

# Grapevine-Colleyville ISD

## Colleyville Heritage High

### 2024-2025 Campus Improvement Plan

GRAPEVINE-COLLEYVILLE INDEPENDENT SCHOOL DISTRICT

# Colleyville Heritage High School



5401 Heritage Avenue  
Colleyville, TX 76034  
817-305-4700  
fax 817-358-4765



# Mission Statement

Our mission is to create a safe and nurturing environment rich in opportunities to learn and grow.

## Vision

CHHS inspires, encourages and empowers students to achieve their full potential in a global society.

LEAD 2.0 Goal One: Actively identify and remove barriers that limit access to and opportunity for learning.

### Picture of Success:

Students are prepared and informed to participate in programs and activities that align to their interests. Students are supported in growing their potential and making choices about their future. Students feel confident in selecting from our variety of programs and activities.

Parents are informed and aware of opportunities for learning including understanding any requirements for participation in programs at CHHS. All parents feel comfortable and confident supporting their child in making program and activity choices that best serve their child's needs and interests.

CHHS collaborates with stakeholders to evaluate program participation and to ensure all students have equitable access to resources, services and programs.

LEAD 2.0 Goal Two: Design learning environments that support social and emotional well-being.

### Picture of Success:

Students feel connected to peers and trusted adults. They are aware of their own needs and strengths, persist in the face of challenges, know how to access resources, are self-regulated in their learning and have hope about their future.

Teachers, support staff, and parents work together to provide a safe social and emotional learning environment for students.

School structures such as course offerings, counseling services, assessment practices, and school schedules are designed in ways that encourage the development of the whole child - physical, emotional, academic and social.

LEAD 2.0 Goal Three: Create a culture that fosters learning environments that reflect student voice and promote student engagement.

### Picture of Success:

Students attend, persist, and commit their time, energy and effort in engaging work that results in high-quality products, performances, or exhibitions that reflect profound learning. They show pride in the work they produce and have a sense of ownership in their learning. Students communicate their learning with parents and others who are significant in their lives. A high level of student and teacher energy exists and positive student/teacher interactions are clearly present in the classroom and throughout the school.

Staff members solicit student feedback and use that information to improve the learning environment. The school culture is positive, characterized by trust and exhibits a shared partnership between students and teachers.

LEAD 2.0 Goal Four: Effectively Communicate with targeted audiences.

**Picture of Success:**

Students receive timely and relevant information regarding events, offerings and initiatives which enhance their educational experience. There is an open dialogue between students and school staff via face to face, digital, social media and other relevant means.

Teachers act as a communication conduit for parents and students to ensure understanding of events, offerings and district initiatives.

Parents easily access information regarding the district and the needs of their children in a time frame and manner that meets their needs. They have the knowledge and information necessary to guide and advocate for their children's educational experiences.

CHHS works to engage all stakeholders to build understanding about our services, programs and information.

## Value Statement

**PURPOSE** We are unwavering in our commitment to align with our mission and vision. We are deliberate in, intentional about, and mindful of how our work impacts the lives of our community, especially the students we serve every day.

**INNOVATION** We are unlimited by past solutions and take initiative to improve the educational experience. Our growth-oriented mindset is pervasive and goes beyond traditional approaches to meet students where they are and design a system that fits their needs.

**COMMUNITY** We recognize our individual power to lead from where we are, thrive on teamwork, and embrace unique perspectives to create the best future for our students and community. We know discovering and activating the ideal path forward is a collective charge.

### DECLARATION

An energized school is the heart of every vibrant community.

And an innovative education is the lifeblood of our brighter future.

In GCISD, we believe the potential of every student is an untapped well of greatness. So, the way things have always been done is not how we do things around here.

Here, we work together and truly listen to each other, because each unique voice makes our community stronger.

Here, we recognize that students have their own path and only by meeting them where they are, can we forge the best way forward.

In GCISD, we all contribute to a safe, caring environment where all students can thrive.

We do so, because our work makes a difference; in the lives of our students today and the impact they'll have on tomorrow.

By redefining what education can be, we change who we can become.

By taking the individual initiative to improve, we grow better together.

In GCISD, we show up and step up because our students and our communities deserve nothing less than our BEST!

# Table of Contents

Goals .....	6
Goal 1: Student Achievement and Post Secondary Readiness .....	6
Goal 2: Faculty and Staff Recruitment, Retention, and Capacity Building .....	21
Goal 3: Parents, Families, and Community Satisfaction and Engagement .....	28
Goal 4: Strong Financial Stewardship and Internal System Efficiency .....	36
Addendums .....	39

# Goals

**Goal 1:** Student Achievement and Post Secondary Readiness

**Performance Objective 1:** Academic Growth & Development: By 2028, all student groups will meet or exceed the State's rigorous Long Term Closing the Gaps Targets in Reading and Mathematics [TEA HB 3 Board Goals].

**HB3 Goal**

**Evaluation Data Sources:** Universal Screeners, STAAR, STAAR EOC, Accelerated Math Student Performance





Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Feb	Apr	June
<p><b>Strategy 1:</b> CHHS will employ Professional Learning Teams (PLTs) to ensure high-level instructional practices, data reviews, and assessment planning are standards in English I, English II, and Algebra I classrooms.</p> <p><b>Strategy's Expected Result/Impact:</b> By June 2025, the percentage of all students performing at Meets Grade Level or Higher on the English 1 EOC will increase to at least 77% up from 70% in 2024.</p> <p>By June 2025, the percentage of students performing at Masters Grade Level on the English 1 EOC will increase to at least 32% up from 25% in 2024.</p> <p>By June 2025, the percentage of all students performing at Meets Grade Level or Higher on the English 2 EOC will increase to at least 80% up from 77% in 2024.</p> <p>By June 2025, the percentage of students performing at Masters Grade Level on the English 2 EOC will increase to at least 20% up from 17% in 2024.</p> <p>By June 2025, the percentage of all students performing at Meets Grade Level or Higher on the Algebra 1 EOC will increase to at least 37% up from 30% in 2024.</p> <p>By June 2025, the percentage of students performing at Masters Grade Level on the Algebra 1 EOC will increase to at least 20% up from 15% in 2024.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principals, Learning Liaison, Teachers</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math <b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>				

Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Colleyville Heritage High School will promote literacy through the continued use of core WICOR strategies campuswide. Teachers will utilize at least one WICOR strategy per unit and noted it in the weekly lesson plans.</p> <p><b>Strategy's Expected Result/Impact:</b> CHHS students in all demographic groups will be engaged in high-level, rigorous lessons which will lead to academic growth, and our EOC measures will show students at the following levels:</p> <p>By June 2025, the percentage of all students performing at Meets Grade Level or Higher on the English 1 EOC will increase to at least 77% up from 70% in 2024.</p> <p>By June 2025, the percentage of students performing at Masters Grade Level on the English 1 EOC will increase to at least 32% up from 25% in 2024.</p> <p>By June 2025, the percentage of all students performing at Meets Grade Level or Higher on the English 2 EOC will increase to at least 82% up from 77% in 2024.</p> <p>By June 2025, the percentage of students performing at Masters Grade Level on the English 2 EOC will increase to at least 22% up from 17% in 2024.</p> <p>By June 2025, the percentage of all students performing at Meets Grade Level or Higher on the Algebra 1 EOC will increase to at least 37% up from 30% in 2024.</p> <p>By June 2025, the percentage of students performing at Masters Grade Level on the Algebra 1 EOC will increase to at least 22% up from 15% in 2024.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principals, Learning Liaison, AVID Course lead, Teachers</p> <p><b>ESF Levers:</b>  Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
	Sept	Feb	Apr	June

Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Targeted professional learning will focus on LEP students and include an emphasis on supporting the use of academic language to read, write, listen, and speak across content areas.</p> <p><b>Strategy's Expected Result/Impact:</b> Utilizing TELPS/LPAC/ESOL/Summit K-12 strategies, students will begin to obtain the following EOC scores:</p> <p>By June 2025, the percentage of LEP students performing at Meets Grade Level or Higher on the English 1 EOC will increase to at least 47% up from 42% in 2024.</p> <p>By June 2025, the percentage of LEP students performing at Masters Grade Level on the English 1 EOC will increase to at least 7% up from 2% in 2024.</p> <p>By June 2025, the percentage of LEP students performing at Meets Grade Level or Higher on the English 2 EOC will increase to at least 26% up from 21% in 2024.</p> <p>By June 2025, the percentage of LEP students performing at Masters Grade Level on the English 2 EOC will increase to at least 3% up from 0% in 2024.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principals, Learning Liaison, ESOL Course lead, Teachers</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p> <p><b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
	Sept	Feb	Apr	June



Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> CHHS teachers in EOC content areas will utilize the data from TEKS checks, unit assessments, and campus-based evaluations to help create opportunities for both remediation and academic growth.</p> <p><b>Strategy's Expected Result/Impact:</b> Data-driven instruction will help teachers collaborate and develop learning opportunities that meet the needs of all students. EOC scores will increase in the following areas-</p> <p>By June 2025, the percentage of all students performing at Meets Grade Level or Higher on the English 1 EOC will increase to at least 77% up from 70% in 2024.</p> <p>By June 2025, the percentage of students performing at Masters Grade Level on the English 1 EOC will increase to at least 32% up from 25% in 2024.</p> <p>By June 2025, the percentage of all students performing at Meets Grade Level or Higher on the English 2 EOC will increase to at least 80% up from 77% in 2024.</p> <p>By June 2025, the percentage of students performing at Masters Grade Level on the English 2 EOC will increase to at least 20% up from 17% in 2024.</p> <p>By June 2025, the percentage of all students performing at Meets Grade Level or Higher on the Algebra 1 EOC will increase to at least 37% up from 30% in 2024.</p> <p>By June 2025, the percentage of students performing at Masters Grade Level on the Algebra 1 EOC will increase to at least 20% up from 15% in 2024.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Learning Liaison, EOC content teachers,</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p> <p><b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
	Sept	Feb	Apr	June
	N/A			

Strategy 5 Details	Reviews			
<b>Strategy 5:</b> Identified students will receive accelerated instruction in state-assessed content areas using high-quality materials and tutors or small-group instructors trained on those materials [HB 1416]. <b>Strategy's Expected Result/Impact:</b> By September 2025, students who are unsuccessful in previously administered state assessments will receive accelerated instruction as required by HB 1416. Students receiving additional time on task with high-quality materials and trained teachers/tutors will demonstrate growth leading to approaches or higher on previously failed EOC English 1, English 2, and Algebra 1 exams. <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principals, Learning Liaison, Teachers  <b>TEA Priorities:</b> Build a foundation of reading and math <b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
	Sept	Feb	Apr	June
Strategy 6 Details	Reviews			
<b>Strategy 6:</b> CHHS will administer the iReady BOY diagnostic to all students enrolled in Algebra 1, English 1, and English 2. <b>Strategy's Expected Result/Impact:</b> Using iReady, CHHS will be able to provide remediation to students who are below grade level.  110 students will receive a MyPlan for Algebra 1  100 students will receive a MyPlan for English 1  100 students will receive a MyPlan for English 2 <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Counselor, Learning Liaison, Teachers  <b>ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
	Sept	Feb	Apr	June
	N/A			
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

## Goal 1: Student Achievement and Post Secondary Readiness

**Performance Objective 2:** College, Career, and Military Readiness: By 2028, 93% of annual graduates will demonstrate at least one college, career, and military ready criteria as measured by the State Accountability System [TEA HB3 Board Goals].

### HB3 Goal

**Evaluation Data Sources:** College Career Military Readiness Indicators  
"School Quality Status" Indicator Domain III State Accountability System

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> By June 2025, CHHS will create, implement, and refine a system to track the number of students who obtain their CCMR points from their TSI, PSAT/NMQST, SAT, ACT, and AP Scores. <b>Strategy's Expected Result/Impact:</b> By the end of the 2024-2025 school year, students receiving their CCMR points will increase from 68% in 2024 to 73%. <b>Staff Responsible for Monitoring:</b> Principal, Asst. Principal, Counselor, Learning Liaison, Counseling Intern, TSI teachers, AP teachers  <b>TEA Priorities:</b> Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools <b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
	Sept	Feb	Apr	June
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> The CHHS CCMR Task force will work with their students to set goals, monitor student goal progress, and ensure that students attain their goals and earn their CCMR points. <b>Strategy's Expected Result/Impact:</b> By the end of the 2024-2025 school year, students receiving their CCMR points will increase from 68% in 2024 to 73%. <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Counselors, Counselor Intern, Teachers, CTE Department  <b>TEA Priorities:</b> Connect high school to career and college <b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing	Formative			Summative
	Sept	Feb	Apr	June
	N/A			

Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> The PSAT/NMSQT will be administered to grades 9-11 students during the Fall semester. The SAT exam will be administered to Juniors during the Spring semester.</p> <p><b>Strategy's Expected Result/Impact:</b> Students receiving required scores on the PSAT/NMSQT/SAT exams will be coded as receiving their CCMR points. For students who do not receive their CCMR points, these exams will be used as a baseline with which to provide remediation via the TSI classes.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Asst. Principal, Counselor, Learning Liaison, Counseling Intern, TSI teachers</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math, Connect high school to career and college</p> <p><b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
	Sept	Feb	Apr	June
Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> CHHS will host meetings and inform students and parents about dual enrollment opportunities through Tarrant County College, Dallas College, or McMurray University.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will receive more information on the dual opportunities that are available through CHHS. The number of students receiving their CCMR points through dual will increase from 7.3% in 2024 to 14.6% by June 2025.</p> <p><b>Staff Responsible for Monitoring:</b> Principals, Assistant Principals, Counselors, CTE Teachers</p> <p><b>TEA Priorities:</b> Connect high school to career and college</p> <p><b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
	Sept	Feb	Apr	June
Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> Educate secondary school students and families about higher education admissions and financial aid opportunities and sources of information, the TEXAS grant program, the Teach for Texas grant program, as well as, the importance of informed course selection in high school [TEA Requirement].</p> <p><b>Strategy's Expected Result/Impact:</b> Students and families will be aware of all of their post-secondary opportunities as well as the financial means available to them.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principals, Counselors</p> <p><b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning</p>	Formative			Summative
	Sept	Feb	Apr	June
	N/A			

Strategy 6 Details		Reviews			
<b>Strategy 6:</b> The counseling department will coordinate with CTE to ensure that students know and have an opportunity to continue pathways that lead to obtaining their industry-based certification by the end of their senior year of high school. <b>Strategy's Expected Result/Impact:</b> By the end of the 2024-2025 school year, students receiving their CCMR points will increase from 68% in 2024 to 73%. <b>Staff Responsible for Monitoring:</b> Principal, Asst. Principal, Counselor, Learning Liaison, Counseling Intern, TSI teachers  <b>TEA Priorities:</b> Connect high school to career and college - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction		Formative			Summative
		Sept	Feb	Apr	June
Strategy 7 Details		Reviews			
<b>Strategy 7:</b> Colleyville Heritage will encourage, support, and plan with students enlisting in the United States Military by regularly inviting recruiters to campus to meet students and list the benefits of military service. <b>Strategy's Expected Result/Impact:</b> The ASVAB will be administered in both the fall and spring semesters. All CHHS students expressing interest in the military will be allowed to participate. This will help increase the CCMR points from 68% in 2024 to 73% by June 2025. <b>Staff Responsible for Monitoring:</b> Principal, Asst. Principal, Counselor, Learning Liaison, Counseling Intern, TSI teachers  <b>TEA Priorities:</b> Build a foundation of reading and math, Connect high school to career and college - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction		Formative			Summative
		Sept	Feb	Apr	June





Strategy 8 Details	Reviews			
<b>Strategy 8:</b> CHHS will utilize the ESOL program to increase English literacy and fluency and help EB students obtain their CCMR points. <b>Strategy's Expected Result/Impact:</b> EB students receiving their CCMR points will increase from 37% in 2024 to 42% by June 2025. <b>Staff Responsible for Monitoring:</b> Principal, Asst. Principal, Counselor, Learning Liaison, Counseling Intern, TSI teachers  <b>TEA Priorities:</b> Build a foundation of reading and math, Connect high school to career and college <b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
	Sept	Feb	Apr	June
<div><div><div><div></div><div>0%</div></div>No Progress</div><div><div><div></div><div>100%</div></div>Accomplished</div><div><div><div></div></div>Continue/Modify</div><div><div><div></div></div>Discontinue</div></div>				

## Goal 1: Student Achievement and Post Secondary Readiness

**Performance Objective 3: Safety & Well-Being:** By 2028, all classrooms will consistently reflect district research-based initiatives designed to preserve instructional time, encourage productive choices, and characterized by multi-tiered systems of support.

**Evaluation Data Sources:** Student and Staff Attendance will reflect a desire to never miss an opportunity for learning. Behaviors that result in removal from the classroom will diminish as staff members gain expertise in a consistent discipline management plan.

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> CHHS will maintain a safe and secure campus by regularly conducting drills and safety audits, including student ID checks, daily checks of exterior and interior doors, monthly safety and security drills, and active monitoring of the hallways and school perimeter.  <b>Strategy's Expected Result/Impact:</b> Teachers will always teach behind a locked door, participate in safety drills, and ensure students wear their student IDs when entering or leaving the classroom. Administrators, security, and SROs will check all exterior doors daily to ensure safety and security. <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principals, Teachers, Security, SROs  <b>TEA Priorities:</b> Recruit, support, retain teachers and principals <b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture	Formative			Summative
	Sept	Feb	Apr	June
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> CHHS will continue to utilize Positive Behavior Interventions and Supports (PBIS) strategies as a behavior management plan.  <b>Strategy's Expected Result/Impact:</b> CHHS will see an overall reduction in student out-of-placement suspensions. <b>Staff Responsible for Monitoring:</b> Principals, Assistant Principals, SRO  <b>TEA Priorities:</b> Recruit, support, retain teachers and principals <b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Formative			Summative
	Sept	Feb	Apr	June

Strategy 3 Details	Reviews			
<b>Strategy 3:</b> All CHHS students will navigate through monthly Character Strong lessons in their English class during the school year. <b>Strategy's Expected Result/Impact:</b> Students will be more self-aware and capable of making good decisions, as seen by a reduction of disciplinary referrals. <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Counselors, Teachers  <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Formative			Summative
	Sept	Feb	Apr	June
Strategy 4 Details	Reviews			
<b>Strategy 4:</b> Encourage the growth and support of Hope Squad at CHHS. <b>Strategy's Expected Result/Impact:</b> Fewer students will engage in on-campus behaviors that are illegal, including vaping, smoking, and illegal substances, as evidenced by a decline in VISTA placements. <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principals, Counselors, Student Advocate, Hope Squad sponsors  <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Formative			Summative
	Sept	Feb	Apr	June
	N/A			
Strategy 5 Details	Reviews			
<b>Strategy 5:</b> CHHS will begin implementing Raa Wee K-12 Software to monitor attendance, address mass absenteeism quickly, and schedule makeup hours. <b>Strategy's Expected Result/Impact:</b> Increased attendance at CHHS and building a system of support for families dealing with mass absenteeism through improved daily communication. <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Counselors, Teachers  <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning	Formative			Summative
	Sept	Feb	Apr	June
	N/A			
<div> <div>  No Progress </div> <div>  Accomplished </div> <div>  Continue/Modify </div> <div>  Discontinue </div> </div>				



## Goal 1: Student Achievement and Post Secondary Readiness

**Performance Objective 4:** Student Involvement: Maintain, Grow, and Create co-curricular and extracurricular programming to ensure all students participate in at least one school-sponsored activity annually.

