

Calallen Independent School District



Calallen High School

2024-2025 Formative Reviews

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Goal 1

CHS will foster engagement by integrating personalized learning experiences that align with selected endorsement.

Performance Objective 1

Increase the category of closing the gaps as measured by the state accountability system from a scale score of 86 to a 90 or higher.

Evaluation Data Source: TEA Accountability Reports

Summative Evaluation: Met Performance Objective

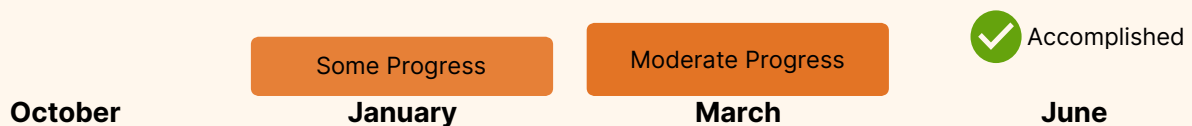
Strategy 1 Results Driven Accountability

Administer curriculum-based assessments in core curriculum areas in grades 9-12.

Strategy's Expected Result/Impact: Data provided, interventions identified, scores, benchmark assessments, unit and quarter assessments

Staff Responsible for Monitoring: Curriculum department, dean of instruction, campus administration, teachers

Formative Reviews



Strategy 2

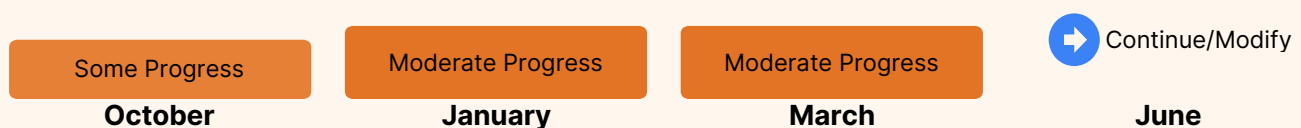
Focus on providing instruction that will meet the needs of all special education students. Monitor the number of special education students mastering and/or demonstrating growth on appropriate STAAR & NWEA(MAP) assessments and provide necessary interventions. Administrators will attend ARD's and report progress measures if available.

Strategy's Expected Result/Impact: Scores and benchmark assessments

Staff Responsible for Monitoring: Special education director and staff, teachers, administrators, data analyst

Funding Sources: 199 - General Fund: Special Education,

Formative Reviews



Strategy 3

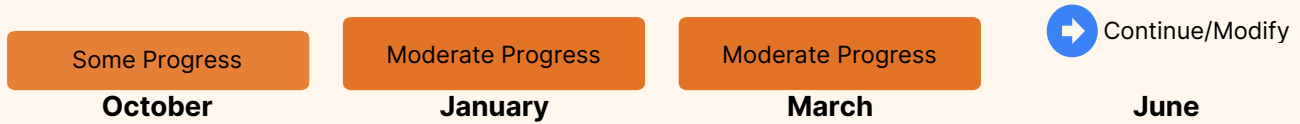
Monitor the number of emergent bilingual (EBs) mastering and/or demonstrating growth as assessed on the TELPAS, DRC LAS Links, Riverside Insights and appropriate STAAR assessment(s); continue to provide intervention strategies to address the needs of EBs and the necessary support and resources to achieve student success. Counselors will continually monitor EB student progress.

Strategy's Expected Result/Impact: TELPAS and STAAR scores, SuccessEd, benchmark assessments, quarterly monitoring data and teacher/student evaluations, DRC LAS Links data, Riverside Insights

Staff Responsible for Monitoring: ESL/EL Bilingual/Migrant coordinator, ESL certified staff, teachers with EB students, administrators, counselors, data analyst

Funding Sources: 263 - ESSA Title III, Pt. A, , 199 - General Operating Bilingual,

Formative Reviews



Strategy 4

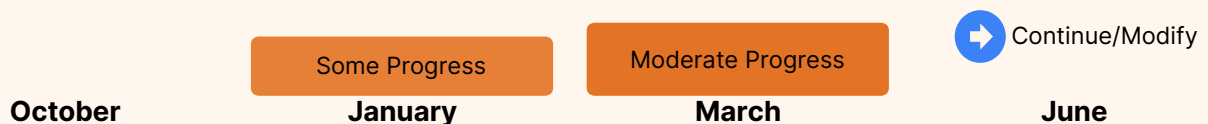
Utilize intervention programs aligned with Rtl such as Grand Central Station (GCS), before and after school tutorials, intervention courses, and credit recovery to provide support for identified students struggling to pass STAAR EOC assessments, with attendance and with grades. Tiered instructional plans will be created and implemented for identified students.

