

Grapevine-Colleyville ISD

Colleyville Heritage High

2025-2026 Campus Improvement Plan

GRAPEVINE-COLLEYVILLE INDEPENDENT SCHOOL DISTRICT

Colleyville Heritage High School



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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!

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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			
<p>Strategy 1: Colleyville Heritage High School will actively engage Professional Learning Teams (PLTs) to strengthen instructional excellence in the areas of English 1, English 2, and Algebra 1. PLTs will:</p> <ul style="list-style-type: none"> - Implement high-impact instructional practices that promote rigorous instruction and student-centered learning. - Conduct systematic data reviews to analyze student performance, monitor progress, and drive instruction. - Develop collaborative assessment plans that are standards-aligned, ensuring consistency across English I, English II, and Algebra I classrooms. <p>Through these intentional practices, CHHS will foster consistent instructional alignment, increase student achievement, and support equitable growth across all student populations.</p> <p>Strategy's Expected Result/Impact: By June 2026, the percentage of all students performing at Meets Grade Level or Higher on the English 1 EOC will increase to at least 78% up from 72% in 2025.</p> <p>By June 2026, the percentage of students performing at Masters Grade Level on the English 1 EOC will increase to at least 32% up from 28% in 2025.</p> <p>By June 2026, the percentage of all students performing at Meets Grade Level or Higher on the English 2 EOC will increase to at least 77% up from 70% in 2025.</p> <p>By June 2026, the percentage of students performing at Masters Grade Level on the English 2 EOC will increase to at least 30% up from 17% in 2025.</p> <p>By June 2026, the percentage of all students performing at Meets Grade Level or Higher on the Algebra 1 EOC will increase to at least 40% up from 35% in 2025.</p> <p>By June 2026, the percentage of students performing at Masters Grade Level on the Algebra 1 EOC will increase to at least 21% up from 17% in 2025.</p> <p>Staff Responsible for Monitoring: Principal, Academic Associate, Assistant Principals, Teachers, Department Leaders, GCISD Directors of ELA and Math</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
	Sept	Feb	Apr	June

