Commerce Independent School District

Commerce High School

2026-2027 Campus Improvement Plan

Generated by Plan4Learning.com
October 20, 2026 at 02:12 PM

Mission Statement

THE MISSION OF CHS is to provide an excellent education for each student.

Vision

Commerce High School envisions our students striving to be better tomorrow than they are today and graduating as self reliant, employable individuals. Tigers Never Quit!

Value Statement

We believe every student can learn.

We believe every student can be successful

We believe we can partner with our community to help our students be happy, safe, and successful.

We believe our teachers can impact learning every day in a successful manner.

Table of Contents

Comprehensive Needs Assessment 4

Student Learning 5

Perceptions 7

Data Documentation for CNA 9

Improvement Planning Data 10

Accountability Data 10

Student Data: Assessments 10

Student Data: Student Groups 11

Student Data: Behavior and Other Indicators 11

Employee Data 12

Parent/Community Data 12

Support Systems and Other Data 13

Goals 14

Goal 1 : CISD will provide exemplary programs to ensure that all students are succ... 15

Goal 2 : CISD will maintain and improve facilities and support systems that enhanc... 23

Goal 3 : CISD will provide timely, open communication and positive parental and co... 32

Goal 4 : CISD will attract and retain qualified employees by providing competitive b... 34

Goal 5 : CISD will invest resources to ensure that students, parents, and the comm... 37

Comprehensive Needs Assessment

Student Learning

Summary

We have grown in most areas the last three years. English I is a focus area this year. Overall campus literacy is a priority as we now offer lab classes for incoming freshman as well as English students who have failed English EOC on our campus.

Strengths

We are strong in Biology and History, our math scores are improving steadily the last three years. We are working on a campus wide initiative to increase literacy. All non core classes write at least two days a week, for grades.

Problem Statements Identifying Student Learning Needs

	Problem Statement	Root Cause
1	We get students from the middle school who are behind academically.	The district lacked a comprehensive literacy program for a number of years.

★ = Priority

Perceptions

Summary

Our yearly focus at CHS is "relationships are our foundation" Our staff understands the importance of getting to know each and every student. When you build a relationship with students, discipline issues decrease and classroom perfromance increases. We build relationships by greeting students everyday as they enter each classroom. Also, by taking an interest in our students lives on a daily basis.

Data Documentation for CNA

Data Documentation for CNA

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

Improvement Planning Data

- [x] **District goals**
- [x] **Campus goals**
- [x] **HB3 Reading and math goals for PreK-3**
- [x] **HB3 CCMR goals**
- [x] **Performance Objectives with summative review (prior year)**
- [x] **Campus/District improvement plans (current and prior years)**
- [x] **State and federal planning requirements**

Accountability Data

- [x] **Texas Academic Performance Report (TAPR) data**
- [x] **Student Achievement Domain**
- [x] **Student Progress Domain**
- [x] **Closing the Gaps Domain**
- [x] **Effective Schools Framework data**
- [x] **Comprehensive, Targeted, and/or Additional Targeted Support Identification data**
- [x] **Accountability Distinction Designations**

Student Data: Assessments

- [x] **State and federally required assessment information**
- [x] **STAAR current and longitudinal results, including all versions**
- [x] **STAAR End-of-Course current and longitudinal results, including all versions**
- [x] **STAAR released test questions**
- [x] **STAAR Emergent Bilingual (EB) progress measure data**
- [x] **Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results**

- [x] **Postsecondary college, career or military-ready graduates including enlisting in U. S. armed services, earning an industry based certification, earning an associate degree, graduating with completed IEP and workforce readiness**
- [x] **Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data**
- [x] **Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant information**
- [x] **SAT and/or ACT assessment data**
- [x] **PSAT**
- [x] **Student failure and/or retention rates**
- [x] **Local benchmark or common assessments data**
- [x] **Observation Survey results**
- [x] **State-developed online interim assessments**
- [x] **Grades that measure student performance based on the TEKS**