**Evaluation Data Sources:** GCISD Quality Cup, Student Schedules and Rosters

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Colleyville Heritage will intentionally promote the many clubs and organizations available to our students through community events like Panther Preview, Panther Pride Night, Open House, and Middle School Night. <b>Strategy's Expected Result/Impact:</b> Student organizations will be highlighted and featured, resulting in all students finding a program to participate in by June 2025. <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Counselors, Student Advocate  <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Formative			Summative
	Sept	Feb	Apr	June
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Colleyville Heritage will intentionally build the master schedule to ensure athletic coaches and fine arts directors can attend the middle school feeders and begin building relationships with students prior to their enrollment at CHHS. <b>Strategy's Expected Result/Impact:</b> By June of 2025, the number of students planning to participate in fine arts and athletics will grow at CHHS. <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Counselors, Director of Athletics, Director of Fine Arts, Campus based coaches, Campus based directors  <b>TEA Priorities:</b> Recruit, support, retain teachers and principals <b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Formative			Summative
	Sept	Feb	Apr	June





Strategy 3 Details	Reviews			
<b>Strategy 3:</b> CHHS will encourage all students to develop a career pathway, get involved in fine arts, and/or participate in athletics.  <b>Strategy's Expected Result/Impact:</b> By June 2025, students at CHHS will discover at least one career pathway, fine arts elective, or athletics organization to explore, as monitored by the Quality Cup. <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Counselors, Director of Athletics, Director of Fine Arts, Campus based coaches, Campus based directors, Director of CTE, CTE teachers  <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Formative			Summative
	Sept	Feb	Apr	June
	N/A			
<div><div><div><div></div><div>0%</div></div><div>No Progress</div></div><div><div><div></div><div>100%</div></div><div>Accomplished</div></div><div><div><div></div></div><div>Continue/Modify</div></div><div><div><div></div></div><div>Discontinue</div></div></div>				

## Goal 1: Student Achievement and Post Secondary Readiness

**Performance Objective 5:** Address the needs of students for programs such as suicide prevention, violence prevention, dating violence (SB 9), and conflict resolution, as well as, programs designed for encouraging attendance, lowering drop out rates, reducing instructional time lost to discipline, and reducing the gap whenever disciplinary action by demographic group is disproportionate [TEA Requirement ].

**Evaluation Data Sources:** Improved school cultures as evidenced by improved attendance, reduced instructional time lost to discipline, application of routes to gain assistance, and improved conflict resolution.

Strategy 1 Details		Reviews			
<b>Strategy 1:</b> As dating violence will not be tolerated, counselors will provide guidance lessons to students emphasizing the definition of dating violence, methods to gain assistance for one's self or others, and reporting procedures regarding the alleged victim or perpetrator. To the extent possible, the schools will make available to students age-appropriate educational materials on the dangers of dating violence and resources for students seeking help. Additionally, campus administration and counselors will be trained on the reporting procedures and appropriate policies will be updated [Legislative Requirement].  <b>Strategy's Expected Result/Impact:</b> Improved school cultures as evidenced by improved attendance, reduced instructional time lost to discipline, application of routes to gain assistance, and improved conflict resolution. Staff members can successfully apply the reporting procedures. Campus staff and students will have a greater awareness of what constitutes dating violence.  <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principals, Counselors  <b>ESF Levers:</b> Lever 3: Positive School Culture		Formative			Summative
		Sept	Feb	Apr	June
		N/A			
Strategy 2 Details		Reviews			
<b>Strategy 2:</b> CHHS will ensure all faculty members are trained in bullying prevention, dating violence, vaping/drug use, and suicide awareness.  <b>Strategy's Expected Result/Impact:</b> Improved school cultures will increase attendance, reduce instructional time lost to out-of-placement suspensions, ensure students have peer/staff assistance for personal/interpersonal issues. Campus staff and students will have a greater awareness of what constitutes dating violence and steps to resolve issues.  <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Counselor, Student Advocate  <b>ESF Levers:</b> Lever 3: Positive School Culture		Formative			Summative
		Sept	Feb	Apr	June

Strategy 3 Details	Reviews			
<b>Strategy 3:</b> CHHS will continue to utilize student-led clubs such as the Hope Squad. Hope Squad will meet monthly with the student advocate and work to foster positivity and support students around CHHS. <b>Strategy's Expected Result/Impact:</b> Hope Squad will host at least 12 regular wellness events during the 2024-2025 school year. Participation will also continue to increase from 30 members in 2024 to 45 members in 2025. <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Counselor, Student Advocate  <b>ESF Levers:</b> Lever 3: Positive School Culture	Formative			Summative
	Sept	Feb	Apr	June
Strategy 4 Details	Reviews			
<b>Strategy 4:</b> Colleyville Heritage will support parents by providing current information about social pressures faced by students and avenues for handling these issues. <b>Strategy's Expected Result/Impact:</b> Increase in the PTSA by students and parents. <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Counselor, Student Advocate  <b>ESF Levers:</b> Lever 3: Positive School Culture	Formative			Summative
	Sept	Feb	Apr	June
	N/A			
Strategy 5 Details	Reviews			
<b>Strategy 5:</b> CHHS will advertise the GCISD Parent Technology Academy to our community to better educate parents on the social media, technology, and digital applications students use to help eliminate bullying, discipline, and attendance issues. <b>Strategy's Expected Result/Impact:</b> Parents will be better informed about supporting students in using technology responsibly. <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, GCISD Technology Department  <b>ESF Levers:</b> Lever 3: Positive School Culture	Formative			Summative
	Sept	Feb	Apr	June
	N/A			
<div> <div>  0% No Progress </div> <div>  100% Accomplished </div> <div>  Continue/Modify </div> <div>  Discontinue </div> </div>				

## Goal 2: Faculty and Staff Recruitment, Retention, and Capacity Building

**Performance Objective 1:** Recruitment: Establish metrics and baseline data to connect recruitment strategies to the hiring of new and returning staff members while maintaining annual recognition as a top employer.

**Evaluation Data Sources:** Gallup Surveys

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Colleyville Heritage will continue with a teacher incentive program that rewards teachers for a recommendation, resulting in a new teacher being hired into the CHHS family. <b>Strategy's Expected Result/Impact:</b> CHHS will hire experienced, dedicated, content-ready teachers for our classroom instruction. <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Counselors, Learning Liaison, Teachers  <b>TEA Priorities:</b> Recruit, support, retain teachers and principals <b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture	Formative			Summative
	Sept	Feb	Apr	June
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> CHHS will utilize social media platforms to attract potential teaching candidates of positions. <b>Strategy's Expected Result/Impact:</b> CHHS will continue to attract highly qualified teachers. <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Counselors  <b>TEA Priorities:</b> Recruit, support, retain teachers and principals <b>- ESF Levers:</b> Lever 3: Positive School Culture	Formative			Summative
	Sept	Feb	Apr	June
	N/A			
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> CHHS will actively participate in education career fairs both in the district and out of the district. <b>Strategy's Expected Result/Impact:</b> CHHS will seek out the best candidates for vacant teaching positions. <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Learning Liaison, Department Learning Leaders  <b>TEA Priorities:</b> Recruit, support, retain teachers and principals <b>- ESF Levers:</b> Lever 3: Positive School Culture	Formative			Summative
	Sept	Feb	Apr	June
	N/A			



No Progress



Accomplished



Continue/Modify



Discontinue

## Goal 2: Faculty and Staff Recruitment, Retention, and Capacity Building

**Performance Objective 2:** Employee Retention and Employee Satisfaction: Establish metrics and baseline data in order to connect retention and satisfaction strategies to staff members returning in subsequent years.