Strategy's Expected Result/Impact: List of identified students, personalized instructional plans, student progress reports

Staff Responsible for Monitoring: Administrators, dean of instruction, counselors, GCS teachers, Rtl team

Funding Sources: 199 - General Fund: SCE,

Formative Reviews




Strategy 5

Utilize digital programs such as Achieve 3000 to supplement instruction and provide tiered support and BrightThinker to help close achievement gaps.

Strategy's Expected Result/Impact: Student benchmark scores; Lexile growth, grades, Achieve 3000 data reports showing growth, reading levels

Staff Responsible for Monitoring: Administrators, teachers, dean of instruction, curriculum department

Formative Reviews

 Discontinue

October

January

March

June

Strategy 6

Provide a structured and supportive learning environment (DAEP) for students removed from the regular campus by discretionary or mandatory means. Review program criteria and provide necessary modifications. Consider groups served, attendance rates, pre- and post- assessment results, dropout, graduation, and recidivism rates. Utilize Restorative Practices with students.

Strategy's Expected Result/Impact: Placement list, scores, benchmark assessments, discipline reports, data

Staff Responsible for Monitoring: DAEP teachers, administrators, counselors

Funding Sources: 199 - General Fund: SCE,

Formative Reviews


October

Some Progress

January

Some Progress

March

 Continue/Modify

June

Strategy 7

Monitor differentiated instructional strategies for all special program areas (at-risk students, special education, gifted/talented, Section 504, EB, dyslexia, migrant, foster care, and homeless students). Actively engage students through the use of high yield instructional strategies.

Strategy's Expected Result/Impact: Lesson plans, walk-throughs, classroom observations, student achievement

Staff Responsible for Monitoring: Administrators, dean of instruction

Formative Reviews


October

Some Progress

January

Some Progress

March

 Continue/Modify

June

Strategy 8

Utilize Carl Perkins funds to meet the six required uses of CTE funds and support CTE students in an effort to close the achievement gap as indicated on the Perkins core indicators of performance. Use the CLNA to evaluate CTE learners' performance on federal accountability measures in the aggregate and disaggregated by race, gender, migrant status, and special population groups, the alignment between in-demand and high wage occupations, the programs of study offered within the LEA, improving equity and access, and recruitment, retention, and training of CTE teachers.

Strategy's Expected Result/Impact: Enhanced program curriculum, supplies, and equipment. Increased retention in CTE programs and industry-based certifications.

Staff Responsible for Monitoring: Special Programs Director, CTE Coordinator, dean of instruction, other campus administration

Funding Sources: 244 - CTE Carl Perkins (PIC 22), \$41,806

Formative Reviews



Performance Objective 2

Increase the category of academic growth as measured by the state accountability system at the campus level (currently 88).

Evaluation Data Source: TEA Accountability Reports

Summative Evaluation: Significant progress made toward meeting Performance Objective

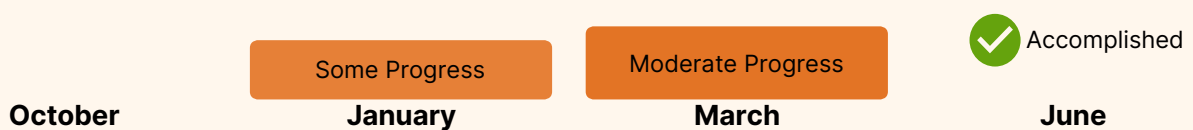
Strategy 1

Develop and implement a well-rounded program of instruction to meet the academic needs and assure academic growth of all students (all special populations including GT) through the effective use of differentiated instruction.

Strategy's Expected Result/Impact: Differentiated instruction training

Staff Responsible for Monitoring: Teachers, administrators, dean of instruction, curriculum department

Formative Reviews



Strategy 2

Provide remediation for students not passing any area of STAAR/EOC assessments. Utilize remediation courses where available, aligned common assessments, before and after school tutoring, and summer school. Ensure the hours of remediation required by HB4545 per unsuccessful STAAR/EOC are provided to each eligible student.