Strategy 2 Details	Reviews			
<p>Strategy 2: Targeted professional learning will focus on Limited English Proficient (LEP) students by equipping teachers with strategies to support the development and application of academic language. Professional learning will emphasize the integration of reading, writing, listening, and speaking skills across all content areas to ensure LEP students can access rigorous, grade-level instruction.</p> <p>Strategy's Expected Result/Impact: TELPAS Growth: Increase the percentage of LEP students demonstrating at least one proficiency level of growth in TELPAS reading, writing, listening, and speaking by 5% from 2024-2025 to 2025-2026.</p> <p>EOC Performance: Increase the percentage of LEP students achieving Approaches Grade Level or higher on English I and English II EOCs by 7%.</p> <p>Professional Learning Participation: 100% of core content teachers will participate in at least two targeted professional learning sessions on supporting LEP students with academic language by May 2026.</p> <p>Staff Responsible for Monitoring: Principal, Academic Associate, Assistant Principals, Teachers, Department Leaders, GCISD Directors of ELA and LOTE.</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
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Strategy 3 Details	Reviews			
<p>Strategy 3: Colleyville Heritage High School will provide targeted support for students who have not previously demonstrated success on state assessments in English I, English II, or Algebra I. These students will be scheduled into strategic learning classes during the instructional day to ensure access to focused, content-specific support.</p> <p>- Classes will be taught by certified teachers in the identified content area of need, ensuring expertise and alignment with state standards.</p> <p>- Instruction will emphasize closing learning gaps, reinforcing prerequisite skills, and strengthening content mastery.</p> <p>- The ultimate goal will be to improve students' knowledge, skills, and confidence before the administration of the next End-of-Course (EOC) exam.</p> <p>Strategy's Expected Result/Impact: Through this structured and intentional intervention, CHHS will work to increase passing rates, promote academic growth, and support opportunities for student success.</p> <p>Academic Growth Goals (2025-2026)</p> <p>1. Reading Language Arts (ELA I & ELA II) - End of Course (EOC)</p> <p>Hispanic Students: At least 65% will demonstrate academic growth.</p> <p>African American Students: At least 70% will demonstrate academic growth.</p> <p>All CHHS Students (Collectively): At least 73% will demonstrate academic growth.</p> <p>2. Algebra I - End of Course (EOC)</p> <p>Hispanic Students: At least 55% will demonstrate academic growth.</p> <p>African American Students: At least 60% will demonstrate academic growth.</p> <p>All CHHS Students (Collectively): At least 65% will demonstrate academic growth.</p> <p>Staff Responsible for Monitoring: Principal, Academic Associate, Assistant Principals, Teachers, Department Leaders, AVID site team leaders</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: 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
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Strategy 4 Details	Reviews			
<p>Strategy 4: Colleyville Heritage High School students who have not demonstrated success on previous state assessments will receive accelerated instruction designed to close learning gaps and build mastery of essential standards [HB 1416]. Instructional supports will include:</p> <ul style="list-style-type: none"> - High-quality, data-driven instructional materials aligned to state standards and student needs. - Targeted small-group instruction delivered by teachers trained in evidence-based remediation strategies. - Ongoing progress monitoring to ensure instruction is responsive and student growth is measurable. <p>Strategy's Expected Result/Impact: Students who have not demonstrated success on state assessments in ELA1, ELA2, and ALG1 will grow academically and obtain a score of meets or higher on the readministered exam(s).</p> <p>Staff Responsible for Monitoring: Principal, Academic Associate, Assistant Principals, Teachers, Department Leaders, AVID site team leaders</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: 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
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Strategy 5 Details	Reviews			
<p>Strategy 5: Colleyville Heritage High School will actively engage teachers in ongoing, job-embedded professional development designed to strengthen Tier I instruction and improve learning outcomes for all students. Training will emphasize instructional rigor, high levels of student engagement, and alignment to the Texas Essential Knowledge and Skills (TEKS). Teachers will consistently utilize clear learning objectives, intentional lesson closures, and checks for understanding, ensuring instruction is delivered at the proper depth and complexity of the standards.</p> <p>Strategy's Expected Result/Impact: By prioritizing rigorous, student-centered instruction and continuous professional growth, CHHS will prioritize a culture of excellence that supports achievement for every learner.</p> <p>Staff Responsible for Monitoring: Principal, Academic Associate, Assistant Principals, Teachers, Department Leaders, AVID site team leaders</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
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Goal 1: Student Achievement and Post Secondary Readiness