Student Data: Student Groups

- [x] **Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups**
- [x] **Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group**
- [x] **Economically disadvantaged / Non-economically disadvantaged performance and participation data**
- [x] **Special education/non-special education population including discipline, progress and participation data**
- [x] **Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant achievements by race, ethnicity, gender, etc.**
- [x] **Section 504 data**
- [x] **Homeless data**
- [x] **Gifted and talented data**
- [x] **Dyslexia data**
- [x] **Response to Intervention (RtI) student achievement data**
- [x] **Dual-credit and/or college prep course completion data**
- [x] **Pregnancy and related services data**

Student Data: Behavior and Other Indicators

- [x] **Completion rates and/or graduation rates data**
- [x] **Annual dropout rate data**
- [x] **Attendance data**
- [x] **Discipline records**
- [x] **Violence and/or violence prevention records**
- [x] **Tobacco, alcohol, and other drug-use data**
- [x] **Student surveys and/or other feedback**
- [x] **Class size averages by grade and subject**
- [x] **School safety data**
- [x] **Enrollment trends**

Employee Data

- [x] **Professional learning communities (PLC) data**
- [x] **Staff surveys and/or other feedback**
- [x] **Teacher/Student Ratio**
- [x] **State certified and high quality staff data**
- [x] **Campus leadership data**
- [x] **Campus department and/or faculty meeting discussions and data**
- [x] **Professional development needs assessment data**
- [x] **Evaluation(s) of professional development implementation and impact**
- [x] **Equity data**
- [x] **T-TESS data**

Parent/Community Data

- [x] **Parent surveys and/or other feedback**
- [x] **Parent engagement rate**
- [x] **Community surveys and/or other feedback**

Support Systems and Other Data

- [x] **Organizational structure data**
- [x] **Processes and procedures for teaching and learning, including program implementation**
- [x] **Communications data**
- [x] **Capacity and resources data**
- [x] **Budgets/entitlements and expenditures data**
- [x] **Action research results**

Goals

Goal 1 CISD will provide exemplary programs to ensure that all students are successful learners.

Performance Objective 1 ☑ High Priority ☑ HB3 Goal

CHS will increase scores on tests that will meet or exceed the state standard for all subpopulations. CHS will score the following percentages in categories for meets grade level or higher, masters:
Alg 1 - 60%
Eng 1 - 60%
Eng 2 - 60%
Bio - 60%
US History 60%

Evaluation Data Source: STAAR scores as well as benchmarks and interim assessments.

Strategy 1

Core subject areas will administer unit assessments and benchmarks (interim assessments) to help identify and plan for needed interventions and/or reteach opportunities for students.

Strategy's Expected Result/Impact: Students pass the mid-year benchmark over previously tested objectives

Staff Responsible for Monitoring: Principal, Assistant Principal, Testing Coordinator, Curriculum Coordinator,Teachers

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership

Formative Reviews

November	January	March	June

Strategy 2

PLC meetings in core subject areas will disaggregate data and create MTSS intervention plans for at-risk students (including ESL, 504 & SPED). PLC meetings will also include strategy planning and other items as well.

Strategy's Expected Result/Impact: Increased passing rates by all subpops

Staff Responsible for Monitoring: Teachers, Counselor(s), Administrators, and Support Staff

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

November	January	March	June

Strategy 3

Students will monitor their own progress using performance measures such as: goal setting, data folders, progress reports, Eduphoria's (Aware)STEP and TIP reports, and common assessments.

Strategy's Expected Result/Impact: Increased tutorial attendance and fewer 9 week failures

Staff Responsible for Monitoring: Teachers, Counselors, Administrators, and Support Staff

TEA Priorities: Build a foundation of reading and math

Formative Reviews

November	January	March	June

Strategy 4

Instructional technology will be utilized to enhance instruction using Chromebooks provided by the districts Instructional Technology
department.

Strategy's Expected Result/Impact: Classroom Walkthroughs

Staff Responsible for Monitoring: Central Office Instructional Technologist(s), Principals

TEA Priorities: Build a foundation of reading and math, Connect high school to career and college

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 3: Integrated Student Support Systems, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

November	January	March	June

Strategy 5

Provide professional development for staff on instructional strategies for all subject areas including but not limited to Formative Assessments, Differentiated Instruction, etc.

Strategy's Expected Result/Impact: Documentation of staff developments

Staff Responsible for Monitoring: Administration, Curriculum Director, and Asst. Superintendent

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 3: Integrated Student Support Systems, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

November	January	March	June

Strategy 6

Create and implement Tiger Time Intervention daily to increase scores for all students and sub-pops.

