

Carbondale Community High School District 165

2023-24 Annual Strategic Plan Update



Fast Facts about Carbondale Community High School District 165

The high school district of Carbondale, Illinois, serves approximately 1,000 students in grades 9-12 with a faculty and staff of 150 employees. A new high school campus was opened on June 2, 2003. Carbondale has a population of 25,000 and is the location of Southern Illinois University.

The high school provides a comprehensive educational program that provides vocational and college preparatory programs that are influenced by extremes in economic and cultural backgrounds within a diverse student population. Comprehensive co-curricular activities are offered in a broad range of programs in athletics, the arts and student clubs. The high school enjoys a well-established tradition of excellence and has the support of the community for its school, faculty and administration.

The Class of 2024 reported scholarships of over three million dollars, with over one hundred thousand of that being local scholarship dollars, to support their attendance at over 46 colleges and universities throughout the country. Campuses that 2024 graduates will attend include:

Arizona State University, Bradley University, Drake University, Vanderbilt University, Elon University, Eureka College, Fox Valley Technical College, Harry S. Truman College, Howard University, Illinois State University, John A. Logan College, Kaskaskia College, Lewis University, Lincoln Land Community College, Loyola University Chicago, Maryville University, McKendree University, Millikin University, Mississippi Gulf Coast Community College, Missouri University of Science and Technology, Murray State University, New York Institute of Technology, Northeastern University, Otterbein University, Princeton University, Rend Lake College, Saint Louis University, Savannah College of Art and Design, Shawnee Community College, Southern Illinois University - Carbondale, Southern Illinois University - Edwardsville, Southeast Missouri State University, St. Mary's College of Maryland, Temple University, University of Alabama, University of Evansville, University of Georgia, University of Illinois at Urbana-Champaign, University of Illinois at Chicago, University of Missouri, University of Oregon, University of Southern Indiana, University of Tennessee at Martin, Utah State University, Virginia Tech, and Washington University in St. Louis. Graduates have also committed to serve in the US National Guard.

31 Illinois State Scholars, 9 National Merit Commended Honorees, 3 National Merit Finalists

Academic Challenge in Engineering and Science (ACES) - State Champions

Scholar Bowl - 4th Place at IHSA State Tournament, 23 straight Regional Championships, 6 Top 4 finishes at IHSA State Tournament since 2002

Three State FBLA Champions in 2024: Visual Design, Word Processing, Journalism – Twenty total state champions, over Seventy National Qualifiers, and Eight National Top 10 winners

Two students competed in the National Chemistry Olympiad

One student advanced to the National History Fair in Washington D.C.

State Finalists in History Fair, Science Fair, and Skills USA

Conference Champions: Girls Tennis, Volleyball, Football, Boys Soccer, Girls Soccer, and Boys Track – State Track finalists in 400M, 4X100 Relay, 4X200 Relay, and 4X400 Relay

Over \$250,000 in Education Foundation Grants Awarded to Students and Faculty for Programs and Scholarships

Carbondale Community High School District 165 Strategic Plan



Carbondale Community High School District 165 Strategic Plan 2022-2026

Mission: *Provide students a personal pathway to a productive future.*

Motto: *Every student matters, every moment counts*

Vision: This Portrait serves as a *“North Star” for the district and school transformation*. This collection vision provides strategic direction for the improvement of the overall education experience for CCHS District 165 students. It **invigorates and engages students, staff, and community stakeholders**. This destination describes *where the district aspires to be by 2030*.