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> CHHS will continue to implement the Teacher of the Month and Paraprofessional of the Month awards for staff who go above and beyond for the students, staff, and parents of CHHS. <b>Strategy's Expected Result/Impact:</b> Teacher and Paraprofessional efforts will be praised and validated, resulting in increased job satisfaction. <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Counselor, Learning Liaison, Department Learning Leaders  <b>TEA Priorities:</b> Recruit, support, retain teachers and principals <b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing	Formative			Summative
	Sept	Feb	Apr	June
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> CHHS will implement a "weekly shout-outs" board to recognize exceptional staff members. <b>Strategy's Expected Result/Impact:</b> The sharing of the many great commitments of the CHHS staff will be heard, seen, and praised by their administrators, counselors, and peers. <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Counselors, Learning Liaison, Teachers  <b>TEA Priorities:</b> Recruit, support, retain teachers and principals <b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Formative			Summative
	Sept	Feb	Apr	June

Strategy 3 Details	Reviews			
<b>Strategy 3:</b> CHHS leaders will coordinate with the PTSA and other groups to provide campus appreciation events and activities to foster a feeling of support and camaraderie throughout the school year, with a particular emphasis on the months that are a traditional lull (e.g., October, February, testing times) and during periods of traditional celebration (e.g., homecoming, the holidays, graduation). <b>Strategy's Expected Result/Impact:</b> Improve campus culture and morale. The improvement will be evidenced by a 5% increase on the GCISD Climate Survey at the end of this school year. <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Counselors, Learning Liaison, Teachers  <b>TEA Priorities:</b> Recruit, support, retain teachers and principals - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture	Formative			Summative
	Sept	Feb	Apr	June
	N/A			
Strategy 4 Details	Reviews			
<b>Strategy 4:</b> CHHS administrators will utilize monthly faculty meetings and continue to use climate check surveys to obtain feedback from staff. Administrators will utilize this feedback to ensure that staff voice is considered and that proper support is available to all staff members. <b>Strategy's Expected Result/Impact:</b> CHHS staff will gain more transparency, trust, accountability, ownership, voice <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Learning Liaison, Counselor  <b>TEA Priorities:</b> Recruit, support, retain teachers and principals - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture	Formative			Summative
	Sept	Feb	Apr	June
Strategy 5 Details	Reviews			
<b>Strategy 5:</b> CHHS employees will receive coaching and professional development to improve and refine their teaching practices. <b>Strategy's Expected Result/Impact:</b> -Campus-based Mentorship Program -Coaching with the Get Better Faster framework <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Learning Liaison, Department Learning Leaders  <b>TEA Priorities:</b> Recruit, support, retain teachers and principals - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
	Sept	Feb	Apr	June





No Progress



Accomplished



Continue/Modify



Discontinue

## Goal 2: Faculty and Staff Recruitment, Retention, and Capacity Building

**Performance Objective 3:** Instruction is provided by highly qualified teachers who receive ongoing, high-quality professional development, and steps are taken to attract highly qualified teachers to high-need schools. To address any identified dis-proportionality, provide support at campuses where our low-income or minority students are served at disproportionate rates by ineffective, out-of-field, or inexperienced teachers [Equity Plan Requirement when TEA Identified].

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Feb	Apr	June
	N/A			
<b>Strategy 1:</b> CHHS teachers will collaborate with instructional coaches, AVID leaders, learning liaisons, ESOL teachers, and LPAC support to intentionally promote effective, high-yield instructional practices that will increase the academic achievement of EB population.  <b>Strategy's Expected Result/Impact:</b> Teachers will be better equipped to support EB students, and students will obtain better scores on the EOC exams and also earn their CCMR points. <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Learning Liaison, AVID site coordinator, Counselor, ESOL teachers, LPAC support, etc.  <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math <b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction				
Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Feb	Apr	June
	N/A			
<b>Strategy 2:</b> All CHHS teachers will participate in continuous professional learning opportunities to support student and staff needs as well as the Campus Improvement Plan.  <b>Strategy's Expected Result/Impact:</b> Allows all teachers to maximize their instructional potential to positively impact student learning outcomes as measured by EOC, TEKS Checks, and District Assessments. <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Learning Liaison  <b>TEA Priorities:</b> Connect high school to career and college, Improve low-performing schools <b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments				

Strategy 3 Details	Reviews			
<b>Strategy 3:</b> CHHS will implement the Character Strong program on campus through monthly discussions during English classes.  <b>Strategy's Expected Result/Impact:</b> Students will learn to be active members of their school and community. CHHS will see a reduction in student referrals and an increase in student participation on campus.	Formative			Summative
	Sept	Feb	Apr	June
	N/A			
<div><div><div><div></div><div>0%</div></div><div>No Progress</div></div><div><div><div></div><div>100%</div></div><div>Accomplished</div></div><div><div><div></div></div><div>Continue/Modify</div></div><div><div><div></div></div><div>Discontinue</div></div></div>				

### Goal 3: Parents, Families, and Community Satisfaction and Engagement

**Performance Objective 1:** Parents and Families Satisfaction and Engagement: Establish metrics and baseline data to connect engagement strategies to improved parent and family satisfaction.

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> CHHS will collaborate with the PTSA to increase parent participation and membership by 5% by the end of June 2025. <b>Strategy's Expected Result/Impact:</b> Increased parent and community engagement and input in CHHS campus initiatives. <b>Staff Responsible for Monitoring:</b> Principal and Assistant Principals  <b>ESF Levers:</b> Lever 3: Positive School Culture	Formative			Summative
	Sept	Feb	Apr	June
	N/A			
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> CHHS will provide opportunities for the public to get involved, provide feedback, and engage in discussions with campus leaders at least once a month (e.g., Principal's coffee, parent orientation, PTSA nights) to maximize communication opportunities. <b>Strategy's Expected Result/Impact:</b> Parents will feel heard, valued, and a part of their student's educational process. <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Counselor  <b>ESF Levers:</b> Lever 3: Positive School Culture	Formative			Summative
	Sept	Feb	Apr	June
	N/A			
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> CHHS will utilize social media, newsletters, emails, and other means to ensure the community is a part of and committed to CHHS. <b>Strategy's Expected Result/Impact:</b> Increased communication between the school and the parents will foster community and increase volunteerism. <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Counselor, Learning Liaison  <b>ESF Levers:</b> Lever 3: Positive School Culture	Formative			Summative
	Sept	Feb	Apr	June
	N/A			



No Progress



Accomplished







Continue/Modify



Discontinue





### Goal 3: Parents, Families, and Community Satisfaction and Engagement

**Performance Objective 2:** Community Engagement and Partnerships: Increase awareness of engagement and partnership opportunities between the district/campuses and our community.