Strategy's Expected Result/Impact: Increased retest passing rates, reduced sections of remediation courses needed

Staff Responsible for Monitoring: Administrators, teachers, dean of instruction, counselors

Funding Sources: 199 - General Fund, , 199 - General Fund: SCE,

Formative Reviews

Some Progress

October

Moderate Progress

January

Considerable Progress

March



Accomplished

June

Strategy 3

Improve attendance and completion rates for all students. Implement attendance truancy contracts as needed. Ensure that all student groups meet mandated participation rates as measured by Results Driven Accountability (RDA).

Strategy's Expected Result/Impact: Increased attendance rate

Staff Responsible for Monitoring: Administrators, counselors, teachers, CIS personnel, truancy officers

Formative Reviews

Some Progress

October

Moderate Progress

January

Considerable Progress

March



Accomplished

June

Strategy 4

Research workforce solution job market data to identify course additions and partner with other districts to increase CTE courses/paths/certification opportunities available to students that will align to labor market data..

Strategy's Expected Result/Impact: Classes identified, students enrolled, certifications obtained

Staff Responsible for Monitoring: Dean of instruction, CTE department chair, College and Career counselor

Funding Sources: 199 - General Operating - CTE, , 244 - CTE Carl Perkins (PIC 22),

Formative Reviews

October

Some Progress

January

Some Progress

March



Continue/Modify

June

Performance Objective 3

Increase (or maintain) all areas of performance as measured by the TEA accountability system (Student Achievement 88, School Progress 90, Closing the Gaps 90) to achieve 90% or above scale score and achieve an A rating.

Evaluation Data Source: TEA Accountability Reports

Summative Evaluation: Met Performance Objective

Strategy 1

Disaggregate STAAR/EOC data by subject, demographic, performance objective, and TEKS to determine areas of strength and areas of improvement needed. Utilize data to create plans to increase student achievement at the Approaches, Meets and Masters Standard Level on all STAAR/EOC exams.

Strategy's Expected Result/Impact: STAAR scores, Quarter and Benchmark Tests

Staff Responsible for Monitoring: Administrators, curriculum specialist, dean of instruction, teachers

Formative Reviews



Strategy 2

Increase student achievement in the Approaches Standard level in all STAAR/EOC tested areas: English I from 84% to 90% or above, English II from 88% to 92% or above, Algebra I from 90% to 94% or above, Biology from 99% to 100% or above, and US History from 99% to 100% or above.

Strategy's Expected Result/Impact: STAAR scores, Quarter and Benchmark Tests

Staff Responsible for Monitoring: Administrators, curriculum specialist, dean of instruction, teachers

Formative Reviews



Strategy 3

Increase student achievement in the Meets Standard level in all STAAR/EOC tested areas: English I from 74% to 78% or above, English II from 77% to 81% or above, Algebra I from 57% to 61% or above, Biology from 81% to 85% or above, and US History from 83% to 87% or above.

Strategy's Expected Result/Impact: STAAR scores, Quarter and Benchmark Tests

Staff Responsible for Monitoring: Administrators, curriculum specialist, dean of instruction, teachers

Formative Reviews



Strategy 4

Increase student achievement in the Masters Standard level in all STAAR/EOC tested areas: English I from 23% to 30% or above, English II from 9% to 30% or above, Algebra I from 31% to 43% or above, Biology from 29% to 35% or above, and US History from 52% to 62% or above.

Strategy's Expected Result/Impact: STAAR scores, Quarter and Benchmark Tests

Staff Responsible for Monitoring: Administrators, curriculum specialist, dean of instruction, teachers

Formative Reviews



Strategy 5

Engage in meaningful consultation with appropriate stakeholders in coordinating activities to utilize Title IV, Part A funds to ensure students have well-rounded educational opportunities, a safe and secure school to attend, mental health supports, and digital literacy proficiency.

Strategy's Expected Result/Impact: Student attendance and family participation will increase.

Staff Responsible for Monitoring: Director of Special Programs, campus and district admin, teachers, librarians

Formative Reviews



Performance Objective 4

Increase the number of Distinction Designations awarded in recognition of outstanding achievement from 4 to 7.

