: All) (Strategic Priorities: 1) (ESF: 1,3)</p>	<p>Campus Administration, Instructional Coaches, Mentor teachers</p>	<p>August to May</p>		<p>Criteria: Walkthrough data, formal and informal, climate surveys from new teachers</p>
<p>5. CHS will identify teachers struggling in instruction and/or content and provide support via working with the campus Instructional Coach and the Associate Principal. Strategy's Expected Result/Impact:</p>	<p>Associate Principal, C&I Department, Campus Administration, Instructional Coaches</p>	<p>August to May</p>		<p>Criteria: Walkthrough and TTESS observation data</p>

COMMUNITY H S

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Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>1 - Implementation can be measured by TTESS walkthroughs and observations, weekly "Tiering of Teachers" meeting with campus leadership team, and planning of coaching cycle with teachers identified as Tier 3.</p> <p>2 - Impact can be measured by Coaching Cycle documentation, informal and formal walkthroughs and observations, weekly CLT meeting conversations, and evidence justifying moving from one Tier to the next. (Title I SW Elements: 1.1) (Target Group: All) (Strategic Priorities: 1) (ESF: 1,2,3)</p>				
<p>6. Implementation of Instructional Staff Meetings to enhance student-centered learning and to build internal leadership capacity in current CHS staff.</p> <p>Strategy's Expected Result/Impact:</p> <p>1. Increase in student performance on STAAR/EOC assessments</p> <p>2. Increased number of peer observations and opportunities for constructive collaboration.</p> <p>(Title I SW Elements: 1.1) (Target Group: All) (Strategic Priorities: 1) (ESF: 3,5)</p>	<p>AVID Site Team, CHS Administration, Department Heads, Instructional Coaches</p>	<p>August to May</p>		<p>Criteria: Number of peer observations, end of year staff survey</p>

COMMUNITY H S

Goal 2. Community High School will recruit, hire, train, and retain highly effective staff.

Objective 2. Community High School will evaluate teacher effectiveness in the classroom through the use of formative and summative data, including, but not limited to T-TESS walkthroughs and observations, Instructional Rounds, and lesson planning feedback.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>1. CHS will conduct and document walkthroughs through DMAC to evaluate teacher effectiveness in the classroom. In addition, staff will participate in Instructional Rounds to increase teacher feedback and academci support in classrooms Strategy's Expected Result/Impact: 1 - Implementation can be measured by TTESS walkthroughs and observations. Can also be measured through teacher weekly quality checks on lesson plans and intervention plans. 2 - Impact can be measured by an increase in overall student engagement and achievement data in TTESS walkthroughs, conversations at the weekly CLT meetings and growth/achievement on common summative assessments and EOC exams (Title I SW Elements: 2.4,2.5) (Target Group: All) (Strategic Priorities: 1) (ESF: 1,3,5)</p>	<p>Campus Administration, Instructional Coaches</p>	<p>August to May</p>		<p>Criteria: TTESS data, student assessment data</p>
<p>2. CHS will utilize the Assistant Principals, campus Instructional Coach, and Department Heads to support growth in teacher effectiveness. Strategy's Expected Result/Impact: 1 - Implementation can be measured by IC coaching cycle plans and documentation and peer observations by Department Heads 2 - Impact can be measured by an increase in the use of research based techniques and strategies (developed through the coaching cycle) documented in walkthroughs and observations and student growth/achievement on common summative assessments and EOC exams. (Title I SW Elements: 1.1,2.2,2.5) (Target Group: All) (Strategic Priorities: 1) (ESF: 1,4,5)</p>	<p>Administration, Department Heads, Instructional Coaches</p>	<p>August to May</p>		<p>Criteria: Walkthrough data, student assessment data</p>

COMMUNITY H S

Goal 2. Community High School will recruit, hire, train, and retain highly effective staff.

