

BILL R. JOHNSON CTE
CENTER

**2025-26
CAMPUS
IMPROVEMENT
PLAN**

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Mission Statement- To inspire and empower students through collaborative effort focused on innovative technology and authentic experiences, preparing them for success in the world of industry.

Vision- All students will be able to enroll into any college or trade school, enlist in any branch of the military, and leave with employability skills to thrive in industry.

Campus Values-

Career Readiness

Preparing students with the skills, knowledge, and attitudes needed to succeed in the workforce.

Academic Excellence

Committing to high academic standards alongside technical skills mastery.

Integrity

Promoting honesty, ethics, and responsibility in all actions.

Collaboration

Encouraging teamwork among students, staff, families, and industry partners.

Innovation

Embracing creativity and continuous improvement in teaching, learning, and technology.



Comprehensive Needs Assessment

Needs Assessment Overview

The purpose of this Comprehensive Needs Assessment (CNA) is to systematically evaluate the current strengths, challenges, and opportunities within Bill R. Johnson CTE High School to inform strategic planning and improve student outcomes. The assessment focuses on academic performance, career readiness, family and community involvement, resource allocation, and program effectiveness.

The needs assessment aims to evaluate the current effectiveness, accessibility, and alignment of BRJ's CTE Center programs with student needs, workforce demands, and postsecondary pathways. The goal is to guide strategic improvements in curriculum, partnerships, and student support services.

Demographics

Demographics Summary

The Bill R. Johnson CTE Center serves a total of 4,814 students, which accounts for over 90% of the district's high school population. Our student body is diverse, comprising 1,222 Hispanic students, 2,067 African American students, 1,132 White students, 237 multi-cultural students, 142 American Indian students, and 14 Native Alaskan students. Over the past three to five years, the district has experienced increasing diversity alongside a steady rise in the economically disadvantaged student population. Special populations are also gradually growing, with 359 students receiving special education services, 381 students identified under Section 504, and 579 students classified as Limited English Proficient (LEP). Economically disadvantaged students represent a significant portion of our enrollment, totaling 3,717 students, or approximately 78% of those taking courses at BRJ. Our current attendance rate is 96%, and we are striving to increase this to 98% in the 2025–2026 school year. This evolving demographic profile highlights the importance of providing equitable resources and support to meet the diverse needs of our students.

Demographics Strengths

- 1. Diverse Populations**
- 2. High School Populations**
- 3. Special Population Student Support**

Student Achievement

Student Achievement Summary

The Bill R. Johnson CTE program set a goal for 90% of all students to pass an Industry-Based Certification (IBC) exam. For the reporting period, 83% of CTE students achieved a passing rate, which aligns with the performance of surrounding districts, all maintaining scores above 80%. Several programs of study met or exceeded the IBC target, including Health Science Medical Assistant, Agriculture Sheet Metal Welding, Community Health Workers, Construction NCCER Core, Pharmacy Technician, ServSafe Manager, Texas State Floral, Plant Science, Computer Networking, Cybersecurity Fundamentals, Animal Science, Veterinary Medical, and Engineering Technology.

However, some programs did not meet the IBC standard. These include Cosmetology, Barbering, IT Remote Drone Pilot, Automotive, Architecture Autodesk Associate, Python Programmer, and Information Technology.

To support continuous improvement and student success, weekly Professional Learning Communities (PLCs) are conducted. These sessions provide opportunities for educators to collaborate, reflect on data, and implement meaningful instructional strategies.

Student Achievement Strengths

1. Veteran teachers are in our most successful programs of study.
2. Health Science, Agriculture, Pharmacy Technician, Culinary, Information Technology and Law and Legal

Campus Culture and Climate

Campus Culture and Climate Summary

BRJ students describe the Career and Technical Education (CTE) campus as a dynamic, hands-on learning environment where education goes beyond the traditional classroom. Here, students actively engage in real-world experiences that allow them to explore a wide range of career pathways while earning industry-based certifications. Instruction is project-driven and takes place in specialized labs and workshops equipped with industry-standard tools and technology, helping students gain practical, job-ready skills in fields such as health science, welding, cybersecurity, floral design, engineering, and more.

Unlike a traditional high school setting, students at BRJ feel their learning is meaningful and directly connected to their future goals. They often say it's not just about reading from a textbook — it's about doing the actual work of professionals. The CTE campus empowers students to discover their passions, build confidence, and take ownership of their career journey.

The positive and supportive culture at BRJ contributes significantly to student success. Students report feeling happier and safer on campus, showing greater respect for teachers, and forming strong, mentoring relationships with their instructors — many of whom bring valuable industry experience into the classroom. Discipline issues are notably rare, with a reported 95% decrease compared to traditional high school campuses. This strong sense of community, combined with a focus on relevant and engaging instruction, creates an environment where students thrive both academically and personally.

Campus Culture and Climate Strengths

1. Veteran teacher from industry with years of experience.
2. Low Discipline

3. Campus wide expectations, routines and procedures.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

At Bill R. Johnson CTE, we pride ourselves on maintaining a highly qualified team of educators and support staff dedicated to meeting the diverse academic and career-readiness needs of our students. All staff members and paraprofessionals meet or exceed the qualifications required for their roles, ensuring that students receive high-quality instruction and support across all programs of study.