Evaluation Data Source: TEA Accountability Reports

Summative Evaluation: Significant progress made toward meeting Performance Objective

Next Year's Recommendation: Received: Academic Achievement in Math, Science, Social Studies; Top 25% Comparative Academic Growth and Comparative Closing the Gaps, & Postsecondary Readiness

Strategy 1

Utilizing disaggregated data, develop plans to earn distinctions in ELA/Reading, Science and Postsecondary Readiness and maintain distinctions in Mathematics, Social Studies, Comparative Academic Growth and Comparative Closing the Gaps.

Strategy's Expected Result/Impact: Increased number Distinction Designations

Staff Responsible for Monitoring: Administrators, dean of instruction, teachers, college and career counselor

Formative Reviews

Some Progress

October

Some Progress

January

Some Progress

March



Continue/Modify

June

Strategy 2

Continue to provide intensive efforts to recover students, enhance dropout prevention efforts, and create multiple, proven pathways to graduation and course credit recovery. Counselors will continuously monitor students at risk of dropping out, will attempt to recover previous leavers, and will identify/reduce barriers leading to absences.

Strategy's Expected Result/Impact: Re-enrollment of dropout students, dropout prevention data, counselor logs, PEIMS reports, leaver reports

Staff Responsible for Monitoring: Administrators, counselors, teachers, CIS personnel, truancy officers

Formative Reviews

Some Progress

October

Some Progress

January

Moderate Progress

March



Continue/Modify

June

Performance Objective 5

Increase performance in the area of college, career, and military readiness and post-secondary readiness at the district level as measured by the state accountability system from a 73 to a 90 or higher.

Evaluation Data Source: TEA Accountability Reports

Summative Evaluation: Exceeded Performance Objective

Next Year's Recommendation: 90.5 received

Strategy 1

CHS will ensure students are college and career ready by providing the following: exposure to multiple careers based on career and interest assessments, hosting a career and college day, field trips, guest speakers, dual credit opportunities, certification programs, TSIA2, ASVAB, IHE partnerships, college essay, application and FASFA assistance, SAT/ACT, AP, PSAT, etc. Utilize Texas College Bridge program to assist students struggling to meet TSIA requirements. Utilize data to determine CCMR.

Strategy's Expected Result/Impact: Better informed students and parents; increased participation in programs; increased number of students completing their endorsement

Staff Responsible for Monitoring: CHS career counselor, assistant supt., campus administrators

Funding Sources: 199 - General Operating - CTE,

TEA Priorities: Connect high school to career and college

Formative Reviews

Moderate Progress

October

Considerable Progress

January



Accomplished

March



Accomplished

June

Strategy 2

CHS counselors will meet with students annually to review and refine their four year graduation plan and ensure they are on track to earn their selected endorsement.

Strategy's Expected Result/Impact: Fewer schedule changes; increased number of students earning an endorsement; Naviance usage

Staff Responsible for Monitoring: Counselors

TEA Priorities: Connect high school to career and college

Formative Reviews

October

Some Progress

January

Considerable Progress

March



Accomplished

June

Strategy 3

Provide CTE courses that will equip students with the academic and technical skills needed to succeed in a knowledge- and skills-based economy and prepare students for both post-secondary education and the career of their choice.

Strategy's Expected Result/Impact: Course catalog, CTE class enrollment, acquisition of certifications, licenses, and number of students attending college, the workforce, or military.

Staff Responsible for Monitoring: Campus administration, district administration, CTE teachers

Funding Sources: 244 - CTE Carl Perkins (PIC 22), , 199 - General Operating - CTE,

Formative Reviews



Accomplished

October



Accomplished

January



Accomplished

March



Accomplished

June

Strategy 4

Research workforce solution job market data to identify possible course additions.

Strategy's Expected Result/Impact: Classes identified

Staff Responsible for Monitoring: Dean of Instruction, CTE department chair, College and Career Counselor

Formative Reviews



Accomplished

October



Accomplished

January



Accomplished

March



Accomplished

June

Strategy 5

Provide enriched accelerated courses PAC, AP, dual credit, and CTE courses to assist students in acquiring an associate's degree, industry certifications, and /or licensing while in high school.

Strategy's Expected Result/Impact: Number of students acquiring college hours, associates degrees, industry certifications, and licenses.