Strategy's Expected Result/Impact: 50% of all students enrolled in the lab class will pass the STAAR retest in December. The remainder will pass in future administrations.

Staff Responsible for Monitoring: Teachers, Counselors, Administrators, and Support Staff

TEA Priorities: Build a foundation of reading and math, Connect high school to career and college

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

November	January	March	June

Strategy 7

Provide ESL certification training from Region 10 so that all teachers will be ESL certified by the end of the 2026-2027 school year.

Strategy's Expected Result/Impact: Increased passing rates on state assessments for ELL's

Staff Responsible for Monitoring: Teachers, Counselors, Administrators, and Support Staff

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

November	January	March	June

Strategy 8

Continue the use of ESL classes to improve EB's scores in all core content areas.

Strategy's Expected Result/Impact: Increased passing rates on state assessments for EB's

Staff Responsible for Monitoring: Teachers, Counselors, Administrators, and Support Staff

TEA Priorities: Build a foundation of reading and math, Connect high school to career and college

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 3: Integrated Student Support Systems, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

November	January	March	June

Strategy 9

CHS students that are placed in DAEP will be visited at least once weekly by their teachers to ensure academic success. Upon reentry to CHS, students will have a transition meeting to ensure they have a successful return.

Strategy's Expected Result/Impact: Increase the level of academic success for students going in to and out of DAEP and ensuring thier success during their placement.

Staff Responsible for Monitoring: CHS admin and CHS sped department

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

November	January	March	June

Performance Objective 2

Improve students' college and career readiness (specifically testing readiness) in the Spring 2027 semester by offering testing schedule to all students. CCMR Coordinator will host test prep days and TSIA2 Bootcamps (Math & ELAR). TSIA2 will be offered at the CHS campus for students several times in the spring.

Evaluation Data Source: TSIA2 scores pretest and post test

Strategy 1

Increase student performance on the SAT /ACT by embedding test prep into English classes and math classes. Also add several test prep books in the library for students to checkout and prepare for test. Also with the Aspire program we will have ACT/SAT prep with Mark Tarpley. Parent meetings will be conducted in these areas.

Strategy's Expected Result/Impact: End of year performance report, library checkout report

Staff Responsible for Monitoring: College and Career Readiness Coordinator(s), Counselor, Administrators, Teachers

TEA Priorities: Build a foundation of reading and math, Connect high school to career and college

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 3: Integrated Student Support Systems, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

November	January	March	June

Strategy 2

Provide college and career awareness opportunities throughout the year such as college visits, guest speakers, My College Mondays, and focused discussions during classes. Examples: The 9-11 CCRC will bring in guest speakers once a month. The 12th grade CCRC will meet with students every Monday during their English class. We are going to host a career fair here in October and a FAFSA and College night here in October as well as a C&CR signing day in the Spring.

Strategy's Expected Result/Impact: Calendars, sign-up sheets, attendance sheets, other forms of documentation

Staff Responsible for Monitoring: College and Career Readiness Coordinator(s), Counselor, Administrators

TEA Priorities: Connect high school to career and college

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 3: Integrated Student Support Systems, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

November	January	March	June

Strategy 3

Ensure personal graduation plans are updated and accurate using the new endorsement plan form and the CHS endorsement handbook.

Strategy's Expected Result/Impact: 100% of the plans are updated with individual folders made for each student

Staff Responsible for Monitoring: College and Career Readiness Coordinator(s), Counselor, Administrators

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 3: Integrated Student Support Systems, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

November	January	March	June

Strategy 4

Conduct parent and student awareness nights such as Meet the Tiger Night and Tiger with a Plan Night (8th graders transitioning to HS) during the year.

Strategy's Expected Result/Impact: Calendar, sign-up sheets, attendance sheets

Staff Responsible for Monitoring: College and Career Readiness Coordinator(s), Counselor, Administrators

TEA Priorities: Connect high school to career and college

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 3: Integrated Student Support Systems

Formative Reviews

November	January	March	June

Strategy 5

Utilize A+ online curriculum for credit recovery, make-up work, DAEP students, and dropout prevention.