<p><u>Graduate Portrait: Each Graduate becomes:</u></p> <p>Life, College, & Career Ready A Problem Solver/Critical Thinker A Creator, Communicator & Collaborator Digitally Literate An Adaptable, Resilient, Empowered & Self-Sufficient Learner Personally Responsible with a Growth Mindset A Cultural and Equity Advocate An Empathetic Citizen</p>	<p><u>Adult Portrait: Each Employee demonstrates:</u></p> <p>A Passion for Learning & Teaching Clear Communication & Engaging Collaboration Respectful, Ethical, & Trusting Relationships Cultural & Equitable Advocacy Adaptive & Progressive Team Player Skills Innovation, Digital Literacy and Real-World Applications Responsibility & Accountability Student Agency Promotion</p>
<p><u>The System supports and provides:</u></p> <p>Clarity of Purpose & Focus Optimal Respect & Value of its Students, Staff, & Community A Growth & Continuous Improvement Mindset Opportunities for Shared Decision-making, Voice, & Feedback A Sense of Community & Belonging Cohesion in Working Toward Common Goals Clear, Two-way Communication Excellent Stewardship of Resources</p>	<p>Core Values: the following values will guide behaviors and actions.</p> <p>Equity & Fairness Diversity & Inclusion Growth & Continuous Improvement Communication & Collaboration Trusting Relationships & Partnerships Responsibility & Accountability Innovation & Future Focus</p>

Long Range Goal Statement	Aligned Strategies
<p>Student Growth and Achievement: Prepare all students for college, career, and post-secondary success.</p>	<p>1. Improve equity and overall student achievement while providing the necessary level of support to <i>ensure the academic success among all student group populations.</i></p> <p>2. <i>Enhance with student input the overall student day and year</i> through reimagining the daily schedule, course offerings, electives, periods in the day, extra-curricular activities, and other afterschool and summer learning opportunities.</p> <p>3. <i>Improve communication, collaboration, and alignment with all PK-8 feeder elementary districts</i> to ready all students for high school.</p>
<p>Learning Environment: Promote an environment that is respectful, innovative, inclusive, and supportive.</p>	<p>4. Reimagine opportunities to <i>enhance student life skills, address student social emotional needs, and improve student behaviors, and attendance.</i></p>
<p>High-Quality Workforce: Recruit, develop, and retain a high-quality workforce to ensure and strengthen workplace competencies, collaboration, and satisfaction.</p>	<p>5. <i>Recruit and retain a high-quality staff that exemplifies diversity, collaboration, and satisfaction.</i></p> <p>6. Enrich certified staff professional learning that leads to <i>innovation and project-based, real-world learning that is responsive to student voice and choice.</i></p>
<p>Family and Community Partnerships: Cultivate partnerships with families and the community to support and expand learning opportunities for students.</p>	<p>7. <i>Strengthen relationships with families</i> through increased education, engagement, and outreach.</p> <p>8. <i>Enhance Life, College, and Career Readiness</i> through enhanced relationships with SIU, JALC, SIH, and other community businesses and partners.</p>
<p>Resources: Make effective and efficient use of resources to maximize educational success.</p>	<p>9. Continue to <i>make facility and technology upgrades and provide better space utilization</i> to improve learning and teaching.</p>

Goal 1 - Student Growth and Achievement: Prepare all students for college, career, and post-secondary success.

What we've done so far:

Ensure the academic success among all student populations.

- STAR test pilot program in Terrier Time
- Freckle intervention pilot program in Terrier Time
- Began implementation of 9th grade STAR testing program for 2024-2025

With student input, enhance the overall student day and year.

- Implemented new courses in Welding, Heritage Spanish, AP Psychology
- Developed Cosmetology program for launch in 2024-2025
- Developed Financial Algebra 2 course for launch in 2024-2025
- Developed Intensified Algebra 1 program to be piloted in 2024-2025.
- Increased dual credit opportunities

Improve communication, collaboration, and alignment with all PK-8 feeder elementary districts.

- Relaunched feeder district articulation process
- Focused on Personal Responsibility and Growth Mindset
- Continued 8th Grade Placement process

Where we're going next:

Ensure the academic success among all student populations.

- Implementation of STAR testing for all 9th grade students in English and Math classes
- Implementation of STAR data analysis protocol for 9th grade English and Math teachers
- Continue pilot of Freckle intervention program

With student input, enhance the overall student day and year.