Objective 2. Community High School will evaluate teacher effectiveness in the classroom through the use of formative and summative data, including, but not limited to T-TESS walkthroughs and observations, Instructional Rounds, and lesson planning feedback.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>3. CHS leadership will facilitate and guide intentional conversations about district and campus expectations, best practices, planning, TTESS goals, SLOs and assessment data through weekly PLCs. Strategy's Expected Result/Impact: 1 - Implementation can be measured by weekly admin and department head meetings to plan and implement PLC agenda, weekly PLC meeting notes, and pre and post TTESS observation conferences. 2 - Impact can be measured by PLC meeting notes, intervention plans, assessment data tracking, and TTESS evaluation documentation. (Title I SW Elements: 1.1) (Target Group: All) (Strategic Priorities: 1,2) (ESF: 1,4,5)</p>	<p>Administration, Department Heads, Instructional Coaches</p>	<p>August to May</p>		<p>Criteria: PLC meeting notes, intervention plans, assessment data tracking, and TTESS evaluation documentation</p>
<p>4. Administrators will consistently provide lesson plan feedback to increase effectiveness in the classroom through best practices. Strategy's Expected Result/Impact: Increased scores on EOC's Meet the district goal of 90/60/30. (Title I SW Elements: 1.1,2.2) (Target Group: All) (Strategic Priorities: 1,2) (ESF: 3,4,5)</p>	<p>Administration</p>	<p>August to May</p>		<p>Criteria: Student assessment results</p>

COMMUNITY H S

Goal 3. Community High School will maintain a safe and orderly environment.

Objective 1. SECURITY: Community High School will continue to implement and utilize up-to-date security measures, visitor identification system, and safety protocols 100% of the time.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>1. CHS will work closely with our SRO and sister campuses to develop, implement, and evaluate our Crisis Plans for efficiency and safety in mind. Strategy's Expected Result/Impact: 1 - Implementation can be measured by the review of the Campus Crisis Plan by the SRO and campus administration. 2 - Impact can be measured through the continual training, drills, and documentation afterwards of potential safety hazards. (Title I SW Elements: 1.1) (Target Group: All) (ESF: 1)</p>	<p>Campus SRO, CHS Administration</p>	<p>August to May</p>		<p>Criteria: Evidence of drills</p>
<p>2. CHS will ensure that all employees are trained in the proper procedures for common student safety concerns such as bullying, cyber-bullying, depression, and behavior interventions. Strategy's Expected Result/Impact: 1 - Implementation can be measured by documentation of training of staff. 2 - Impact can only truly be measured by drills and actual situations that occur on campus with our students. (Title I SW Elements: 1.1) (Target Group: All) (Strategic Priorities: 1) (ESF: 1,2)</p>	<p>CHS Administration, CHS Counselors, Special Education Behavioral Staff</p>	<p>August to May</p>		<p>Criteria: Sign in sheets, surveys and debriefs following incidents</p>
<p>3. CHS Administration will review the discipline matrix to add an additional step before state documented PEIMS actions are reached, such as DFA. Strategy's Expected Result/Impact: 1 - Implementation can be measured by the added use of DFA to avoid suspensions of students. 2 - Impact can be measured by the attendance of students at DFA detentions. (Title I SW Elements: 1.1) (Target Group: All)</p>	<p>CHS Administration, PEIMS Clerk</p>	<p>August to May</p>		<p>Criteria: attendance of students at DFA detentions</p>

COMMUNITY H S

Goal 3. Community High School will maintain a safe and orderly environment.