Strategy's Expected Result/Impact: All students graduate

Staff Responsible for Monitoring: College and Career Readiness Coordinator(s), Counselor, Administrators

Formative Reviews

November	January	March	June

Performance Objective 3

CHS will continue our Write Across the Campus initiative in 2026-27 with the expectation that all teachers in all subject areas will have students writing a minimum of one time per week. Writing will be practiced weekly with correct syntax and grammar, to prepare for STAAR redesign question types. Each teacher will post 3 writing grades per nine weeks.

Evaluation Data Source: Student STAAR scores will reflect understanding of new question types, specifically those including constructed response.

Performance Objective 4

Teachers will facilitate HB1416 tutoring in tiger time daily using IXL and instruction to increase student scores for EOCs.

Evaluation Data Source: Verify enrollment that all students who did not meet approaches on EOC are enrolled in an appropriate accelerated instruction class.

Performance Objective 5

Due to changes with TSIA2 students do not have to pass the exam before starting Dual Credit courses. We will start recruiting students for Dual Credit in 8th grade and have Dual Credit sign up days in the spring.

Evaluation Data Source: Dual credit numbers will increase due to delayed testing.

Strategy 1

We are going to give the TSIA to all 8th graders in the Fall of 2025.

Strategy's Expected Result/Impact: This will help with recruiting students to enroll in Dual Credit courses.

Formative Reviews

November	January	March	June

Performance Objective 6

CHS continues to add new courses in our CTE program and Dual Credit in conjunction with East Texas A&M-Commerce and Paris Junior College.

Evaluation Data Source: We currently have stream lined our CTE courses to have more completers. We are working on getting more Industry Based Certifications planned. Also, we are partnering with Paris Junior College to create trades/workforce CTE program.

Performance Objective 7

Through the 18+ Program, students with special needs will acquire and retain post-secondary employment 75% of the time.

Evaluation Data Source: Student employment records provided by the 18+ Program teacher

Performance Objective 8

We will continue to use the Summit K-12 program with our emergent bilingual students to improve English language acquisition skills.

Evaluation Data Source: Summit K-12 benchmark assessments and TELPAS scores

Performance Objective 9

100% of CHS teachers and administrators will be trained in MTSS procedures in order to identify students who need extra supports in order to be successful.

Evaluation Data Source: Training agendas and sign-in sheets; meeting agendas and sign-in sheets; student tracking sheets and educational plans

Performance Objective 10

We encourage teachers to start clubs or programs to enhance student experiences at CHS. We currently have the Spanish Club, Garden Club and FCA.

Evaluation Data Source: Email communication with teachers/sponsors of clubs and programs. Sign in sheets of students.

Goal 2

CISD will maintain and improve facilities and support systems that enhance a positive learning environment and foster student and community pride.

Performance Objective 1

CHS will maintain facilities that are comfortable and conducive to the teaching/learning process. We are in need of new air conditioners in areas of CHS. We are continuing with our project Operation Tiger Terrace. This space will be an outdoor eating area that doubles as an outdoor classroom. The concrete has been donated and we have purchased outdoor tables. We are still working with the garden club to enhance The Terrace.

Evaluation Data Source: AP and Principal will do regular walks of CHS facilities and work with maintenance and janitorial services to keep facilities upgraded.

Strategy 1

Continuation of the "Building Committee" to make cosmetic improvements to CHS (examples: repaint teachers workrooms, redecorate front entrance which includes the front lawn and foyer).

Strategy's Expected Result/Impact: Completion of the cosmetic improvements

Staff Responsible for Monitoring: CHS teachers, counselor(s), administrators, janitors, and coaches

Formative Reviews

November	January	March	June

Strategy 2

Revamp the CHS library by turning it into a store and media center (examples include: new modern furniture, multiple device outlets, coffee and hot cocoa available).

Strategy's Expected Result/Impact: staff input survey, acquire grants and funding to begin remodeling

Staff Responsible for Monitoring: District librarian and administrators

Formative Reviews

November	January	March	June

Strategy 3

Continuation of the "Tiger Roar Committee" to build staff and student morale and promote comradeship. Examples include: random teacher appreciation days, classroom contest, themed potlucks, etc.

Strategy's Expected Result/Impact: Department socials, staff/student contest, snacks, Sonic drinks, jean days, etc.