Performance Objective 2: College, Career, and Military Readiness: By 2028, 97% 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			
<p>Strategy 1: CHHS will support students in demonstrating College, Career, and Military Readiness. Students will demonstrate success by:</p> <ul style="list-style-type: none">- An AP score of 3 or higher- Completion of a Dual Enrollment course- SAT score of 480 in Reading and 530 in Math- ACT score of 19 in English and 19 in Math- Successful completion of the TSIA exam- Successful completion of the Texas College Bridge for English and Math <p>Strategy's Expected Result/Impact: At least 95% of students in the class of 2026 will attain their CCMR point. This will benefit students by limiting the remediation classes students will need to take in post-secondary education or trade schools.</p> <p>Staff Responsible for Monitoring: CHHS Admin, Teachers, and Counseling Department</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
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Strategy 2 Details	Reviews			
<p>Strategy 2: Colleyville Heritage High School will ensure that all students have access to college readiness assessments during the 2025-2026 school year.</p> <p>- The PSAT/NMSQT will be administered to all students in grades 9-11 to provide practice, establish baseline data, and identify areas for academic growth.</p> <p>- The SAT will be administered in the Fall of 2025 to Seniors who did not participate in the Spring 2025 SAT administration.</p> <p>- The SAT will also be administered in the Spring of 2026 to all Juniors as part of the district's college and career readiness initiatives.</p> <p>Strategy's Expected Result/Impact: Students will be able to demonstrate post-secondary readiness. Students will be able to obtain their CCMR point.</p> <p>Staff Responsible for Monitoring: CHHS Testing Coordinator and CHHS Administration</p> <p>TEA Priorities: Connect high school to career and college</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
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Strategy 3 Details	Reviews			
<p>Strategy 3: Colleyville Heritage High School will collaborate with the Career and Technical Education (CTE) Department to expand student participation in CTE pathways. Efforts will focus on encouraging enrollment, supporting course completion, and providing targeted opportunities for students to pursue Industry-Based Certifications (IBCs).</p> <p>Strategy's Expected Result/Impact: The goal is to increase the number of students earning Industry-Based Certifications during the 2025-2026 school year, thereby enhancing college, career, and military readiness (CCMR) outcomes and equipping students with valuable skills for postsecondary success.</p> <p>Staff Responsible for Monitoring: CTE Director, CTE Teachers, CHHS Administration, CHHS Counselors,</p> <p>TEA Priorities: Connect high school to career and college</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing</p>	Formative			Summative
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Strategy 4 Details	Reviews			
<p>Strategy 4: Colleyville Heritage High School will closely monitor students' progress toward College, Career, and Military Readiness (CCMR) through quarterly data meetings. These meetings will focus on:</p> <ul style="list-style-type: none"> - Tracking students who have already attained their CCMR point. - Identifying students beginning in their sophomore year who have not yet earned a CCMR point and developing individualized plans for attaining CCMR points. - Planning and implementing targeted opportunities, such as advanced coursework, CTE certifications, dual credit, TSI readiness and testing, or military readiness pathways, to provide multiple avenues for students to meet CCMR requirements. <p>Strategy's Expected Result/Impact: 95% of graduating seniors will obtain their CCMR point prior to graduation in May of 2026</p> <p>Staff Responsible for Monitoring: CHHS Administration and CHHS Counselors</p> <p>TEA Priorities: Connect high school to career and college</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning</p>	Formative			Summative
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Strategy 5 Details	Reviews			
<p>Strategy 5: CHHS will host meetings and inform students and parents about dual enrollment opportunities through Tarrant County College and McMurry University.</p> <p>Strategy's Expected Result/Impact: 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.</p> <p>Staff Responsible for Monitoring: CHHS Administration and CHHS Counselors</p> <p>TEA Priorities: Connect high school to career and college</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning</p>	Formative			Summative
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Strategy 6 Details	Reviews			
Strategy 6: 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]. Strategy's Expected Result/Impact: Students and their families are well informed of the educational admissions process and the financial opportunities that are available each year. Staff Responsible for Monitoring: CHHS Administration and CHHS Counselors TEA Priorities: Connect high school to career and college - ESF Levers: Lever 1: Strong School Leadership and Planning	Formative			Summative
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Strategy 7 Details	Reviews			
Strategy 7: 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. Strategy's Expected Result/Impact: 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 93% in 2025 to 95% by June 2026. Staff Responsible for Monitoring: CHHS Administration and CHHS Counselors TEA Priorities: Connect high school to career and college - ESF Levers: Lever 1: Strong School Leadership and Planning	Formative			Summative
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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			