Objective 1. SECURITY: Community High School will continue to implement and utilize up-to-date security measures, visitor identification system, and safety protocols 100% of the time.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>4. CHS will communicate with stakeholders the policies and procedures that are in place to ensure all parties involved understand the expectations of the students during the first two days of school and through website. Strategy's Expected Result/Impact: 1 - Implementation can be measured by the Handbook signature page combined with School Messenger communications to stakeholders. 2 - Impact can be measured through surveys shared with stakeholders to gauge level of understanding of campus policies and procedures. (Title I SW Elements: 1.1) (Target Group: All) (ESF: 3)</p>	<p>CHS Administration, CHS Counselors, CHS Front Office Staff</p>	<p>August to May</p>		<p>Criteria: surveys shared with stakeholders to gauge level of understanding of campus policies and procedures</p>
<p>5. CHS will add a truancy and safety monitor to aid in the reduction of truancy and absences. The monitor will be responsible for monitoring hallways, high traffic areas such as the lunchroom, and the student parking area to increase the safety of the campus. Strategy's Expected Result/Impact: This strategy will lessen fights and altercations, reduce truancy and absenteeism, specifically skipping. This strategy will increase monitoring of high traffic areas and places identified as discipline hot spots. (Title I SW Elements: 1.1) (Target Group: All) (ESF: 3)</p>	<p>Assistant Principals</p>	<p>August to May</p>		<p>Criteria: Attendance data</p>

COMMUNITY H S

Goal 3. Community High School will maintain a safe and orderly environment.

Objective 2. DRUG-FREE SCHOOL: Decrease the possession of drugs, alcohol, and tobacco by utilizing the district drug dog and quality monitoring of the campus.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>1. Promote a drug free climate Strategy's Expected Result/Impact: 1. Implementation will be measured by the schedule for events, announcements, and postings. 2. Impact can be measured by number of office referrals given for drug use. (Title I SW Elements: 1.1) (Target Group: All) (ESF: 1)</p>	CHS Administration, Counselors	August to may		Criteria: number of office referrals given for drug use
<p>2. Schedule drug detection canine teams for weekly drills/searches Strategy's Expected Result/Impact: 1. Implementation will be measured by monthly schedule. 2. Impact will be measured by the end of the year totals for incidents involving drugs or alcohol (Title I SW Elements: 1.1) (Target Group: All) (ESF: 3)</p>	CHS Administration	August to May		Criteria: end of the year totals for incidents involving drugs or alcohol
<p>3. Create and implement an educational piece regarding the dangers of vaping for students and parents. Strategy's Expected Result/Impact: 1. Implementation will involve posters, factual information, video segments. 2. Students caught on campus violating policy will be required to participate in an educational module about the dangers of vaping. 2. Impact measured by a decrease in vapes collected and discipline issued. (Title I SW Elements: 1.1,2.1) (Target Group: All) (ESF: 3,3.4)</p>	Administration, Counselors	August to May		Criteria: decrease in number of vapes collected and discipline issued

COMMUNITY H S

Goal 3. Community High School will maintain a safe and orderly environment.

Objective 3. POSITIVE BEHAVIOR INTERVENTION SUPPORT: Implement a system of Positive Behavior and Intervention Support through the use of the Tribe system and five-star monitoring in order to promote character education, foster respect, and develop appropriate decision-making for all students to reduce tier one and tier two behaviors. Evaluation Data Sources: Discipline data and teacher discipline logs

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>1. Provide students with character lessons and opportunities to share positive interactions on campus with staff and peers. Strategy's Expected Result/Impact: 1. Implementation will be measured by lesson plans and walkthroughs. 2. Impact will be measured by a decrease in discipline reports.</p> <p>We will utilize a system to track positive student behaviors. (Title I SW Elements: 1.1,2.2,2.6) (Target Group: All) (ESF: 3)</p>	All Staff	August to May		Criteria: decrease in number of discipline reports

COMMUNITY H S

Goal 4. Community High School shall exhibit excellence in financial and facility planning, management and stewardship.

Objective 1. CHS will establish protocols to ensure campus funds are spent equitably and efficiently.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. All campus budgeted monies shall be used to positively impact student achievement. (Title I SW Elements: 1.1) (Target Group: All) (ESF: 1)	Campus Principals, Chief Financial Officer	August to May		Criteria: Student assessment data, Program evaluation data
2. 60% of allotted budget will be spent by the end of January 2024. (Title I SW Elements: 1.1) (Target Group: All) (ESF: 1)	Campus Principals, Chief Financial Officer	August to May		Criteria: Skyward budget ledger

COMMUNITY H S

Goal 5. Parents and members of the community will have meaningful opportunities to participate in the educational processes of Community High School.