Staff Responsible for Monitoring: Committee members composed of teachers and assistant principal, random involved students.

Formative Reviews

November	January	March	June

Strategy 4

New carpet and paint will be requested during the school year.

Strategy's Expected Result/Impact: All items will be visible and cleanliness will be evident

Staff Responsible for Monitoring: CISD Central Administration, Principals

Formative Reviews

November	January	March	June

Strategy 5

Utilize Texas A&M University-Commerce for student support in conjunction with the Aspire program. Continue the Pride Prep program as our first cohort are now Seniors.

Strategy's Expected Result/Impact: Continue to ask and utilize any help from TAMU-C

Staff Responsible for Monitoring: TAMUC President and staff, CISD Central Administration, and CHS Administration.

Formative Reviews

November	January	March	June

Strategy 6

Continue to build and improve relationships with GCA to maintain high standards of cleanliness at CHS. This will include weekly walkthroughs with GCA and the principal.

Strategy's Expected Result/Impact: Maintenance Evaluations

Staff Responsible for Monitoring: Administration

Formative Reviews

November	January	March	June

Performance Objective 2

Maintain an orderly environment and reduce office referrals by building relationships with students. Teachers greet students at the door and work on manifesting relationships throughout each day. Administrators greet students each morning and afternoon at the Tiger Path. We also visit with kids during the day at lunch and passing periods. This will help reduce the discipline issues on campus. Our staff is always creating alternative ways to reduce student disruption.

Strategy 1

The Restorative Practices initiative will be implemented through campus related activities. Professional training will be provided. Teachers will learn how to build relationships with students by understanding each individual student's cultural and moral values.
Teachers will have RP circles quarterly.

Strategy's Expected Result/Impact: Reduction in discipline referrals and better staff/student relationships, weekly calendars, embedded RP will be embedded into weekly lesson plans

Staff Responsible for Monitoring: Administrators, Assistant Superintendent, Teachers

Formative Reviews

November	January	March	June

Strategy 2

Student clubs will be implemented to develop a student connection to the campus (Examples: Spanish, Game club, ACE/BGC, Chess, etc.).

Strategy's Expected Result/Impact: Increase in student participation in extracurricular activities, sign-in sheets and passes during lunch

Staff Responsible for Monitoring: Club Sponsors

Formative Reviews

November **January** **March** **June**

Strategy 3

Continue incentives that reward academic success, e.g., Honor Roll, Award Assemblies, certificates, Board Recognition, attendance incentive, newspaper, social media, and parent square communications.

Strategy's Expected Result/Impact: Students recognized

Staff Responsible for Monitoring: Faculty and Principals

Formative Reviews

November **January** **March** **June**

Strategy 4

Begin incentives that promote camaraderie between students and teachers. Examples include: door decorating contest, Halloween costume contest, and ugly Christmas Sweater competitions. Quarterly teacher rewards will be continued.

Strategy's Expected Result/Impact: Students and teachers are recognized

Staff Responsible for Monitoring: Faculty and Principals

Formative Reviews

November **January** **March** **June**

Performance Objective 3

Expect and promote a safe school environment.

Evaluation Data Source: We have cut down on our vaping issues with our policies combined with the new state mandates. We have a zero tolerance policy on fighting at CHS. Our students also are not allowed to wear slides, to school for safety reason. Students are not allowed to wear ear buds in the hallway for safety and communication purposes.

Strategy 1

Conduct safety drills in accordance with district policy, fire, lock down, active shooter.

Strategy's Expected Result/Impact: Safety drill log

Staff Responsible for Monitoring: Principal and District Safety Coordinator

Formative Reviews

November	January	March	June

Strategy 2

All staff will be trained in actively monitoring and school safety procedures. Staff will actively monitor students in between class periods, in the cafeteria, common areas, and classrooms.

Strategy's Expected Result/Impact: Reduction in referrals and revamped duty rosters and supervision schedules

Staff Responsible for Monitoring: All faculty and staff, all campus administrators, and SRO

Formative Reviews

November	January	March	June

Strategy 3

An additional full time SRO will be housed at CHS. Commerce Police Department will stop by occasionally at CHS for visits, we will have an office for a DPS officer and K9 unit from Hunt County will do regular drugs and weapon searches.