The majority of our teachers have been with BRJ for three years or more, contributing to a strong sense of continuity, experience, and campus culture. For new teachers, we offer a comprehensive and supportive induction process. This includes guidance from our campus Instructional Specialist, a structured mentor teacher program, weekly Professional Learning Communities (PLCs), and embedded professional development tailored to both the CTE context and individual teacher needs. These systems are designed to ensure that every teacher — whether new or veteran — has the tools and support necessary to succeed.

Ongoing professional development is a cornerstone of our instructional model. Weekly PLCs provide dedicated time for collaborative planning, data analysis, and instructional strategy refinement. In addition, professional learning time is regularly built into the campus schedule to support continuous growth. We also recognize and empower our strongest educators by providing them opportunities to lead campus-wide learning sessions and participate in PLCs outside their own programs of study, encouraging cross-disciplinary collaboration and shared expertise.

To maintain high instructional standards and provide targeted support, each administrator and our TDSI (Teacher Development Specialist - Instructional) conducts a minimum of five classroom walkthroughs per week. These walkthroughs often include coaching cycles designed to support teachers who may benefit from additional guidance, ensuring instructional effectiveness and student achievement remain at the forefront of our mission.

Through intentional recruitment, ongoing development, and a culture of shared leadership, BRJ maintains a high-performing instructional staff committed to student success and continuous improvement.

Staff Quality, Recruitment, and Retention Strengths

1. Teacher Support
2. Mentor Program

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

In the 2024–2025 school year, students at Bill R. Johnson CTE achieved an 82.9% pass rate on industry-based certification (IBC) exams, marking a 6% increase from the previous year. This improvement highlights a significant area of strength for the campus. However, further analysis has revealed performance gaps related to disparities in resource access, variations in teacher instructional strengths, and differences in student skill levels. These findings have guided our commitment to providing targeted supports and focused professional development to ensure consistent success across all programs of study.

Our curriculum is intentionally aligned with the Texas Essential Knowledge and Skills (TEKS), English Language Proficiency Standards (ELPS), and College and Career Readiness Standards (CCRS). Pacing guides and lesson plans are directly mapped to these standards, and student performance data supports the effectiveness of this alignment. This data also helps identify areas where instructional refinement is needed, reinforcing our commitment to continuous improvement and instructional excellence.

While current instruction aligns with TEKS and supports certification success, we have identified a need to increase rigor and real-world application, particularly in areas such as internships where some students lack confidence in applying their skills. To address this, we are implementing strategies such as establishing clear practical learning expectations, developing student portfolios, and hosting at least two student showcases annually. These initiatives are designed to deepen learning, enhance skill application, and promote readiness for professional environments.

Students are assessed using industry-based certification exams from the TEA-approved IBC list, which validate their mastery of workforce-relevant knowledge and skills. To ensure that all certifications offered meet or exceed current industry standards, we proactively replaced four Tier 3

certifications with more relevant and valuable alternatives. This strategic action supports our goal of maintaining high-quality, future-focused certification pathways.

Assessments are used purposefully and effectively. Students use certifications to secure high-paying, entry-level positions, and teachers analyze assessment data annually to refine instruction and strengthen the student enterprise experience. This reflective cycle fosters a culture of professional growth and excellence throughout the campus.

To support student achievement and monitor progress, each program of study administers four benchmark assessments during the academic year—in September, November, February, and April. These checkpoints allow us to track certification readiness, identify instructional trends, and implement timely interventions at the student, teacher, and program levels. This data-driven, structured approach ensures accountability, supports continuous improvement, and drives positive outcomes for all learners.

Curriculum, Instruction, and Assessment Strengths

1. Aligned Curriculum
2. Tracking Progress
3. Use of Assessments

Parent and Community Engagement

Parent and Community Engagement Summary

Our Career and Technical Education (CTE) campus places a high priority on building a strong, collaborative relationship between families, the community, and the school to support student success and career readiness. We recognize that when parents and community members are actively engaged, students benefit academically, socially, and professionally. Our approach to family and community involvement includes multiple coordinated strategies:

1. Strong Home/School Communication

- **Proactive Communication:** Teachers maintain open, ongoing communication with parents through regular updates on student progress, classroom activities, and upcoming opportunities such as competitions and field trips. This keeps families well-informed and connected to their child's educational experience.
- **Digital Platforms:** We use tools like Skyward messaging and social media channels to share student achievements, project highlights, and important event announcements. This digital outreach ensures parents stay engaged and aware of their child's involvement and successes.

- **Targeted Support:** For students needing extra help, teachers provide Tier 3 interventions and involve parents closely in these support plans. This ensures parents are partners in addressing challenges and reinforcing success strategies.

2. Active Parental Engagement

- We encourage parents to be more than passive observers by actively partnering with teachers to support academic progress and intervene when necessary. This collaboration is key to fostering student motivation and accountability.
- Parents are also asked to support their children practically by providing necessary resources, such as uniforms or safety gear, and volunteering to share expertise or assist with program activities and events.

3. Community and Industry Partnerships

- **Advisory Boards:** Parents and local industry professionals serve on advisory boards that help shape curriculum and ensure it aligns with workforce standards and needs. This feedback loop keeps our programs relevant and prepares students for real-world careers.
- **Career Events and Showcases:** Events like the BRJ Expo and Interview Days connect students with professionals who provide career insights and real-world feedback on students' employability skills, boosting their confidence and readiness for the workforce.
- **Mentorship and Volunteering:** Parents and community partners volunteer as mentors and support student organizations such as Mock Trial, SkillsUSA, and HOSA. These hands-on experiences link classroom learning with practical application and career development.