Objective 1. PARENT INVOLVEMENT: Community High School will increase parent representation through campus-based parental activities, meetings, and surveys.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>1. CHS will use all resources available to communicate with stakeholders including the campus website, Facebook page, Blackboard, Twitter, letters sent home, etc...</p> <p>Strategy's Expected Result/Impact: 1 - Implementation can be measured by maintaining a minimum of one weekly communication from campus and teacher to community. 2 - Impact can be measured by the increased number of parents involved in activities and events at the high school. (Title I SW Elements: 1.1,2.1,3.1,3.2) (Target Group: All) (ESF: 1,3)</p>	CHS Administration	August to May		Criteria: number of parents involved in activities and events at the high school
<p>2. CHS will make every effort to communicate with stakeholders in English and Spanish.</p> <p>Strategy's Expected Result/Impact: 1 - Implementation can be measured by increasing the communication by all staff in Spanish as well as English. 2 - Impact can be measured by the increased involvement of Spanish-speaking parents. (Title I SW Elements: 1.1,2.3,3.1) (Target Group: All) (ESF: 1,3)</p>	All Staff, CHS Administration	August to May		Criteria: Number of Spanish-speaking parents involved in events.
<p>3. CHS will have parent meetings and informational nights to increase transparency and expectations for CHS students, staff, and programs.</p> <p>Strategy's Expected Result/Impact: 1 - Implementation can be measured by scheduling the parent training nights on the campus calendar and getting the information out to parents. 2 - Impact can be measured by the number of parents that attend the events. (Title I SW Elements: 1.1,2.1) (Target Group: All) (ESF: 1)</p>	CHS Administration	August to May		Criteria: number of parents that attend the events

COMMUNITY H S

Goal 5. Parents and members of the community will have meaningful opportunities to participate in the educational processes of Community High School.

Objective 1. PARENT INVOLVEMENT: Community High School will increase parent representation through campus-based parental activities, meetings, and surveys.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>4. CHS will invite stakeholders to our campus for events to promote unity amongst our four communities. Strategy's Expected Result/Impact: 1 - Implementation can be measured by inviting students/parents to attend CHS and welcoming new students/parents to our campus. 2 - Impact can be measured by the continued growth of students at CHS. (Title I SW Elements: 1.1,2.1) (Target Group: All) (ESF: 1)</p>	All Staff, CHS Administration	August to May		Criteria: End of year survey
<p>5. Advertise successes through the school and district website, social media. In addition, a campus-wide "brag sheet" for student and staff achievement will be compiled throughout the school year. Strategy's Expected Result/Impact: 1. Implementation can be measured by posting dates. 2. Impact will be measured by end of year climate survey. (Title I SW Elements: 1.1) (Target Group: All) (ESF: 1)</p>	CHS Administration	August to May		Criteria: End of Year Survey
<p>6. Participate in campus recognition during scheduled school board meetings. Strategy's Expected Result/Impact: 1. Implementation will be measured by School Board Agenda. 2. Impact will be measured by end of year climate survey. (Title I SW Elements: 1.1,2.1) (Target Group: All) (ESF: 1,3)</p>	CHS Administration	August to May		Criteria: End of year survey

COMMUNITY H S

Goal 6. Community High School shall establish systems and processes to evaluate organizational effectiveness and customer satisfaction.

Objective 1. CHS will achieve a satisfaction rate of at least 85%.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Administrators will develop a parent survey to assess organizational effectiveness and customer satisfaction. (Title I SW Elements: 1.1,2.1) (Target Group: All) (ESF: 1)	CHS Administration	August to May		Criteria: Beginning, Middle and End of Year Parent survey results

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

1.1: Comprehensive Needs Assessment

McClendon Elementary serves approximately 705 students from PK-5th grade for the 2022-2023 school year. McClendon Elementary serves the communities of Josephine, Lavon, Copeville and Nevada. Our student enrollment is projected to continue growing over the next several years. McClendon serves as a bilingual campus with a Gomez and Gomez Dual Language program. Because of the additional funding we receive as a Title I campus, we are able better serve the students with the most educational needs. The Comprehensive Needs Assessment (CNA) identified specific gaps between the current performance of our students and the expectation of where we want our students to be. Data obtained from the needs assessment provided the foundation for the goals of the Campus Improvement Plan. Campus strengths and weaknesses are both identified and addressed through the Comprehensive Needs Assessment and the Campus Improvement Plan.