Strategy's Expected Result/Impact: Increased awareness of CPD

Staff Responsible for Monitoring: All faculty and staff, all campus administrators, and SRO

Formative Reviews

November	January	March	June

Performance Objective 4

Establish a campus-wide initiative that will promote self-esteem, responsible behavior, including anti-bullying, and enhance students' ability to be successful productive citizens.

Evaluation Data Source: In our PBIS, STRIPES helps keep the pulse of campus to avoid conflicts.

Strategy 1

Student clubs will be implemented to develop a student connection to the campus (Examples: Spanish, Danger Zone spirit club, NHS, Game club, foreign language club, Chess, etc.).

Strategy's Expected Result/Impact: Increase Student Membership Opportunities to 75% of Student Involvement in at least one
activity.

Staff Responsible for Monitoring: Club Sponsors, Teachers, Administrators

TEA Priorities: Connect high school to career and college

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 3: Integrated Student Support Systems

Formative Reviews

November	January	March	June

Strategy 2

All professional staff members will receive training in the use of positive behavior supports for all students. The Restorative Practices initiative will be implemented through campus related activities.

Strategy's Expected Result/Impact: Reduction in referrals and revamped duty rosters and supervision schedules

Staff Responsible for Monitoring: Administrators, Assistant Superintendent, Teachers

TEA Priorities: Recruit, support, retain teachers and principals, Connect high school to career and college

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 3: Integrated Student Support Systems

Formative Reviews

November	January	March	June

Strategy 3

Possible implementation of the 100 hour volunteer cord seniors can receive if they complete all hours between their 9th -12th grade year. Examples: Clothe a Child, Reading and Writing Night at CES, etc.

Strategy's Expected Result/Impact: Increase in student volunteer opportunities to 50% of the student body. Incentive includes the volunteer cord during scholarship night and at the graduation ceremony.

Staff Responsible for Monitoring: Counselors, Administrators, NHS, etc.

TEA Priorities: Connect high school to career and college

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 3: Integrated Student Support Systems

Formative Reviews

November	January	March	June

Strategy 4

Class Wars to promote charitable actions among students. Examples include: House fire victims, pop top food drive, Pack the Paw for Hurricane or Disasters relief, etc.

Strategy's Expected Result/Impact: Show the importance of giving back to your community

Staff Responsible for Monitoring: Administration, Teachers, etc.

TEA Priorities: Recruit, support, retain teachers and principals, Connect high school to career and college

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 3: Integrated Student Support Systems

Formative Reviews

November	January	March	June

Strategy 5

CHS/A.C. Williams Adopt a Student Mentoring program. Other examples include: Curriculum Nights at CES, etc.

Strategy's Expected Result/Impact: Visit with and inspire the younger generation

Staff Responsible for Monitoring: CHS/A.C. Williams/CES Principals, volunteer extracurricular students, NHS Sponsor, etc.

TEA Priorities: Connect high school to career and college

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 3: Integrated Student Support Systems

Formative Reviews

November	January	March	June

Strategy 6

6) CHS extra-curricular students, students that drive on campus, or students that parents wish to have them tested will be regularly drug tested in a district approved, drug testing program.

Strategy's Expected Result/Impact: To lower drug use by students by giving them another reason to say no to drug use.

Staff Responsible for Monitoring: CHS admin team, sponsors.

TEA Priorities: Recruit, support, retain teachers and principals, Connect high school to career and college

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 3: Integrated Student Support Systems

Formative Reviews

November	January	March	June

Performance Objective 5

We have a drug dog on our campus 4-6 times per year.

Evaluation Data Source: We have very few drug arrests or weapons arrests at CHS.

Strategy 1

Using the CPD and CISDPD explorer program allow students to gain insight into law enforcement jobs as well as compete with other schools using skills they gain in the program.

TEA Priorities: Connect high school to career and college

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 3: Integrated Student Support Systems

Formative Reviews

November	January	March	June

Performance Objective 6

CHS Student of The Week. Teachers nominate any student they choose in there class and send that name to our AP. We check to make sure they do not have any unexcused absences, tardies or discipline referrals. We draw a name on Facebook Live and hang their picture in the hallway.

Evaluation Data Source: We award student of the week every week of the year.