Strategy 1: Colleyville Heritage High School will maintain a safe and secure learning environment by collaborating with the Colleyville Police Department and the CHHS School Resource Officer (SRO) to implement proactive safety measures. These efforts will include: - Student ID checks to ensure accountability and secure access to campus. - Daily inspections of exterior and interior doors to maintain secure entry points. - Monthly safety and security drills to prepare students and staff for emergencies. - Active monitoring of hallways and the school perimeter to promote a visible and preventative safety presence. - Regularly scheduled safety audits are conducted to identify and address potential vulnerabilities. Strategy's Expected Result/Impact: CHHS will uphold safety standards, ensuring that students and staff are safe and supported at all times. Staff Responsible for Monitoring: CHHS Administration, SRO, Teachers, Staff ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Formative			Summative
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Strategy 2 Details		Reviews			
Strategy 2: Colleyville Heritage High School will implement RaaWee K-12 Software as a tool to strengthen attendance monitoring and intervention systems. The platform will be used to: - Track attendance to identify patterns of absenteeism. - Address mass absenteeism efficiently through timely communication with students, parents, and staff. - Schedule and manage makeup hours to ensure students remain on track for credit recovery and course completion. Strategy's Expected Result/Impact: CHHS will improve student attendance rates and provide structured supports to reduce learning loss and increase course credit attainment. Staff Responsible for Monitoring: CHHS Administration, CHHS Attendance, CHHS Counselors ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture		Formative			Summative
		Sept	Feb	Apr	June
Strategy 3 Details		Reviews			
Strategy 3: Colleyville Heritage High School will ensure that all students participate in monthly Character Strong lessons delivered through their English classes during the school year. These lessons will: - Provide consistent opportunities for students to engage in character development. - Reinforce the school's commitment to building a positive campus culture that emphasizes responsible decision-making. - Support students' academic and personal growth by integrating character education into the daily learning environment. Strategy's Expected Result/Impact: CHHS will promote a safe and supportive school community by equipping students with self-regulation and decision-making skills. Staff Responsible for Monitoring: CHHS Administration, CHHS Counselors, ELA Teachers ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture		Formative			Summative
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Strategy 4 Details	Reviews			
Strategy 4: Colleyville Heritage High School will enforce the GCISD Student Code of Conduct with consistency and fidelity to ensure that student behavior supports an optimal learning environment. Administrators and Staff will: <ul style="list-style-type: none"> - Apply behavioral expectations fairly and consistently. - Promote a positive school culture where respect and safety are evident. - Implement proactive and restorative practices that address behavior while supporting students' academic growth. Strategy's Expected Result/Impact: By upholding the Student Code of Conduct, CHHS will maintain a safe, orderly, and student-centered environment that maximizes learning. Staff Responsible for Monitoring: CHHS Administration and Teachers ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Formative			Summative
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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			
<p>Strategy 1: Colleyville Heritage High School will intentionally promote the wide variety of clubs and student organizations available on campus to encourage student involvement and strengthen school culture. This will include participation in community and campus events such as Panther Preview, Panther Pride Night, Open House, and Middle School Night.</p> <p>These opportunities will:</p> <ul style="list-style-type: none">- Increase student awareness and participation in extracurricular activities.- Foster a sense of belonging and connectedness among students.- Showcase the diverse opportunities available at CHHS to both current and future Panthers. <p>Strategy's Expected Result/Impact: By highlighting student clubs and organizations through these community-focused events, CHHS will support the academic, social, and personal growth of students.</p> <p>Staff Responsible for Monitoring: CHHS Administration, CHHS Counselors, Coaches, and Directors</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	Formative			Summative
	Sept	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Colleyville Heritage High School will intentionally design the master schedule to provide athletic coaches and fine arts directors the flexibility to visit feeder middle schools and engage with prospective students. This intentional outreach will allow staff to begin building positive relationships with students prior to their enrollment at CHHS, building early connections, supporting program growth, and strengthening the transition of students into high school.</p> <p>Strategy's Expected Result/Impact: The campus goal is for at least 90% of students who participated in these programs at the middle school level to continue their involvement at CHHS. This will ensure student connection to the school community.</p> <p>Staff Responsible for Monitoring: CHHS Administration, CHHS Counselors, Coaches, and Directors</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	Formative			Summative
	Sept	Feb	Apr	June