- New courses for 2024-2025 – Cosmetology 1, Welding 2 & 3, Financial Algebra 2
- Pilot program – Intensified Algebra 1
- Dual Credit AP US History

Improve communication, collaboration, and alignment with all PK-8 feeder elementary districts.

- Continue focus on CCHS Portrait of a Graduate
- New terms for 2024-2025 – “Resilient” and “Empowered”

Year one Key Performance Indicators and Targets:

KPI	17-18	18-19	19-20	20-21	21-22	22-23	23-24	TARGET
Graduation Rate	88.7%	90.6%	93.2%	88.6%	80.5%	80%	86%	86%
Grade Point Average					62.4%	60.5%	62.9%	Maintain/Improve
9th Grade on Track	92.4%	90.0%	94.2%	73.4%	80.2%	84%	88%	88%
SAT Math	37.0%	35.1%		26.8%	30%	26.5%	28%	No Target Set
SAT English	40.0%	36.7%		36.1%	32%	31.7%	29%	No Target Set
AP/CTE/DC/Hon Enroll				59.9%	57%	62%	74.8%	Maintain/Improve

Goal 2 - Learning Environment: Promote an environment that is respectful, innovative, inclusive, and supportive.

What we've done so far:

Advance student life skills, address student social emotional needs, and improve student behaviors, and attendance.

- CCHS implemented a Freshman Support Program
 - Developed and implemented a Freshman Summer Enrichment class (Terrier 101)
 - Created Freshman Tier 2/3 monitoring Team
 - Expanded Freshman Orientation
 - Met with all feeder schools on SEL needs of incoming freshman
 - Developed counseling SEL groups in Terrier Time
 - Increased Freshman Mentors involvement with 9th graders by implementing monthly Terrier Time meetings
 - Increased the number of class meetings with freshman
- Expanded ways to reward students (school wide and Tier 2/3 freshman and sophomore students).
- Provided professional development to staff to increase awareness and understanding of the social emotional and behavioral needs of students.
- Implemented an alternative to suspension program and after school detention program.
- For the second year in a row, CCHS continued implementation of Terrier Time. Staff are provided support and information is disseminated to students concerning grades, attendance and discipline throughout the year.

Where we're going next:

Advance student life skills, address student social emotional needs, and improve student behaviors, and attendance.

- Goal 2 Team will continually improve the communication process for the usage of Terrier Time.
- Goal 2 Team will develop and implement a plan that provides resources and support to staff due to the impact of working with students who have high social emotional and behavioral needs.
- Goal 2 Team will implement a Trauma-Informed professional development plan for staff to increase awareness and understanding of the social emotional and behavioral needs of students.
- Goal 2 Team will continue to expand ways to reward Tier 2/3 students for behavior and attendance.
- Goal 2 Team will develop and implement a plan to communicate school-wide goals and updates to parents on a quarterly basis.
- Goal 2 Team will continue to improve the Freshman Support Program.
- Goal 2 Team will continue to monitor and implement current/new policies and procedures in regard to discipline and attendance.
- Goal 2 Team will investigate additional Restorative Practices within the school.

Year two Key Performance Indicators and Targets:

KPI	18-19	19-20	20-21	21-22	22-23	23-24	TARGET
Attendance				62.1%	68.3%	70.3%	70%
Tardiness				74.2%/80.6%	81.5%/81.6	82.4% / 85%	Maintain/Improve
Student Behaviors				75.5%	77.8%	80%	80%
Discipline Referrals	5805	4849	661	7251	5899	7144	< 5900
ISS	1200	1118	21	2011	1596	1152	< 1450
OSS	49	38	5	87	1115	15	< 58
ASP	NA	NA	NA	NA	NA	72	Baseline Year

Goal 3 - High-Quality Workforce: Recruit, develop, and retain a high-quality workforce to ensure and strengthen workplace competencies, collaboration, and satisfaction.

What we've done so far:

Strengthen workplace diversity, collaboration, shared decision-making and satisfaction.

Enrich professional learning that leads to innovation and project-based, real-world learning that is responsive to student voice and choice.