4. Informing and Engaging Families

- At the beginning of each semester, we host information sessions to educate parents about program offerings, certification opportunities, and extracurricular engagement, ensuring families are well-equipped to support their child's educational journey.
- Maintaining regular communication between teachers and parents helps monitor progress and address challenges promptly.

5. Measuring Impact

- We assess the effectiveness of family and community involvement by tracking key student outcomes, including the number of certifications earned, job placements, internships completed, and successful enrollment in college or military service. These metrics demonstrate the tangible benefits of our partnerships.

6. Digital Outreach and Engagement

- Our website and social media platforms are vital tools for distributing information to parents and community members. Social media, in particular, has seen increased engagement, providing an interactive way to showcase student achievements and school events.

Conclusion

Our CTE campus fosters a culture where family and community involvement is integral to student achievement and career readiness. By promoting proactive communication, encouraging active engagement, partnering with industry experts, and leveraging digital tools, we create a supportive environment that helps students thrive academically and professionally. This partnership not only benefits students but also strengthens the connection between the school and the broader community.

Parent and Community Engagement Strengths

1. Communication

2. Industry and Community Partnerships

1.

School Context and Organization

School Context and Organization Summary

At Bill R. Johnson CTE Center, our mission is to ensure that every student graduates fully prepared to pursue a wide range of post-secondary opportunities. This includes enrolling in a university, college, or trade school, enlisting in any branch of the military, or entering the workforce equipped with strong, industry-relevant skills that allow them to succeed and advance in their chosen careers. A key objective is for at least 90% of our students to earn an Industry-Based Certification (IBC) by the time they graduate, demonstrating their mastery of valuable, real-world competencies.

To reach this goal, we prioritize clear and consistent communication of our expectations and progress during weekly faculty meetings. Additionally, we rigorously track and monitor student achievement throughout the year to identify areas for support and growth. Supporting our staff's effectiveness, we have intentionally maximized instructional and planning time by scheduling weekly Professional Learning Communities (PLCs) from Monday through Thursday, allowing teachers to collaborate, share best practices, and refine instruction regularly.

Our ongoing commitment at BRJ is to continually enhance student outcomes and provide all learners with the skills, knowledge, and certifications necessary to be future-ready and equipped with meaningful options for success after graduation.

School Context and Organization Strengths

1. Clear, Comprehensive Postsecondary Preparation
2. High Certification Goal with Progress Monitoring
3. Collaborative Professional Development

Technology

Technology Summary

At BRJ teachers at our campus receive district-issued laptops and are required to adhere to all district technology policies. To maintain accountability, classroom devices are inventoried and tracked each semester. Because many of our certifications and curriculum resources are entirely virtual, students depend heavily on technology every day, including e-textbooks, test preparation tools, and virtual labs that enhance their learning experience.

Although our campus does not currently have a full one-to-one device program, students have access to technology through various means such as computer labs, Chromebook carts, and dedicated engineering laptops. These resources are scheduled on a rotating basis to ensure all students have the technology they need until we can implement a true one-to-one device model.

Technology support is readily available through our Campus Digital Learning Specialist, Casey Smith, and on-site technical assistance provided by Bionca Murray. Additionally, ongoing professional development and technology training sessions are offered during Professional Learning Communities (PLCs) to ensure both teachers and students maximize the use of available digital tools.

Technology Strengths

Comprehensive Device Access:

Even without a full one-to-one program, students have multiple ways to access technology through computer labs, Chromebook carts, and specialized engineering laptops, ensuring equitable access to digital resources.

Strong Support System:

The campus has dedicated technology support personnel— a Campus Digital Learning Specialist and on-site technical support— plus ongoing training during PLCs, which helps teachers and students effectively use technology.

Integration of Virtual Resources:

The reliance on virtual tools such as e-textbooks, test prep materials, and virtual labs demonstrates a modern, tech-forward approach to instruction that aligns with certification requirements and supports diverse learning needs.

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- District Improvement plans (current and prior years)
- State and Federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Accountability Distinction Designations
- Federal Report Card data

Student Data: Assessments

- State and Federal 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
- mClass early reading assessment results
- Advanced Placement (AP) assessment data
- CCMR Outcomes
- SAT and/or ACT assessment data
- PSAT data
- Observation Survey results

- CLI data
- NWEA MAP reading and math assessment data
- Istation Indicators of Progress (ISIP) reading assessment data for 7th grade
- ISIP Español reading assessment data for Bilingual classes for grades PK-5

Student Data: Student Groups

- Dyslexia data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug use data

Employee Data

- Professional learning Communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/student ratio
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact

Parent/Community Data

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

- Action research results

Goal 1 – Thriving Students

Goal 1: All CISD students will be equipped with the skills and experience to thrive today and in the future.

Performance Objective 1: Provide a variety of learning and real-world experiences that strengthen academic achievement for success after graduation.