No Progress



Accomplished



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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			
Strategy 1: 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]. Strategy's Expected Result/Impact: 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. Staff Responsible for Monitoring: CHHS Administration, CHHS Counselors, Teachers ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Sept	Feb	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: Colleyville Heritage High School will ensure that all faculty members receive training in bullying prevention, dating violence awareness, vaping and drug use prevention, and suicide awareness. Strategy's Expected Result/Impact: These trainings will equip staff with the knowledge and skills necessary to recognize warning signs, respond appropriately, and provide timely support to students. By prioritizing proactive education and early intervention, CHHS will strengthen its commitment to student safety, well-being, and the development of a supportive school culture. Staff Responsible for Monitoring: CHHS Administration, CHHS Counselors, Teachers ESF Levers: Lever 3: Positive School Culture	Formative			Summative
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Strategy 3 Details	Reviews			
Strategy 3: Colleyville Heritage High School will continue to support student-led clubs, such as the Hope Squad, to help recognize the signs of suicide. Hope Squad will meet monthly with the Student Advocate to plan initiatives, provide peer support, and promote positivity across the school community. Strategy's Expected Result/Impact: CHHS will strengthen student leadership, encourage connectedness, and create a supportive environment where students feel valued and encouraged. Staff Responsible for Monitoring: CHHS Administration and CHHS Counselors ESF Levers: Lever 3: Positive School Culture	Formative			Summative
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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			
Strategy 1: Colleyville Heritage High School will continue implementing a teacher incentive program that rewards staff members for recommending qualified candidates who are subsequently hired at CHHS Strategy's Expected Result/Impact: This initiative not only strengthens recruitment efforts but also develops a sense of shared responsibility in building a strong, collaborative faculty dedicated to student success. Staff Responsible for Monitoring: CHHS Administration, CHHS Staff TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing		Formative			Summative
		Sept	Feb	Apr	June
Strategy 2 Details		Reviews			
Strategy 2: Colleyville Heritage High School will utilize social media platforms to actively promote open teaching positions and attract potential candidates. Strategy's Expected Result/Impact: CHHS will expand its recruitment efforts, highlight the benefits of joining the Panther community, and increase the pool of qualified applicants for campus vacancies. Staff Responsible for Monitoring: CHHS Administration TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning		Formative			Summative
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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			
Strategy 1: Colleyville Heritage High School will continue to implement the Teacher of the Month and Paraprofessional of the Month awards to recognize staff members who go above and beyond in their service to students, colleagues, and the CHHS community. Strategy's Expected Result/Impact: These recognitions will celebrate excellence, enhance staff morale, and reinforce a culture of appreciation and commitment across the campus. Staff Responsible for Monitoring: CHHS Administration, CHHS Counselors, CHHS Staff TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing	Formative			Summative
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Strategy 2 Details	Reviews			
Strategy 2: Colleyville Heritage High School administrators will actively seek staff input by utilizing monthly Faculty Meetings, Department Learning Leader (DLL) Meetings, and climate check surveys. Strategy's Expected Result/Impact: Feedback will be carefully reviewed and used to ensure that staff voice is valued in decision-making and that the appropriate support, resources, and communication are consistently provided to all faculty and staff members. Staff Responsible for Monitoring: CHHS Administration TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Formative			Summative
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Strategy 3 Details	Reviews			
<p>Strategy 3: Colleyville Heritage High School leaders will collaborate with the PTSA and other campus and community groups to provide appreciation events and activities designed to ensure a strong sense of support and camaraderie among staff and students throughout the school year. Special emphasis will be placed on organizing events during months that are traditionally more challenging, such as October, February, and testing periods, as well as during times of celebration, including Homecoming, the holidays, and graduation season.</p> <p>Strategy's Expected Result/Impact: By intentionally planning these opportunities, CHHS will strengthen school culture, boost morale, and ensure that staff and students feel consistently valued and supported.</p> <p>Staff Responsible for Monitoring: CHHS Administration</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	Formative			Summative
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<div>  No Progress  Accomplished  Continue/Modify  Discontinue </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			
Strategy 1: Colleyville Heritage High School will regularly seek out and review parent feedback and implement necessary changes to maintain and further develop parent satisfaction and participation. Strategy's Expected Result/Impact: By responding proactively to parent input, CHHS will ensure a supportive, collaborative environment that drives both student success and community engagement. Staff Responsible for Monitoring: CHHS Administration, CHHS Counselors, CHHS Staff Title I: 2.532 - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Formative			Summative
	Sept	Feb	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: Colleyville Heritage High School will utilize social media platforms, newsletters, emails, and additional communication channels to keep the community informed, engaged, and connected to campus initiatives. Strategy's Expected Result/Impact: CHHS will strengthen relationships with stakeholders and promote a shared sense of commitment and partnership within the school community. Staff Responsible for Monitoring: CHHS Administration ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Formative			Summative
	Sept	Feb	Apr	June
<div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div>				