- Implemented Terrier Spotlight for the 23-24 school year, which internally and externally recognizes our certified and non-certified staff members.
- Created, implemented, reviewed, and adjusted exit surveys for certified and non-certified staff members.
- Created and implemented Teach Plus Affinity Groups as a support network for certified and non-certified educators of color.
- Researched and implemented new online software, Fronline Applitrack, which allows potential certified and non-certified employees to apply for positions online.

Where we're going next:

Strengthen workplace diversity, collaboration, shared decision-making and satisfaction.

Enrich professional learning that leads to innovation and project-based, real-world learning that is responsive to student voice and choice.

- Enhance and expand our New Teacher Orientation to include a stronger mentoring program which will include peer-to-peer classroom observations with mentors.
 - New Teacher Orientation is a strong program that orientates new faculty members in the summer, pairs them with mentors, and meets monthly throughout the school year.
 - 9 new certified staff members next school year
 - ~6 years of combined experience
 - Content area mentor within the department + Mentor outside of the department
 - New faculty members will observe their mentor's classroom outside of their department at least two times during the school year.
 - A follow-up meeting with their mentor about the classroom observation will take place with an emphasis on classroom procedures, classroom management, formative assessment.
- Substitute Teacher Training for the 2024-25 school year.

Year two Key Performance Indicators and Targets:

KPI	18-19	19-20	20-21	21-22	22-23	23-24	TARGET
Staff Demographics – Administrators	11%	22%	22%	40%	40%	40%	Maintain/Improve
Staff Demographics – Faculty	7%	6%	6%	6%	6%	7%	Maintain/Improve
Staff Demographics – Staff					28%	28%	Maintain/Improve
Faculty Retention	91%	93%	91%	91%	97%	95%	90%
Faculty Performance Evaluation	94%	96%	100%	100%	98%	98%	100%
Staff Exit Survey					100%	100%	100%

Goal 4 - Family and Community Partnerships: Cultivate partnerships with families and the community to support and expand learning opportunities for students.

What we've done so far:

Strengthen relationships and satisfaction with families.

- For the second year in a row, CCHS started the year off with a community meet and greet and open house during the first full week of the school year. The vision for the event is to allow families to tour the building and meet faculty, staff, and administration to build a positive rapport and open communication lines.
- Increased advertisement and incentives for families to attend parent teacher conferences during the 2023-24 school year, and we added a spring semester conference opportunity that gave parents a chance to meet with teachers twice during the school year if needed.
- Increased advertisement for parent and guardian participation on the annual 5 Essentials Survey. This increase in advertising led to a 2% increase in participation.

Enhance life, college, and career readiness exchanging resources with SIU, JALC, SIH, and other community businesses and partners.

- Partnered with Southern Illinois Healthcare (SIH) to do thirteen weekly career exploration visits for students interested in careers in healthcare and beyond. SIH shared job opportunities with students that ranged from an education requirement of high school diploma through medical doctor and presented students with pathway opportunities for career advancement within the organization through tuition reimbursement and scholarships.
- Held third annual job fair in collaboration with the Carbondale Chamber of Commerce for students during the first week of May. Twenty employers from the area participated and interviewed students for summer job opportunities.
- Fostered relationship with SIU to grow scholarship opportunities for CCHS students.
 - 39 students from the class of 2022 enrolled at SIU. The largest class of any high school in the country.
 - 49 students from the class of 2023 enrolled at SIU. The largest class of any high school in the country for the second year in a row.
 - To date, 46 students from the class of 2024 have registered at SIU. on track to be the largest class of any high school in the country, three years in a row.
- SIU awarded CCHS students almost 1 million dollars in scholarships to the class of 2024. This number includes 4 Chancellor's Scholarships that provide full tuition, room, and board to attendees.

Where we're going next:

Strengthen relationships and satisfaction with families.