Evaluation Data Sources:

Strategy 1 Details	Reviews			
Strategy 1: Expand Internship and Work-Based Learning Opportunities. Partner with local businesses, industries, and community organizations to offer students internships, apprenticeships, and job shadowing experiences. These real-world engagements will allow students to apply academic and technical skills in authentic workplace settings, building professional competencies and career awareness. Expected Result/Impact: Expected Outcomes: ● Increased number of students participating in internships, apprenticeships, and job shadowing. ● Enhanced student understanding of workplace expectations and industry standards. ● Development of soft skills such as professionalism, communication, and teamwork.	Formative			Summative
	Nov	Feb	May	July

Impact: • Students graduate with relevant work experience, improving their employability and confidence. • Stronger partnerships between the school and local businesses, creating pathways for student employment. • Higher student engagement and motivation due to real-world connections. Staff Responsible for Monitoring: Administrators, Teachers and TDSI				
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Strategy 2 Details	Reviews			
Strategy 2: Integrate Project-Based Learning (PBL) Across Curriculum Implement project-based learning that combines academic content with hands-on, career-related projects. This approach helps students develop critical thinking, problem-solving, collaboration, and communication skills while reinforcing core academic concepts through relevant, real-world applications. Expected Result/Impact: Expected Outcomes: • Improved academic performance through hands-on, applied learning. • Greater student engagement and enthusiasm for learning. • Development of critical thinking, collaboration, and problem-solving skills. Impact: • Students gain deeper understanding of academic concepts and their relevance to careers. • Preparation for future academic and professional challenges by cultivating transferable skills.	Formative			Summative
	Nov	Feb	May	July
	%			

Increased student retention and success rates due to meaningful, relevant instruction. Staff Responsible for Monitoring: Administrators, Teachers, TDSI				
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Strategy 3 Details	Reviews			
Strategy 3: Offer Dual-Credit and Certification Programs Provide pathways for students to earn college credits and industry-recognized certifications while in high school. These programs increase academic rigor, motivate students through tangible achievements, and prepare them for seamless transitions to higher education or immediate employment after graduation. Expected Result/Impact: Expected Outcomes: - Higher rates of students earning college credits and industry-recognized certifications before graduation. - Increased rigor and challenge within academic and technical courses. - Enhanced student motivation by achieving tangible credentials. Impact: - Students are better prepared for college-level coursework and career opportunities. - Reduced time and cost for students pursuing postsecondary education or workforce entry. - Strengthened school reputation for providing high-quality, career-focused education.	Formative			Summative
	Nov	Feb	May	July
	%			

Staff Responsible for Monitoring: Administrators, Teachers, TDSI				
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Goal 1: THRIVING STUDENTS: All CISD students will be equipped with the skills and experiences to thrive today and in the future.

Performance Objective 2: Ensure equitable access to district aligned curriculum, instructional systems, resources, and experiences for all students.

Evaluation Data Sources:

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	May	July
Strategy 1: Curriculum Alignment Across All Programs of Study Description: Conduct regular curriculum audits to ensure all CTE courses align with district standards, TEKS, and industry certifications. Collaborate with core academic teachers to integrate cross-curricular skills (e.g., literacy, numeracy, digital fluency) into CTE instruction. Expected Result/Impact: ■ Consistent learning expectations across all programs ■ Increased academic rigor and relevance ■ Improved preparation for certification exams and postsecondary success Staff Responsible for Monitoring- Administrators, Teachers, TDSI	%			

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Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	May	July
Strategy 2: Expand Access to High-Quality Instructional Resources and Technology Ensure all students—regardless of background—have equitable access to industry-grade tools, updated software, lab equipment, and learning platforms. Prioritize device access and ensure multilingual resources and accessibility accommodations are in place. Expected Result/Impact: • Reduced digital and resource gaps among student populations • Increased engagement and participation in hands-on learning • Higher achievement rates across diverse learner groups Staff Responsible for Monitoring: Administrators, Teachers, TDSI	%			

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Feb	May	July
Strategy 3: Develop Targeted Recruitment and Support Systems for Underrepresented Populations Identify and recruit students from historically underrepresented groups (e.g., female students in STEM, students with disabilities, multilingual learners) into high-wage, high-demand CTE pathways. Provide mentoring, tutoring, and counseling to support success and retention. Expected Result/Impact:  More diverse and inclusive CTE program enrollment	%			

- Increased retention and success rates for all student populations - Greater equity in career and college readiness outcomes Staff Responsible for Monitoring: Administration, Teachers, TDSI				

Goal 1: THRIVING STUDENTS: All CISD students will be equipped to thrive today and in the future.

Performance Objective 3: Graduate college, career, military, and future ready students.

Evaluation Data Sources:

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	May	July
Strategy 1: Implement Personalized Graduation and Career Pathway Planning Description: Provide every student with an individualized graduation plan that includes endorsement selection, career interests, certification goals, and post-secondary pathways. Use advisory periods or counselors to review and update plans annually. Expected Result/Impact:				

• Clear, personalized academic and career goals for each student • Increased alignment between coursework and postsecondary plans • Higher graduation rates and improved transitions to college, career, or military service Staff Responsible for Monitoring: Administration, Teacher, TDSI				
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Strategy 2 Details	Reviews			
Strategy 2: Increase Opportunities for Students to Earn Industry Certifications, Dual Credit, and Military Enlistment Qualifications Expected Result/Impact: Expand access to industry-based certifications, dual credit coursework, and military aptitude preparation (e.g., ASVAB testing). Track student progress toward completing these milestones by graduation. Staff Responsible for Monitoring: Administration, Teacher, TDSI	Formative			Summative
	Nov	Feb	May	July
	%			