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			
<p>Strategy 1: Colleyville Heritage High School will collaborate with the CHHS PTSA to implement targeted outreach strategies and engagement initiatives designed to strengthen parent, teacher, and student involvement. The goal is to increase overall participation by at least 10% by May 2026.</p> <p>Progress will be monitored through:</p> <ul style="list-style-type: none">- Membership data to track increases in parent, teacher, and student enrollment in PTSA.- Event attendance records to measure engagement in schoolwide activities and programs.- Volunteer participation rates to assess the level of community involvement and support. <p>Strategy's Expected Result/Impact: Building a stronger school community that supports academic success and a positive campus culture.</p> <p>Staff Responsible for Monitoring: CHHS Administration, CHHS Counselors, CHHS Staff</p> <p>Title I: 2.532</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	Formative			Summative
	Sept	Feb	Apr	June

Strategy 2 Details	Reviews			
<p>Strategy 2: Colleyville Heritage High School will create consistent opportunities for the community to engage with campus leaders by hosting monthly events designed to maximize two-way communication and foster collaborative partnerships. These opportunities will include:</p> <ul style="list-style-type: none"> - Town Hall Meetings to share updates and address community questions in an open forum. - Parent Advisory Council sessions to gather input and collaborate on school initiatives. - Targeted stakeholder surveys to collect feedback from parents, students, and staff on key issues. - Community feedback forums to encourage dialogue and strengthen relationships with all stakeholders. <p>Strategy's Expected Result/Impact: Through these steps, CHHS will build trust, increase transparency, and ensure that community voices play a meaningful role in shaping the school's practices.</p> <p>Staff Responsible for Monitoring: CHHS Administration</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	Formative			Summative
	Sept	Feb	Apr	June
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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			
Strategy 1: Colleyville Heritage High School will hold mock interviews for Career and Technical Education (CTE) students to provide authentic, hands-on preparation for postsecondary opportunities. Strategy's Expected Result/Impact: By engaging in this experience, students will gain valuable feedback and practical strategies that enhance their readiness for college, career, and workforce success. Staff Responsible for Monitoring: GCISD CTE Staff, CHHS Administration, CHHS CTE Teachers ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Formative			Summative
	Sept	Feb	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: Colleyville Heritage High School leadership, in collaboration with the PTSA and the Campus Excellence Committee (CEC), will identify and pursue opportunities to partner with local businesses in support of campus initiatives and community engagement. Strategy's Expected Result/Impact: These partnerships will provide resources and collaborative opportunities that strengthen student programs, enhance school culture, and build meaningful connections between CHHS and the local community. Staff Responsible for Monitoring: CHHS Administration ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Formative			Summative
	Sept	Feb	Apr	June
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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			
Strategy 1: CHHS will implement the Character Strong program on campus through monthly discussions during English classes. Strategy's Expected Result/Impact: Students will learn to be active members of their school and community. CHHS will see a reduction in student referrals by 7% by the end of the 2025-2026 school year. Staff Responsible for Monitoring: Principal, Assistant Principals, Counselors, Student Advocate, English teachers ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Formative			Summative
	Sept	Feb	Apr	June
	 No Progress			
Strategy 2 Details	Reviews			
Strategy 2: CHHS will begin implementing Raa Wee K-12 Software to monitor attendance, address mass absenteeism quickly, and schedule student makeup hours. Strategy's Expected Result/Impact: CHHS will increase our attendance by 0.25% during the 2024-2025 school year. Staff Responsible for Monitoring: Principal, Assistant Principals, Counselors, Attendance clerks ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Formative			Summative
	Sept	Feb	Apr	June
	 No Progress			
<div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</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			