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

2.1: Campus Improvement Plan developed with appropriate stakeholders

Our CIP was developed with the intention of being a "living document" utilized to guide our committee and decisions made. Our Campus Improvement Plan began with our Comprehensive Needs Assessment. It was thoroughly reviewed in order to update our existing School-wide Program. Our Title I committee found, through the CNA, the priority focus areas and linked those to the CIP's implementation. Academic information about all students on campus, including economically disadvantaged students, students from all ethnic groups, students with disabilities, limited English proficient students, homeless, and migrant students helped the committee to identify which areas continue to be areas of strengths and needs and which areas have changed. Many data sources were utilized and documented through the CNA as resources for the School-wide Program Plan. The committee carefully analyzed each component. Administrators, teachers, support staff, parent, and a community member were invited to the development of the plan. There were a couple of members who did not attend.

2.2: Regular monitoring and revision

Many adjustments and improvements have been made to the Campus Improvement Plan based on campus/student needs. The decisions for the campus in regards to Title I are made by the Campus Title I Committee. The Campus Title I Committee meets several times throughout the year. Our primary goal is to ensure that all students, particularly those who are low achieving, demonstrate proficient and advanced levels of achievement on state academic achievement standards as well as meet or exceed expected progress for the year.

2.3: Available to parents and community in an understandable format and language

The CIP is available at all times either through the front office or campus district website. The format is easy to read and understand.

2.4: Opportunities for all children to meet State standards

The strategies the campus is implementing in order to address school-wide reform are based on research-based best practices. The details of how the campus implements school-wide reform are addressed in the Comprehensive Needs Assessment and Campus Improvement Plan. The campus improvement plan intentionally targets professional development strategies to ensure that teaching staff, as well as others who support learning, are prepared to address the needs of all learners. The campus instructional staff understands the strong connection between a teacher's instructional strategies and student success. The specific strategies are addressed in the Campus Improvement Plan.

2.5: Increased learning time and well-rounded education

The campus incorporates a data-driven instructional process that relies on standardized or statewide testing, as well as classroom and informal assessment tools, and provides

staff with professional development to assist them in using, generating, and evaluating a variety of data forms. The data is analyzed frequently throughout the year to ensure instructional time is utilized efficiently and effectively. The details of how addressing strategies to include teachers in the decision-making process regarding the use of academic assessments contributes to a successful school-wide plan are addressed in the Comprehensive Needs Assessment and Campus Improvement Plan.

2.6: Address needs of all students, particularly at-risk

The school-wide plan includes activities to ensure that students who experience difficulty mastering the proficient or advanced levels of academic achievement will be provided with timely intervention. This will include measures to ensure that a student's difficulties are identified on a timely basis in order to provide sufficient information on which to base effective assistance.

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

3.1: Develop and distribute Parent and Family Engagement Policy

The campus has identified multiple, meaningful parental involvement strategies in which to engage all parents in supporting student learning that occurs in the home and at school. The details of how addressing strategies to increase parental involvement contributes to a successful school-wide plan are addressed in the Comprehensive Needs Assessment and Campus Improvement Plan. Parent information is distributed in multiple formats and through multiple channels. Meet the Teacher Night, PTO meetings, academic nights with good parent attendance are utilized to inform parents of the benefits/details of being a Title 1 campus.

3.2: Offer flexible number of parent involvement meetings

The campus has identified multiple, meaningful parental involvement strategies in which to engage all parents in supporting student learning that occurs in the home and at school. The details of how addressing strategies to increase parental involvement contributes to a successful school-wide plan are addressed in the Comprehensive Needs Assessment and Campus Improvement Plan.