Strategy 3 Details	Reviews			
Strategy 3: Host Annual College, Career, and Military Readiness Events and Workshops Description: Coordinate events such as College & Career Fairs, Interview Days, FAFSA/TASFA Nights, and Military Exploration Days. Provide hands-on workshops for resume building, job applications, and college admissions. Expected Result/Impact: ■ Increased awareness of all postsecondary options ■ Improved rates of college applications, job placements, and military enlistments ■ Greater student confidence in navigating life after high school Staff Responsible for Monitoring: Administration, Teacher, TDSI	Formative			Summative
	Nov	Feb	May	July
	%			

Goal 2 – Engaged Community

Goal 2: CISD will partner with families and the community to meet the needs of all students and staff.

Performance Objective 1: Create opportunities for students, families, and community members to engage and learn together.

Evaluation Data Sources:

Strategy 1 Details	Reviews			
Strategy 1: Host CTE Family Nights and Community Showcase Events Description: Organize quarterly CTE Family Nights and annual events like the BRJ Expo, where students present projects, demonstrate technical skills, and discuss career pathways. Include hands-on activities, Q&A sessions with instructors, and guest speakers from local industries. Expected Result/Impact:  Increased family understanding of CTE pathways and student accomplishments  Stronger school-community relationships through public recognition and engagement  Greater student motivation through pride and ownership of their work	Formative			Summative
	Nov	Feb	May	July
	%			

Staff Responsible for Monitoring: Administration, Teachers, TDSI				
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Strategy 2 Details	Reviews			
Strategy 2: Launch Community Workshop Series in Partnership with Industry and Postsecondary Partners Offer evening or weekend workshops for families and students on topics such as resume writing, trades exploration, and soft skills. Co-host with colleges, military recruiters, and local employers. Expected Result/Impact:  Broadened access to vital postsecondary and life-readiness information  Improved family-school collaboration to support student success  Strengthened connections with workforce and college partners Staff Responsible for Monitoring: Administration, Teachers, TDSI	Formative			Summative
	Nov	Feb	May	July
	%			

Strategy 3 Details	Reviews			
Strategy 3: Develop a Campus Volunteer & Mentorship Program for Parents and Community Members Create a structured volunteer and mentorship program where parents, alumni, and community members support CTE activities—serving as guest speakers, project judges, internship mentors, or advisors for student organizations (e.g., HOSA, SkillsUSA, DECA). Expected Result/Impact:  Increased community involvement in the educational process  Enhanced real-world relevance through mentoring and career exposure  Supportive network that contributes to student confidence and future readiness Staff Responsible for Monitoring: Administration, Teachers, TDSI	Formative			Summative
	Nov	Feb	May	July
	%			

Goal 2: ENGAGED COMMUNITY: CISD will partner with families and the community to meet the needs of all students [and staff](#).

Performance Objective 2: Continuously seeks and maintains meaningful partnerships with community members and organizations to enhance the learner’s experience.

Evaluation Data Sources:

Strategy 1 Details	Reviews			
Strategy 1: Strengthen and Expand CTE Advisory Boards Across All Programs of Study Description: Engage a diverse range of industry professionals, higher education representatives, and parents in program-specific advisory boards. Host biannual	Formative			Summative
	Nov	Feb	May	July
	%			

meetings to review curriculum, labor market trends, equipment needs, and student performance data. Expected Result/Impact: - More aligned and industry-relevant curriculum - Increased access to real-world learning resources and current technology - Sustainable relationships with local employers and postsecondary institutions Staff Responsible for Monitoring: Administration, Teachers, TDSI				
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Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	May	July
Strategy 2: Establish Long-Term Business and Industry Partnerships for Work-Based Learning Formalize partnerships with local businesses, trade associations, and public sector employers to provide internships, apprenticeships, job shadowing, and co-op experiences. Use MOUs (Memorandums of Understanding) to clarify roles and long-term commitments. Expected Result/Impact: Consistent and equitable access to high-quality work-based learning experiences	%			

- Increased job placements and career-readiness skills - Stronger pipelines between students and local employment opportunities				
Staff Responsible for Monitoring: Administration, Teachers, TDSI				

Strategy 3 Details	Reviews			
Strategy 3: Launch a Community Partner Recognition and Engagement Program Create a recognition system to highlight community partners who contribute to student success (e.g., mentors, sponsors, guest speakers). Include features such as Partner Spotlights on social media, certificates of appreciation, and annual recognition events. Expected Result/Impact: - Strengthened relationships with current partners - Increased community interest and involvement in school initiatives - Reinforced value and visibility of community contributions to student learning	Formative			Summative
	Nov	Feb	May	July
	%			
Staff Responsible for Monitoring: Administration, Teachers, TDSI				

Goal 2: ENGAGED COMMUNITY: CISD will partner with families and the community to meet the needs of all students and staff.

Performance Objective 3: Engage in consistent, current, and interactive communication that meets the diverse needs of the community.