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> CHHS will distribute weekly communications via newsletters, social media, and emails to detail campus activities. <b>Strategy's Expected Result/Impact:</b> A more informed CHHS community will increase engagement in the school and their student. <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Counselors  <b>ESF Levers:</b> Lever 3: Positive School Culture	Formative			Summative
	Sept	Feb	Apr	June
	N/A			
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Communication from CHHS will be provided to parents and students in their home language whenever possible. <b>Strategy's Expected Result/Impact:</b> A more informed CHHS community will increase engagement. <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Counselors, Student Advocate  <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Formative			Summative
	Sept	Feb	Apr	June
	N/A			
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> CHHS will create a new organization, "Los Panteros," to engage the Spanish-speaking community with a monthly meeting in their home language. <b>Strategy's Expected Result/Impact:</b> Spanish-speaking members of the CHHS community will be able to stay informed and contribute to their student's education. <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Counselors, Student Advocate  <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Formative			Summative
	Sept	Feb	Apr	June
	N/A			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

### Goal 3: Parents, Families, and Community Satisfaction and Engagement

**Performance Objective 3:** Corporate and Business Based Partnerships: Increase awareness of engagement and partnership opportunities between the district/ campuses and our business community.

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Campus leadership, PTSA, and the CEC will collaborate to identify opportunities to partner with local businesses to benefit campus initiatives and community engagement. <b>Strategy's Expected Result/Impact:</b> CHHS will collaborate with local businesses to benefit teachers and students and demonstrate our community presence. <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Counselors, PTSA, CEC members  <b>TEA Priorities:</b> Recruit, support, retain teachers and principals - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Formative			Summative
	Sept	Feb	Apr	June
	N/A			
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> CHHS will promote grant and scholarship opportunities and involvement with the Education Foundation. <b>Strategy's Expected Result/Impact:</b> Increase educational opportunities by increasing the number of grants and scholarships applied for by 5% during the 2024-2025 school year. <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Counselors, Learning Liaison  <b>ESF Levers:</b> Lever 3: Positive School Culture	Formative			Summative
	Sept	Feb	Apr	June
	N/A			
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>				

Goal 3: Parents, Families, and Community Satisfaction and Engagement

**Performance Objective 4:** All students will have a successful transition to their next grade level including regular attendance, a sense of belonging to the school community, as well as, belief in their own ability to achieve academic and personal goals [ESSA Title I, Homeless, Foster Care, Emergent Bilingual].

**Evaluation Data Sources:** Student Attendance, Failure Rates, Extracurricular Participation

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> CHHS will implement the Character Strong program on campus through monthly discussions during English classes. <b>Strategy's Expected Result/Impact:</b> Students will learn to be active members of their school and community. CHHS will see a reduction in student referrals by 5% by the end of the 2024-2025 school year. <b>Staff Responsible for Monitoring:</b> Principals, Assistant Principals, Counselors, Student Advocate, English teachers  <b>ESF Levers:</b> Lever 3: Positive School Culture	Formative			Summative
	Sept	Feb	Apr	June
	N/A			
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> CHHS will begin implementing Raa Wee K-12 Software to monitor attendance, address mass absenteeism quickly, and schedule student makeup hours. <b>Strategy's Expected Result/Impact:</b> CHHS will increase our attendance by 0.25% during the 2024-2025 school year. <b>Staff Responsible for Monitoring:</b> Principals, Assistant Principals, Counselors, Attendance clerks  <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Formative			Summative
	Sept	Feb	Apr	June
	N/A			
<div><div><div><div></div><div>0%</div></div>No Progress</div><div><div><div></div><div>100%</div></div>Accomplished</div><div><div><div></div></div>Continue/Modify</div><div><div><div></div></div>Discontinue</div></div>				



### Goal 3: Parents, Families, and Community Satisfaction and Engagement

**Performance Objective 5:** Campus and District programming will encourage parental involvement at each campus [TEA Requirement].

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Each campus-level site-based decision-making committee (Campus Excellence Committee) will hold at least one public meeting per year following the release of the annual State Accountability Ratings to discuss the performance of the campus and the campus performance objectives [TEA Requirement]. The district-level committee must likewise hold at least one public meeting per year after the release of the annual State Accountability Ratings to discuss the performance of the district and district performance objectives [TEA Requirement]. <b>Strategy's Expected Result/Impact:</b> Families and Community Members will report an increased understanding of school processes, as well as, improved opportunities to provide meaningful feedback to campus and district leaders. <b>Staff Responsible for Monitoring:</b> Principals, Assistant Principals, Counselors, CEC members  <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Formative			Summative
	Sept	Feb	Apr	June
	N/A			
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> CHHS parents will be provided information about monitoring student grades and attendance in Skyward at the beginning of each quarter. <b>Strategy's Expected Result/Impact:</b> CHHS parents will become partners in monitoring the attendance and academics of students. <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Counselors  <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Formative			Summative
	Sept	Feb	Apr	June
	N/A			
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> CHHS will co-host different community events with the PTSA, which will boost student involvement in the school and increase parent participation in the PTSA and other booster clubs. <b>Strategy's Expected Result/Impact:</b> Increased student and parent involvement <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principals, Counselors  <b>ESF Levers:</b> Lever 3: Positive School Culture	Formative			Summative
	Sept	Feb	Apr	June
	N/A			



No Progress



Accomplished



Continue/Modify



Discontinue

Goal 3: Parents, Families, and Community Satisfaction and Engagement

**Performance Objective 6:** Campus and District programming will include goals and activities for a coordinated health program at the campus based on student fitness assessment data, student academic performance data, student attendance rates, the percentage of students who are economically disadvantaged, meeting requirements for physical activity, and other indicators recommended by the GCISD school health advisory council [TEA Requirement].

**Evaluation Data Sources:** Title 2, Chapter 28, Section 28.004 of the Texas Education Code requires school districts to establish School Health Advisory Council to assist the district in ensuring that local community values are reflected in the district's health education instruction.