- Continue to expand the community meet and greet/open house concept during the 2023-24 school year with hopes to grow the event by increasing advertisement and attendance incentives.
- Goal 4 team will put a plan in place to track attendance for the community meet and greet, parent teacher conferences, and freshman orientation so that targets can be set for future key performance indicators.

Enhance life, college, and career readiness exchanging resources with SIU, JALC, SIH, and other community businesses and partners.

- Goal 4 team will work to further career exploration opportunities for students by working with SIU, JALC, SIH, and other community businesses and partners to expose students to the career opportunities available in southern Illinois through presentations during Terrier Time.
- CCHS will continue to plan and expand the CCHS Job Fair during the 2024-25 school year by preparing more students to attend and recruiting more employers to participate.

Year two Key Performance Indicators and Targets:

KPI	18-19	19-20	20-21	21-22	22-23	23-24	TARGET
Family participation on 5 Essentials Survey	23.6%	20.5%	20.4%	22.3%	27%	28.6%	Maintain/Improve
Donations to the CCHS Education Foundation				\$88,000	\$63,162	\$139,000+	\$100,000
Number of community partners at annual job fair						20 Partners	Baseline Year
Parent access to Infinite Campus						57.8%	>50%
Parent Teacher Conference attendance					16%	Oct. 17.3% / March 11%	> 16%

Goal 5 - Resources: Make effective and efficient use of resources to maximize educational success.

What we've done so far:

Construct facility and technology upgrades and provide better space utilization.

- Continued to monitor the timeliness of IT and Maintenance Help Desk tickets
 - There were 214 IT tickets submitted through the 3rd quarter of the fiscal year and 191 tickets resolved in 3 days or less (89%)
 - There were 219 Maintenance tickets submitted through the 3rd quarter of the fiscal year and 159 tickets resolved in 5 days or less (73%)
- We continued to use the same cleanliness survey from our previous custodial contractor to see where the district has improved from a cleanliness standpoint and what areas need more attention as we navigate through the first year of our contract
- Ratings per category through the 3rd quarter
 - How clean are the surfaces around you? (3.27 out of 5.00)
 - How clean are the floors and carpets? (2.87 out of 5.00)
 - How clean are the entrance doors and windows in the building? (3.71 out of 5.00)
 - How clean are the restrooms? (3.15 out of 5.00)
 - How would you rate the timeliness of the track pick-up? (3.79 out of 5.00)

The overall ratings on the cleanliness survey have improved significantly year over year

We completed the remainder of our Health Life Safety (HLS) projects. Our next 10-year survey will start in 2026 and we have already begun to identify projects that will come up on the survey with our architects to be completed over the next 10 years:

- Gravel replacement
- ADA compliance projects around the campus

Monitor our AFR profile score and days cash on hand to ensure we are in good financial standing

- We currently have a 4.0 overall financial profile score, putting us at recognition status for FY23. We will receive our FY24 designation in the Fall.
- Our FY23 days cash on hand increased from 258 days to 274 days due to federal grant funds from Covid-19 recovery. These funds are ending this year and account balances will level out as the costs of goods and services continue to rise.

Where we're going next:

Construct facility and technology upgrades and provide better space utilization.

- We will continue to maintain or improve our response times to maintenance and IT issues that occur within the building. On the IT side, we will specifically monitor the impact of Chromebook carts to classrooms as we transition away from allowing students to take devices home each day.
- Create a new survey tailored to the feedback we have received over the past two years to be distributed next school year for faculty and staff to ensure we are continuously improving the cleanliness of the facility
- Monitor our new self-insured insurance model to make sure that it is at bare minimum, a break-even point for the district

Year two Key Performance Indicators and Targets:

KPI	21-22	22-23	23-24	TARGET
Days Cash on Hand	251	274	349	200
Financial Profile Rating	4	4	4	3.54
Maintenance Help Desk		72%	73%	75%
IT Help Desk		89%	89%	90%
Custodial Cleanliness		2.92	3.36	3.0
Life Safety Compliance		85%	100%	100%
Material Audit Findings		0	0	0