Evaluation Data Sources:

Strategy 1 Details	Reviews			
Strategy 1: Implement a Multichannel Communication Plan Tailored to Stakeholder Needs Develop and maintain a consistent communication strategy that includes email newsletters, text messaging, Skyward announcements, printed flyers, and in-person updates. Ensure all materials are translated into multiple languages to reach diverse families. Expected Result/Impact: 📺 Improved access to timely and relevant information for all families 📺 Increased parent and community participation in school events and programs 📺 More equitable communication that reflects the school’s diverse population Staff Responsible for Monitoring: Administration, Teachers, TDSI	Formative			Summative
	Nov	Feb	May	July
	%			

Strategy 2 Details	Reviews			
Strategy 2: Use Social Media and Digital Platforms to Showcase Student Work and Campus Success	Formative			Summative
	Nov	Feb	May	July

Maintain active and engaging social media accounts (e.g., Facebook, Instagram, Twitter, YouTube) to highlight student projects, certifications, campus events, and community partnerships. Include interactive elements such as polls, Q&As, and live-streamed events. Expected Result/Impact: • Higher visibility and celebration of student and school achievements • Enhanced two-way communication between the school and community • Greater student pride and parent engagement through digital storytelling Staff Responsible for Monitoring: Administration, Teachers, TDSI	%			
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Strategy 3 Details	Reviews			
Strategy 3: Create Interactive Feedback and Engagement Opportunities for Families and Stakeholders Establish regular opportunities for feedback through surveys, community forums, and listening sessions. Create a digital suggestion box and host “Coffee with the Principal” sessions to hear directly from families, partners, and students. Expected Result/Impact:	Formative			Summative
	Nov	Feb	May	July
	%			

- Stronger trust and relationships with families and community members - Responsive decision-making based on real-time community input - Increased stakeholder ownership and collaboration in school improvement Staff Responsible for Monitoring: Administration, Teachers, TDSI				
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Goal 3 – Empowered Staff

Goal 3: EMPOWERED STAFF: CISD will empower all staff to meet the diverse needs of all students.

Performance Objective 1: Evaluate and enhance current campus-based professional learning opportunities.

Evaluation Data Sources:

Strategy 1 Details	Reviews			
Strategy 1: Develop a CTE-Specific Professional Learning Series Aligned to Industry and Instructional Needs Create a structured, year-long professional development plan focused on high-impact instructional strategies, industry trends, safety protocols, certification preparation, and the integration of core academics into CTE content. Include workshops, micro-credentialing, and guest-led sessions by industry professionals. Expected Result/Impact: ■ Increased instructional quality and alignment with workforce standards ■ Enhanced teacher confidence in blending technical and academic content ■ Improved student engagement and certification pass rates Staff Responsible for Monitoring: Administration, Teachers, TDSI	Formative			Summative
	Nov	Feb	May	July
	%			

Strategy 2 Details	Reviews			
Strategy 2: Implement Peer Coaching and Instructional Rounds Within CTE Departments Establish a system where CTE teachers observe and collaborate with one another to share best practices. Focus observations on lesson delivery, classroom management, technology integration, and differentiation strategies to support diverse learners.	Formative			Summative
	Nov	Feb	May	July
	%			

Expected Result/Impact: - Stronger professional collaboration and a culture of continuous improvement - Consistent instructional practices across CTE programs - Improved support for students with varied learning needs Staff Responsible for Monitoring: Administration, Teachers, TDSI				
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Goal 3: EMPOWERED STAFF: CISD will empower all staff to meet the diverse needs of all students.

Performance Objective 2: Implement an onboarding program of learning and support for new to campus staff.

Evaluation Data Sources:

Strategy 1 Details	Reviews			
Strategy 1: Develop a Structured CTE New Teacher Onboarding Program Design a multi-phase onboarding process specifically for new CTE staff that includes campus orientation, classroom setup guidance, safety training, instructional expectations, and technology systems overview (Skyward, LMS, etc.). Include both summer onboarding sessions and ongoing support checkpoints throughout the school year.	Formative			Summative
	Nov	Feb	May	July
	%			

Expected Result/Impact • Smoother transition for new staff into the campus culture and CTE environment • Increased teacher confidence and reduced turnover • Faster acclimation to curriculum, equipment, and instructional systems Staff Responsible for Monitoring: Administration, Teachers, TDSI				
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Strategy 2 Details	Reviews			
Strategy 2: Assign CTE-Specific Mentor Teachers for All New Staff Pair new staff with experienced CTE teachers who serve as mentors. Mentors provide weekly check-ins, classroom walkthroughs, co-planning support, and assistance with grading systems, certifications, and lab safety. Include time for observation and peer feedback. Expected Result/Impact: ■ Strengthened teacher-to-teacher collaboration and support ■ Accelerated development of instructional and classroom management skills ■ Greater teacher satisfaction and retention Staff Responsible for Monitoring: Administration, Teachers, TDSI	Formative			Summative
	Nov	Feb	May	July
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Goal 3: EMPOWERED STAFF: CISD will empower all staff to meet the diverse needs of all students.

Performance Objective 3: Foster campus-leadership opportunities that strengthen teacher development and intentionally support long-term staff retention.