Performance Objective 7

Content Mastery offers a safe and quiet environment for students with special needs to complete assignments, as well as to use as a cool down location.

Evaluation Data Source: Available every day, 8 periods a day for all students with special needs

Performance Objective 8

We have a clear bag policy at CHS. All students must have a clear backpack. We sell clear bags for $7.00.

Goal 3

CISD will provide timely, open communication and positive parental and community partnership opportunities in our schools.

Performance Objective 1

Provide opportunities for family engagement in the educational process. Have nights to engage parents, Meet the Tiger, Tiger with a Plan, Pride Prep info meeting, dual credit info meetings, FAFSA night, Back to School Bash.

Evaluation Data Source: Increase in the amount of parental involvement at CHS.

Strategy 1

Conduct parent and student awareness nights such as Meet the Teacher Night (Curriculum Night), Health and Safety Fair, and Tiger with a Plan Night (8th graders transitioning to HS) during the year.

Strategy's Expected Result/Impact: Calendar, sign-up sheets, attendance sheets, feedback sheets

Staff Responsible for Monitoring: College and Career Readiness Coordinator(s), Counselor, Administrators

TEA Priorities: Recruit, support, retain teachers and principals, Connect high school to career and college

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 3: Integrated Student Support Systems

Formative Reviews

November	January	March	June

Strategy 2

Host a minimum of 2 Site Based Decision Making Committee Meetings a school year.

Strategy's Expected Result/Impact: Provides parents and community members an opportunity to voice their opinions. Feedback sheets after reviewing data.

Staff Responsible for Monitoring: Administrators

Formative Reviews

November	January	March	June

Performance Objective 2

We are in our sixth year for our seniors "Last first day of school" breakfast. This is now a parent lead breakfast at the beginning of the year instead of at the end of the year.

Evaluation Data Source: We had an excellent turnout our first three years and are very excited about this event moving forward.

Performance Objective 3

Our senior and junior class parents volunteer in conjunction with our junior class sponsor with their time in helping with our prom night.

Evaluation Data Source: Parents help set up the day before and also donate items to be used.

Performance Objective 4

We will try to provide a fan bus for our students at CHS for important games or contest including all playoff games.

Evaluation Data Source: We will get a teacher or coach to volunteer to drive the bus.

Performance Objective 5

Parents/guardians of students with special needs, Section 504 students, and those of emergent bilingual students will be informed of up-to-date local and state policies regarding these programs through Parent Square and annual meetings.

Evaluation Data Source: Meeting attendance sheets and digital communication logs

Goal 4

CISD will attract and retain qualified employees by providing competitive benefits, compensation and the training and tools necessary for success.

Performance Objective 1

Recruit, develop and retain highly qualified employees in an environment that embraces diversity, if we have minority applicants, ensure they get to interview to try to increase our amount of minority employees.

Evaluation Data Source: Employment application files through TJN.

Strategy 1

Administrators and Department Chairs will meet formally and informally with novice and veteran teachers to discuss the individuals concerns and needs, all new staff will have a mentor teacher.

Strategy's Expected Result/Impact: New Strive CHS walkthrough forms and new CHS feedback forms. Providing more opportunities for coaching and support of our teachers.

Staff Responsible for Monitoring: Campus Administrators, Department Chairs

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 3: Integrated Student Support Systems, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

November	January	March	June

Strategy 2

District and campus administrators will recruit, retain, and hire highly qualified teachers with a focus on increasing the percent of minority professional staff members.

Strategy's Expected Result/Impact: Hired staff that reflects campus demographics

Staff Responsible for Monitoring: CHS Administration

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 3: Integrated Student Support Systems, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

November	January	March	June

Strategy 3

In order to utilize certified teachers to the fullest, additional aides will be needed to cover classes.

Strategy's Expected Result/Impact: Hired staff that meets the campuses needs

Staff Responsible for Monitoring: CHS Administration and Central Office

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 3: Integrated Student Support Systems, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

November	January	March	June

Performance Objective 2

I try to focus on developing a strong relationship with our teachers. Building relationships helps with over all job satisfaction and teacher retention.

Evaluation Data Source: Being consistent on a daily basis checking in with teachers over all well being.