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> CHHS will actively communicate with families to ensure accurate, up-to-date immunization records are provided.  <b>Strategy's Expected Result/Impact:</b> At the beginning of the school year, students at CHHS will provide all immunization documentation to reduce student absences based on medical ineligibility. <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Counselor, Nurse  <b>ESF Levers:</b> Lever 3: Positive School Culture	Formative			Summative
	Sept	Feb	Apr	June
	N/A			
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> CHHS will advertise the GCISD School Health Advisory Council meetings to students and parents throughout the 2024-2025 school year.  <b>Strategy's Expected Result/Impact:</b> Parents and students will be made aware of healthy life style choices. <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principals, Counselors, Director of Health Services  <b>ESF Levers:</b> Lever 3: Positive School Culture	Formative			Summative
	Sept	Feb	Apr	June
	N/A			
<div><div><div><div></div></div><div>0%</div></div>No Progress</div> <div><div><div></div></div><div>100%</div></div> Accomplished <div><div><div></div></div><div></div></div> Continue/Modify <div><div><div></div></div><div></div></div> Discontinue				

#### Goal 4: Strong Financial Stewardship and Internal System Efficiency

**Performance Objective 1:** Transparent Financial Stewardship: GCISD stakeholders will have multiple routes to provide feedback, as well as, an enhanced view of the alignment between financial actions and advancement towards the performance expectations held by the community for the District.

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> The budget of Colleyville Heritage High School will be systematically reviewed weekly to ensure the proper use and management of campus funds. <b>Strategy's Expected Result/Impact:</b> The CHHS bookkeeper and administration will meet weekly to review the campus budget and ensure the responsible management of district resources. <b>Staff Responsible for Monitoring:</b> Principal, Book keeper, Finance department  <b>ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments	Formative			Summative
	Sept	Feb	Apr	June
	N/A			
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> CHHS will implement a tutoring program that meets HB 1416 requirements. This program will minimize student learning gaps and increase student EOC passing rates by June 2025. <b>Strategy's Expected Result/Impact:</b> Students who previously DNM on any English 1, English 2, Algebra 1, United States History, or Biology EOC exams will receive a score of ACC or higher by June 2025. <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Learning Liaison, HB 1416 tutors  <b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
	Sept	Feb	Apr	June
	N/A			
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Colleyville Heritage High School will seek input from its Department Learning Leaders, Learning Liaisons, and HB 1416 tutors when developing a needs assessments for the upcoming school year. <b>Strategy's Expected Result/Impact:</b> Staff resources will be used in high-impact and yet cost-effective ways. <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principals, Counselors, Department Learning Leaders, HB 1416 tutors, Bookkeeper  <b>ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments	Formative			Summative
	Sept	Feb	Apr	June
	N/A			



No Progress



Accomplished



Continue/Modify



Discontinue

**Goal 4:** Strong Financial Stewardship and Internal System Efficiency

**Performance Objective 2:** Effective and Efficient District Operations: GCISD campuses, departments, and programs will benefit from clear financial processes allowing timely access to quality resources in order to achieve their core purposes and goals.

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> CHHS will conduct a monthly review of campus and department budgets to ensure alignment with campus/district goals. <b>Strategy's Expected Result/Impact:</b> CHHS will hold to a higher degree of fiscal monitoring and fiscal responsibility. <b>Staff Responsible for Monitoring:</b> Principal, DLLs, Bookkeeper  <b>ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments	Formative			Summative
	Sept	Feb	Apr	June
	N/A			
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✖</div>Discontinue</div></div>				

# Addendums

TSDS PEIMS DISAGGREGATION OF PEIMS STUDENT DATA

Campus-level Data  
Campuses: All Campuses

2023 - 2024 Fall Collection, Resubmission

LEA: 220906 - GRAPEVINE-COLLEYVILLE ISD  
Campus: 220906004 - COLLEYVILLE HERITAGE H S

ENROLLMENT BY GRADE	Count	%Enroll
EARLY EDUCATION	0	0.00%
PRE-KINDERGARTEN	0	0.00%
KINDERGARTEN	0	0.00%
GRADE 1	0	0.00%
GRADE 2	0	0.00%
GRADE 3	0	0.00%
GRADE 4	0	0.00%
GRADE 5	0	0.00%
GRADE 6	0	0.00%
GRADE 7	0	0.00%
GRADE 8	0	0.00%
GRADE 9	449	24.78%
GRADE 10	481	26.55%
GRADE 11	454	25.06%
GRADE 12	428	23.62%
TOTAL	1,812	100.00%

ENROLLMENT BY SEX	Count	%Enroll
MALE	964	53.20%
FEMALE	848	46.80%
TOTAL	1,812	100.00%

ADA ELIGIBILITY	Count	%Enroll
"0" ENROLLED, NOT IN MEMBERSHIP	0	0.00%
"1" ELIGIBLE FOR FULL DAY	1,751	96.63%
"2" ELIGIBLE FOR HALF DAY	0	0.00%
"3" TRANSFER FOR FULL DAY	61	3.37%
"4" INELIGIBLE FOR FULL DAY	0	0.00%
"5" INELIGIBLE FOR HALF DAY	0	0.00%
"6" TRANSFER FOR HALF DAY	0	0.00%
"7" ELIGIBLE FLEX ATND	0	0.00%
"8" INELIGIBLE FLEX ATND	0	0.00%
"9" ENRLD, NOT MBRSHP VIRTl LRNG	0	0.00%
TOTAL	1,812	100.00%

	Count	%Enroll
EMERGENT BILINGUAL	120	6.62%
IMMIGRANT	17	0.94%
ECONOMIC DISADVANTAGE	419	23.12%
MILITARY CONNECTED	124	6.84%
FOSTER CARE	0	0.00%
DYSLEXIA	148	8.17%
PK ELIGIBLE PREVIOUS YEAR	0	0.00%

ENROLLMENT BY ETHNICITY	Count	%Group	%Enroll
AMER. INDIAN/ALASKAN	9	0.50%	0.50%
ASIAN	291	16.06%	16.06%
BLACK/AFRICAN AMER.	151	8.33%	8.33%
HISPANIC/LATINO	416	22.96%	22.96%
WHITE	816	45.03%	45.03%
HAWAIIAN/PAC ISLAND	9	0.50%	0.50%
TWO OR MORE	120	6.62%	6.62%
TOTAL	1,812	100.00%	100.00%

MIGRATORY	Count	%Group	%Enroll
AMER. INDIAN/ALASKAN	0	0.00%	0.00%
ASIAN	0	0.00%	0.00%
BLACK/AFRICAN AMER.	0	0.00%	0.00%
HISPANIC/LATINO	0	0.00%	0.00%
WHITE	0	0.00%	0.00%
HAWAIIAN/PAC ISLAND	0	0.00%	0.00%
TWO OR MORE	0	0.00%	0.00%
TOTAL	0	0.00%	0.00%