Evaluation Data Sources:

Strategy 1 Details	Reviews			
Strategy 1: Create a CTE Teacher Leadership Academy Establish a leadership development program for interested teachers focused on instructional leadership, mentorship, data analysis, and program improvement. Participants attend leadership workshops, lead PLCs, mentor new staff, or serve on campus committees (e.g., safety, curriculum, or advisory boards). Expected Result/Impact: - Builds internal leadership capacity - Prepares teachers for future administrative or instructional leadership roles - Increases teacher engagement and retention through meaningful professional growth Staff Responsible for Monitoring: Administration, Teachers, TDSI	Formative			Summative
	Nov	Feb	May	July
	%			

Strategy 2 Details	Reviews
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Strategy 2: Offer Stipend-Based Roles for Department Leads and Campus Project Coordinators Designate veteran staff as CTE department leads or project coordinators for campus-wide events (e.g., Career Expo, SkillsUSA competitions, Advisory Boards). Provide a stipend and designated planning time to support their leadership roles. Expected Result/Impact: • Distributes leadership and leverages staff expertise • Enhance collaboration and innovation across departments • Boosts staff morale and motivation through recognition and compensation Staff Responsible for Monitoring: Administration, Teachers, TDSI	Formative			Summative
	Nov	Feb	May	July
	%			

Strategy 3 Details Strategy 3: Facilitate Teacher-Led Professional Learning Communities (PLCs) and Workshops Empower teachers to lead PLCs and campus PD sessions aligned with their areas of expertise (e.g., instructional tech, certification prep, safety protocols). Include opportunities for cross-program collaboration and peer learning. Expected Result/Impact:	Reviews			
	Formative			Summative
	Nov	Feb	May	July
	%			

- Strengthens a culture of shared learning and collaboration - Recognizes and utilizes teacher expertise for campus improvement - Fosters a sense of ownership and pride, contributing to long-term retention Staff Responsible for Monitoring: Administration, Teachers, TDSI				
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Goal 4 – Safe and Healthy Environment

Goal 4: SAFE AND HEALTHY ENVIRONMENT: CISD will prioritize the wellness of all students and staff.

Performance Objective 1: Ensure all students experience a safe, secure and nurturing school environment.

Evaluation Data Sources:

Strategy 1 Details	Reviews			
Strategy 1: Strategy 1: Strengthen Campus Safety Protocols and Emergency Preparedness Regularly review and update campus safety plans, including evacuation drills, lockdown procedures, and lab/shop safety protocols. Provide ongoing safety training specific to CTE environments (e.g., tool/equipment safety, PPE use) for both students and staff. Expected Result/Impact:  Increased student and staff confidence in responding to emergencies  Reduced incidents in high-risk instructional areas  Compliance with state safety regulations and CTE-specific safety standards Staff Responsible for Monitoring: Administration, Teachers, TDSI	Formative			Summative
	Nov	Feb	May	July
	%			

Strategy 2 Details	Reviews			
Strategy 2: Implement a Campus-Wide Positive Behavior and Student Support System Establish a clear, consistent framework for behavior expectations and positive reinforcement across all programs. Integrate student support services such as restorative	Formative			Summative
	Nov	Feb	May	July
	%			

practices, SEL (Social-Emotional Learning) check-ins, and access to counseling for students in crisis. Expected Result/Impact: • Improved student behavior and emotional well-being • Stronger teacher-student relationships and classroom culture • Decrease in disciplinary referrals and increase in student engagement Staff Responsible for Monitoring: Administration, Teachers, TDSI				
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Strategy 3 Details	Reviews			
Strategy 3: Create Safe Spaces and Wellness Initiatives for Students and Staff Designate calming or wellness areas on campus where students and staff can decompress during stressful moments. Host wellness events, stress-reduction activities, and promote mental health awareness through student organizations and advisory classes. Expected Result/Impact:  Increased awareness and support for mental health and emotional wellness	Formative			Summative
	Nov	Feb	May	July
	%			

■ Reduced stress levels among students and staff ■ A more inclusive and nurturing school culture that supports the whole child Staff Responsible for Monitoring: Administration, Teachers, TDSI				
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Goal 4: SAFE AND HEALTHY ENVIRONMENT: CISD will prioritize the wellness of all students and staff.

Performance Objective 2: Cultivate a positive campus environment that prioritizes the whole student by promoting social-emotional development, academic success, and overall well-being.

Evaluation Data Sources:

Strategy 1 Details	Reviews			
Strategy 1: Integrate Social-Emotional Learning (SEL) into CTE Curriculum and Advisory Programs Embed SEL competencies—such as self-awareness, relationship skills, and responsible decision-making—into daily instruction and advisory periods. Provide teachers with SEL training and resources to facilitate meaningful conversations and activities. Expected Result/Impact: - Improved student emotional regulation and interpersonal skills - Enhanced classroom climate supportive of academic and personal growth - Increased student resilience and readiness for career and life challenges Staff Responsible for Monitoring: Administration, Teachers, TDSI	Formative			Summative
	Nov	Feb	May	July
	%			

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Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	May	July
Strategy 2: Establish a Comprehensive Student Support System Create a multidisciplinary support team including counselors, social workers, and academic coaches to identify and support students facing academic or social-emotional challenges. Use early warning systems and data to proactively intervene and provide personalized support plans. Expected Result/Impact: Increased student attendance and academic performance ■ Reduced dropout rates and disciplinary actions ■ More timely and effective support for students’ diverse needs Staff Responsible for Monitoring: Administration, Teachers, TDSI	%			

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Feb	May	July
Strategy 3: Promote Wellness Activities and Programs to Foster Overall Well-Being Offer regular wellness initiatives such as mindfulness sessions, stress management workshops, physical fitness programs, and nutrition education. Collaborate with community partners to provide resources that support mental and physical health.	%			

Expected Result/Impact: • Greater student and staff awareness of wellness practices • Improved mental health and physical well-being on campus • Creation of a supportive and balanced school culture Staff Responsible for Monitoring: Administration, Teachers, TDSI				
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Goal 4: SAFE AND HEALTHY ENVIRONMENT: CISD will prioritize the wellness of all students and staff.