Staff Responsible for Monitoring: Administrators, College and Career Counselor, Dean of Instruction

Funding Sources: 199 - General Operating - CTE, \$13,000, 199 - General Operating GT,

Formative Reviews



Accomplished

October



Accomplished

January



Accomplished

March



Accomplished

June

Strategy 6

Ensure all students are college and career ready by implementing College and Career Readiness Standards (CCRS) to include components of rigor, relevance, and relationships.

Strategy's Expected Result/Impact: Students and parents increased awareness and participation in college and career activities and courses.

Staff Responsible for Monitoring: CHS career counselor, counselors, administrators, dean of instruction

Funding Sources: 199 - General Operating: CCMR,

Formative Reviews



Accomplished

October



Accomplished

January



Accomplished

March



Accomplished

June

Strategy 7

Promote career education to assist students in developing the knowledge, skills, and competencies necessary for a broad range of career opportunities. Utilize YouScience for career aptitude and interest in grades 9-12.

Strategy's Expected Result/Impact: 100% of CHS students will have access to career investigation resources

Staff Responsible for Monitoring: Administrators, teachers, counselors

Funding Sources: 199 - General Operating - CTE, , 244 - CTE Carl Perkins (PIC 22),

Formative Reviews

Some Progress

October

Some Progress

January



Accomplished

March



Accomplished

June

Strategy 8

Strengthen partnerships with IHEs and Craft Training Center to create additional academic and post-secondary opportunities for Calallen High School students. Continue to approach businesses regarding the support of CTE and STEM classes. Work with proprietary schools to offer career programs that align with workforce demands.

Strategy's Expected Result/Impact: Increased partnerships

Staff Responsible for Monitoring: Administrators, dean of Instruction, college and career counselor

Funding Sources: 244 - CTE Carl Perkins (PIC 22), , 199 - General Operating - CTE,

Formative Reviews



Accomplished

October



Accomplished

January



Accomplished

March



Accomplished

June

Performance Objective 6

CCMR Board Outcome Goal: The percentage of graduates that meet the criteria for CCMR will increase from 73% to 80% by August 2025.

Evaluation Data Source: TEA Accountability Reports

Summative Evaluation: Exceeded Performance Objective

Next Year's Recommendation: We jumped to 90.5%


Strategy 1

The Student Achievement domain will be used to evaluate district and campus performance based on three areas: performance on STAAR assessments, College Career and Military Readiness (CCMR) component of the Student Achievement domain measures graduates' preparedness for college, the workforce, or the military. Individual CCMR indicators will be monitored to ensure students are being provided adequate support in achieving at least one indicator.


Strategy's Expected Result/Impact: STAAR Reports, counselor logs, PEIMS, SAT/ACT, TSIA2, AP reports, and certifications earned.

Staff Responsible for Monitoring: Administration, PEIMS clerk, counselors, teachers

Formative Reviews

 Accomplished


October

 Accomplished

January

 Accomplished

March

 Accomplished

June

Goal 2

CHS will provide an efficient, safe, and supportive environment in which students, staff, parents, and community members are meaningfully and actively engaged.

Performance Objective 1

Increase parental involvement and connectedness so that all students, staff and parents are actively participating and positively engaged in the school culture.

Evaluation Data Source: Parent attendance at school events; sign-in sheets

Summative Evaluation: Some progress made toward meeting Performance Objective

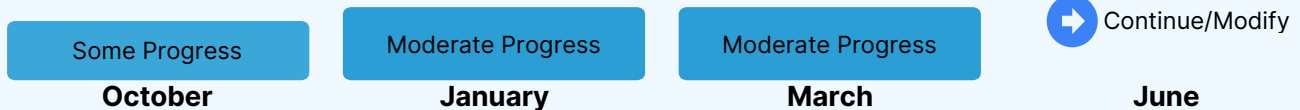
Strategy 1

CHS teachers will communicate with parents/guardians on a regular basis through various methodologies of communication: parent teacher conferences, phone calls, Skyward, Parent Square, teacher web pages, etc..

Strategy's Expected Result/Impact: Parent communication logs, Parent Square and Skyward distribution logs, CIS logs

Staff Responsible for Monitoring: Administrators, dean of instruction, CIS, teachers

Formative Reviews



Strategy 2

Hold a public meeting after the receipt of the annual TEA campus and district rating to discuss performance and objectives.