Performance Objective 3

We have added perks for teachers working at CHS! 1) We treat our teachers to soda's and snacks throughout the year. We take a cart around to their rooms and surprise them w/ a refreshing treat. 2) We have allowed our TEAM to wear jeans when they want throughout the 5 day week.

Evaluation Data Source: We try to do this once every weeks and holidays.

Performance Objective 4

Teachers receive IEP/ARD, MTSS, 504, and ESL processes support through trainings provided by the Special Programs Administrator so they are not overwhelmed when asked to complete tasks regarding students served in these programs.

Evaluation Data Source: Training and meeting sign-in sheets; emails to and from the Special Programs Administrator

Performance Objective 5

Maintain an average class size around 18 students to keep the teacher to student ratio at an optimum

level.

Evaluation Data Source: Class counts in Skyward

Goal 5 CISD will invest resources to ensure that students, parents, and the community receive optimal educational services.

Performance Objective 1

We will develop and maintain strategic parent engagement and community partnerships.

Evaluation Data Source: Keep logs of events, partnerships, communication logs.

Strategy 1

Create and maintain our SBDM that meets at least 2 times each year.

Strategy's Expected Result/Impact: Sign-in sheets plus feedback forms from meetings

Staff Responsible for Monitoring: Principals, Counselor

TEA Priorities: Recruit, support, retain teachers and principals, Connect high school to career and college

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 3: Integrated Student Support Systems, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

November	January	March	June

Strategy 2

Register more students for Upward Bound program.

Strategy's Expected Result/Impact: Recruiter list

Staff Responsible for Monitoring: Counselor and Principals

TEA Priorities: Build a foundation of reading and math, Connect high school to career and college

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 3: Integrated Student Support Systems

Formative Reviews

November	January	March	June

Strategy 3

Increase opportunities for students to participate in CTE programs of study and certification opportunities. Through the District of Innovation program we will be able to offer new endorsements. Increase our number of CTE industry based certifications.

Strategy's Expected Result/Impact: Classes scheduled and increased CTE class enrollment

Staff Responsible for Monitoring: Principals, C&C Coordinator(s), Counselor

Formative Reviews

November	January	March	June

Strategy 4

Continue to increase Dual Credit opportunities from TAMUC and PJC for students. Also, increase minority and low SES participation in Pride Prep and Dual Credit classes. Work with CMS staff to recruit minority applicants to Pride Prep.

Strategy's Expected Result/Impact: Classes scheduled and student registration

Staff Responsible for Monitoring: Principals, C&C Coordinator(s), Counselor, TAMU-C program coordinators, CMS Administrators

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 3: Integrated Student Support Systems, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

November	January	March	June

Strategy 5

Face-to-face parent/teacher conferences are held at regular intervals throughout the nine weeks on an as-needed basis to discuss student progress toward learning goals and assessment results. MTSS, 504, and ARD meetings will be held as needed or recommended. We continue with specific goals for parent contact frequency.

Strategy's Expected Result/Impact: Participation in events and reciprocal communication

Staff Responsible for Monitoring: Teachers, Principals, Counselor

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 3: Integrated Student Support Systems, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

November	January	March	June

Performance Objective 2

CISD will create a Safety and Security committee. They will prioritize and follow safety and security actions.

Evaluation Data Source: Our chief of police will organize and lead this committee.

Strategy 1

An officer will be present at all campuses for at least part or most of the day when staff and students are present.

Strategy's Expected Result/Impact: Increased safety and security.

Staff Responsible for Monitoring: CISD PD and Principals

Formative Reviews

November	January	March	June

Strategy 2

All exterior doors will be locked and classroom doors will be locked during instructional time. Doors and locks will be functional and checked weekly.

Strategy's Expected Result/Impact: Increased safety

Staff Responsible for Monitoring: CISD PD Chief and Principals

Formative Reviews

November	January	March	June

Strategy 3

Drills are scheduled before the school year and drills and training are conducted throughout the school year for staff and students.

Strategy's Expected Result/Impact: Increased safety

Staff Responsible for Monitoring: CISD Police Chief and Principals

Formative Reviews

November	January	March	June

Strategy 4

Building interiors and exteriors, pick up and drop off points should have video monitoring capability.

Staff Responsible for Monitoring: CISD PD Chief and Principals

Formative Reviews

November	January	March	June