Performance Objective 3: Ensure a safe, welcoming and engaging environment that fosters a sense of community among our families and staff.

Evaluation Data Sources:

Strategy 1 Details	Reviews			
Strategy 1: Host Regular Family and Staff Engagement Events Organize family-friendly events such as open houses, cultural celebrations, and “Family Career Nights” that showcase student work and provide opportunities for families and staff to connect in a welcoming atmosphere. • Expected Result/Impact: Strengthened relationships between families, students, and staff • Increased family participation and investment in the school community	Formative			Summative
	Nov	Feb	May	July
	%			

Enhanced sense of belonging and support for students' academic and personal growth				
Staff Responsible for Monitoring: Administration, Teachers, TDSI				

Strategy 2 Details	Reviews			
Strategy 2: Create a Campus Welcoming Committee and Peer Ambassador Program Establish a team of staff and student ambassadors trained to greet visitors, assist new families, and facilitate positive interactions during school events. The committee regularly gathers feedback to improve campus climate and accessibility. Expected Result/Impact: - More inclusive and approachable campus culture - Reduced barriers for family and community engagement - Improved communication and connection between families and school	Formative			Summative
	Nov	Feb	May	July
	%			
Staff Responsible for Monitoring: Administration, Teachers, TDSI				

Goal 4: SAFE AND HEALTHY ENVIRONMENT: CISD will prioritize the wellness of all students and staff.

Performance Objective 4: Create opportunities and awareness for prioritizing staff holistic health.

Evaluation Data Sources:

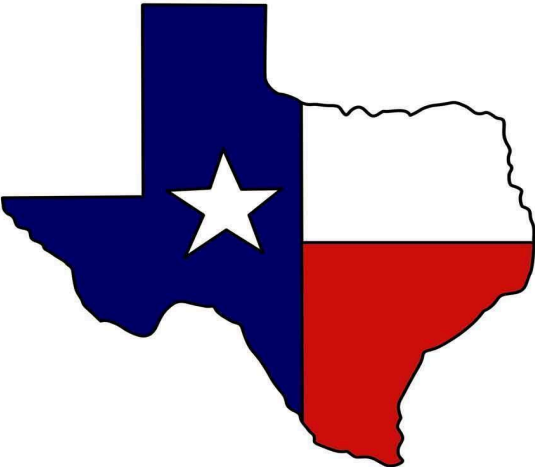
Strategy 1 Details	Reviews			
Strategy 1: Launch a Comprehensive Staff Wellness Program Develop and promote a wellness program that includes physical health activities (e.g., fitness challenges, yoga classes), mental health resources (e.g., counseling, mindfulness sessions), and nutritional guidance. Provide access to wellness apps and local health services. Expected Result/Impact:  Improved physical and mental health among staff  Increased participation in wellness activities  Reduced absenteeism and burnout Staff Responsible for Monitoring: Administration, Teachers, TDSI	Formative			Summative
	Nov	Feb	May	July
	%			

Strategy 2 Details	Reviews			
Strategy 2: Provide Professional Development Focused on Work-Life Balance and Stress Management Offer workshops and webinars on topics such as time management, resilience, mindfulness, and maintaining boundaries. Include resources on recognizing and addressing burnout and promoting self-care strategies.	Formative			Summative
	Nov	Feb	May	July
	%			

Expected Result/Impact

- Enhanced staff awareness of holistic health practices
- Increased use of effective stress management techniques
- More balanced work-life integration among staff

Staff Responsible for Monitoring: Administration, Teachers, TDSI



State Compensatory

Personnel for Campus Improvement Plan

Name	Position	FTE
Paraprofessional Staff		
Professional Staff		

Title I Schoolwide Elements



ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

1.1: Comprehensive Needs Assessment

The campus Comprehensive Needs Assessment identified the following areas of concern as they relate to the stated goal of Title One: to help all students, particularly those in greatest need, master the state mandated curriculum.

1. The percentage of students achieving “meets grade level standards or above” in _____ (%) is below the state average (%).
2. The percentage of students achieving “meets grade level standards or above” in _____ (%) is below the state average (%).

3. The percentage of students achieving “meets grade level standards or above” in _____ (%) is below the state average (%).
4. The percentage of students achieving “meets grade level standards or above” in _____ (%) is below the state average (%).

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

2.1: Campus Improvement Plan developed with appropriate stakeholders

2.2: Regular monitoring and revision

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

2.4: Opportunities for all children to meet State standards

2.5: Increased learning time and well-rounded education

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

.

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

3.1: Develop and distribute Parent and Family Engagement Policy

Included in Compliance Addendum

3.2: Offer flexible number of parent involvement meetings

Campus Improvement Plan Committee		Meeting Date : _____
Name	Position	
Omarian Brown	Principal – Chairperson	
Nakeisha Kirk	Counselor	
	Teacher	
	Teacher	
	Teacher	
Javon Price	Assistant Principal	
	Parent	
	Parent	
	Parent	
	Community Member	
	Community Member	
	District Representative	