OTHER ECON DISADV	Count	%Group	%Enroll
AMER. INDIAN/ALASKAN	1	0.24%	0.06%
ASIAN	62	14.80%	3.42%
BLACK/AFRICAN AMER.	81	19.33%	4.47%
HISPANIC/LATINO	175	41.77%	9.66%
WHITE	79	18.85%	4.36%
HAWAIIAN/PAC ISLAND	5	1.19%	0.28%
TWO OR MORE	16	3.82%	0.88%
TOTAL	419	100.00%	23.12%

ELIGIBLE FOR FREE/REDUC MEALS	Count	%Group	%Enroll
AMER. INDIAN/ALASKAN	0	0.00%	0.00%
ASIAN	0	0.00%	0.00%
BLACK/AFRICAN AMER.	0	0.00%	0.00%
HISPANIC/LATINO	0	0.00%	0.00%
WHITE	0	0.00%	0.00%
HAWAIIAN/PAC ISLAND	0	0.00%	0.00%
TWO OR MORE	0	0.00%	0.00%
TOTAL	0	0.00%	0.00%

BILINGUAL	Count	%Group	%Enroll
AMER. INDIAN/ALASKAN	0	0.00%	0.00%
ASIAN	0	0.00%	0.00%
BLACK/AFRICAN AMER.	0	0.00%	0.00%
HISPANIC/LATINO	0	0.00%	0.00%
WHITE	0	0.00%	0.00%
HAWAIIAN/PAC ISLAND	0	0.00%	0.00%
TWO OR MORE	0	0.00%	0.00%
TOTAL	0	0.00%	0.00%

ESL	Count	%Group	%Enroll
AMER. INDIAN/ALASKAN	0	0.00%	0.00%
ASIAN	21	18.26%	1.16%
BLACK/AFRICAN AMER.	6	5.22%	0.33%
HISPANIC/LATINO	76	66.09%	4.19%
WHITE	11	9.57%	0.61%
HAWAIIAN/PAC ISLAND	1	0.87%	0.06%
TWO OR MORE	0	0.00%	0.00%
TOTAL	115	100.00%	6.35%

Alternative Language Program	Count	%Group	%Enroll
AMER. INDIAN/ALASKAN	0	0.00%	0.00%
ASIAN	0	0.00%	0.00%
BLACK/AFRICAN AMER.	0	0.00%	0.00%
HISPANIC/LATINO	0	0.00%	0.00%
WHITE	0	0.00%	0.00%
HAWAIIAN/PAC ISLAND	0	0.00%	0.00%
TWO OR MORE	0	0.00%	0.00%
TOTAL	0	0.00%	0.00%

GIFTED & TALENTED	Count	%Group	%Enroll
AMER. INDIAN/ALASKAN	1	0.23%	0.06%
ASIAN	99	22.65%	5.46%
BLACK/AFRICAN AMER.	15	3.43%	0.83%
HISPANIC/LATINO	57	13.04%	3.15%
WHITE	239	54.69%	13.19%
HAWAIIAN/PAC ISLAND	0	0.00%	0.00%
TWO OR MORE	26	5.95%	1.43%
TOTAL	437	100.00%	24.12%



TSDS PEIMS DISAGGREGATION OF PEIMS STUDENT DATA  
Campus-level Data  
Campuses: All Campuses  
2023 - 2024 Fall Collection, Resubmission

LEA: 220906 - GRAPEVINE-COLLEYVILLE ISD  
Campus: 220906004 - COLLEYVILLE HERITAGE H S

TITLE I, PART A	Count	%Group
"0" DOES NOT PARTICIPATE	1,780	98.23%
"6" ATTENDS SCHOOL WIDE	0	0.00%
"7" ATTENDS AND PARTICIPATES	0	0.00%
"8" PREVIOUSLY PARTICIPATED	0	0.00%
"9" HOMELESS RECEIVING SRV	32	1.77%
"A" NEGLECTED RECEIVING SVC	0	0.00%
TOTAL	1,812	100.00%

HOMELESS/UNACCOMPANIED YOUTH	Count	%Enroll
HOMELESS	32	1.77%
UNACCOMPANIED YOUTH CODE 3	29	1.60%
UNACCOMPANIED YOUTH CODE 4	3	0.17%
UNACCOMPANIED YOUTH TOTAL	32	1.77%
* Unaccompanied Youth Total Should Match Homeless Count		

AT RISK	Count	%Group	%Enroll
AMER. INDIAN/ALASKAN	4	0.62%	0.22%
ASIAN	72	11.20%	3.97%
BLACK/AFRICAN AMER.	75	11.66%	4.14%
HISPANIC/LATINO	220	34.21%	12.14%
WHITE	231	35.93%	12.75%
HAWAIIAN/PAC ISLAND	5	0.78%	0.28%
TWO OR MORE	36	5.60%	1.99%
TOTAL	643	100.00%	35.49%

SPECIAL EDUCATION	Count	%Group	%Enroll
AMER. INDIAN/ALASKAN	0	0.00%	0.00%
ASIAN	9	5.52%	0.50%
BLACK/AFRICAN AMER.	24	14.72%	1.32%
HISPANIC/LATINO	56	34.36%	3.09%
WHITE	60	36.81%	3.31%
HAWAIIAN/PAC ISLAND	3	1.84%	0.17%
TWO OR MORE	11	6.75%	0.61%
TOTAL	163	100.00%	9.00%

PK PROGRAM CODE	Count	%Group
"00" NOT APPLICABLE	0	0.00%
"01" PK ELIG>2 <4 HRS/DAY	0	0.00%
"02" PK ELIG 4+ HRS/DAY	0	0.00%
"03" PK ELIG 4+ HRS/DAY + SP ED	0	0.00%
"04" PK INELIG>2 <4 HRS/DAY	0	0.00%
"05" PK INELIG 4+ HRS/DAY	0	0.00%
TOTAL	0	0.00%

PRIMARY PK FUNDING SOURCE	Count	%Group	%Enroll
"1" TUITION FEES	0	0.00%	0.00%
"2" LOCAL DIST SHARE	0	0.00%	0.00%
"3" STATE GRANT	0	0.00%	0.00%
"4" FEDERAL	0	0.00%	0.00%
"5" EARLY ED ALLOTMENT	0	0.00%	0.00%
"9" OTHER	0	0.00%	0.00%
TOTAL	0	0.00%	0.00%

SECONDARY PK FUNDING SOURCE	Count	%Group	%Enroll
"1" TUITION FEES	0	0.00%	0.00%
"2" LOCAL DIST SHARE	0	0.00%	0.00%
"3" STATE GRANT	0	0.00%	0.00%
"4" FEDERAL	0	0.00%	0.00%
"5" EARLY ED ALLOTMENT	0	0.00%	0.00%
"9" OTHER	0	0.00%	0.00%
TOTAL	0	0.00%	0.00%