<p>Strategy 1: 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].</p> <p>Strategy's Expected Result/Impact: 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.</p> <p>Staff Responsible for Monitoring: CHHS Administration, CHHS Counselors, CHHS Staff</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	Formative			Summative
	Sept	Feb	Apr	June
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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			
Strategy 1: Colleyville Heritage High School will actively communicate with families to ensure that accurate, up-to-date immunization records are provided and maintained. Strategy's Expected Result/Impact: CHHS will support compliance with state health requirements, promote student well-being, and help create a safe and healthy learning environment for all students. Staff Responsible for Monitoring: CHHS Administration, CHHS Counselors ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Formative			Summative
	Sept	Feb	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: Colleyville Heritage High School will actively advertise GCISD School Health Advisory Council (SHAC) meetings to students and parents throughout the 2025-2026 school year. Strategy's Expected Result/Impact: By increasing awareness and encouraging participation, CHHS will help families stay informed on district health initiatives, foster collaboration between home and school, and promote student wellness through shared engagement in SHAC activities. Staff Responsible for Monitoring: CHHS Administration, CHHS Counseling, CHHS Staff ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Formative			Summative
	Sept	Feb	Apr	June
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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			
Strategy 1: Colleyville Heritage High School will conduct systematic weekly reviews of the campus budget to ensure the proper use, accountability, and effective management of all campus funds. Strategy's Expected Result/Impact: This process will promote fiscal responsibility, transparency, and alignment of financial resources with campus goals and student needs. Staff Responsible for Monitoring: CHHS Administration, CHHS Bookkeeper ESF Levers: Lever 1: Strong School Leadership and Planning	Formative			Summative
	Sept	Feb	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: Colleyville Heritage High School will seek input from the Academic Associate Principal, Campus Learning Leaders, District Instructional Teams, and HB 1416 tutors when developing the annual needs assessment for the upcoming school year. Strategy's Expected Result/Impact: This collaborative fiscal approach will ensure that instructional priorities are informed by multiple perspectives, aligned with student data, and responsive to the academic and support needs of all learners. Staff Responsible for Monitoring: CHHS Administration, CHHS Bookkeeper, CHHS CLLs, HB1416 tutors ESF Levers: Lever 1: Strong School Leadership and Planning	Formative			Summative
	Sept	Feb	Apr	June
Strategy 3 Details	Reviews			
Strategy 3: Colleyville Heritage High School will conduct a monthly review of campus and department budgets to ensure fiscal responsibility and alignment with both campus and district goals. Strategy's Expected Result/Impact: CHHS will promote transparency, maximize the effective use of resources, and ensure that financial decisions directly support student learning and campus improvement initiatives. Staff Responsible for Monitoring: CHHS Administration, CHHS Bookkeeper, CHHS Campus Learning Leaders ESF Levers: Lever 1: Strong School Leadership and Planning	Formative			Summative
	Sept	Feb	Apr	June



No Progress



Accomplished







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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			
Strategy 1: Colleyville Heritage High School will maintain a safe and secure learning environment by consistently implementing school safety procedures. These include the daily wearing of ID badges by all students and staff, daily exterior door checks (twice daily), keeping classroom doors locked during instruction, utilizing the Raptor system for checking visitors into the school, and the completion of monthly emergency management drills. Strategy's Expected Result/Impact: By implementing proactive safety measures, fostering a supportive school culture, and maintaining strong emergency preparedness practices, CHHS will create an environment where students can be successful. Staff Responsible for Monitoring: CHHS Administration, CHHS Staff, SRO, Parking Lot Attendent, ESF Levers: Lever 1: Strong School Leadership and Planning	Formative			Summative
	Sept	Feb	Apr	June
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				