Strategy's Expected Result/Impact: Participation of parents in meeting, sign in sheets

Staff Responsible for Monitoring: Administrators

Formative Reviews



Strategy 3

Address the needs of students for special programs such as early mental health intervention and suicide prevention, conflict resolution, homeless, pregnancy related services, drug and violence prevention/ intervention (including prevention, identification, harassment and teen dating violence, prevention and education concerning unwanted physical or verbal aggression) dyslexia identification and intervention, accelerated education, and social/emotional/health issues.

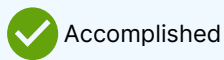
CHS does not tolerate dating violence. The district SHAC/Safety committee will establish procedures on reporting and immediately notifying a parent if a report identifies a student as an alleged victim or perpetrator. Guidelines for students who are victims will also be established. Age-appropriate educational materials on the dangers pertaining to dating violence and associated resources for students seeking help will be made available. Specific strategies will address safety planning, enforcement of protective orders, school-based alternatives to protective orders, training for teachers and administrators, counseling for affected students, and awareness education for students and parents.

Strategy's Expected Result/Impact: Lesson plan documentation, counselor logs, referrals

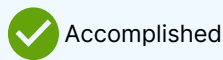
Staff Responsible for Monitoring: Administrators, counselors, teachers, CIS personnel

Funding Sources: 199 - General Operating: Dyslexia, , 199 - General Fund: SCE,

Formative Reviews



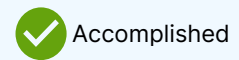
October



January



March



June

Strategy 4

Continue campus representation at Gifted and Talented Advisory Committee meetings, SHAC, DEIC, SBDM, and Parent Orientation meetings. Continue parent training opportunities on course offerings, graduation requirements, and other pertinent topics as needed.

Strategy's Expected Result/Impact: Participation of parents at meetings, sign-in sheets

Staff Responsible for Monitoring: GT coordinator, district RN, campus administrators, dean of instruction, parents, marketing coordinator

Formative Reviews

Some Progress

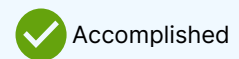
October

Moderate Progress

January

Considerable Progress

March



June

Strategy 5

Provide information to students, parents, teachers, and counselors of students about :

1. higher education admissions and financial aid opportunities,

2. TEXAS grant program and Teach for Texas grant programs,
3. the need for students to make informed college and career choices to be prepared for success beyond high school,
4. host FAFSA events/workshops,
5. talk to ABC parents about financial aid,
6. refer students/parents to utilize Coastal Compass,
7. provide presentations by college and military representatives.

Strategy's Expected Result/Impact: Participation of parents in meetings

Staff Responsible for Monitoring: Counselors, college and career counselor, administrators, CIS, parents, students, teachers

Formative Reviews



Strategy 6

Counselors will work with district homeless liaison to request assistance for secondary homeless students on a case-by-case basis.

Strategy's Expected Result/Impact: Monitor list of homeless students receiving appropriate services on campus

Staff Responsible for Monitoring: Administrators, teachers, CIS

Funding Sources: 199 - General Fund: SCE,

Formative Reviews



Strategy 7

Inform parents of the importance of student attendance and involve parents in school attendance efforts. Assist in the provision of resources when barriers affect attendance.

Strategy's Expected Result/Impact: Monitor reports frequently throughout the year; individual counseling, home visits, CISD website


Staff Responsible for Monitoring: Truancy officers, Counselors, CIS, administrators, parents, students, teachers

TEA Priorities: Build a foundation of reading and math


Formative Reviews

 Accomplished


October

 Accomplished

January

 Accomplished

March

 Accomplished

June

Performance Objective 2

Continue to implement and monitor our current peer mentoring/coaching program; highlighting best practices to positively impact all teachers involved.

Evaluation Data Source: Teacher retention rates

Summative Evaluation: Met Performance Objective

Strategy 1

Continue to provide a quality professional development program that provides on-going PD for teachers and paraprofessionals that highlights best practices and builds knowledge and skills necessary to achieve excellence and equity for all students.

Strategy's Expected Result/Impact: Teacher training logs and evaluations

Staff Responsible for Monitoring: Administrators, dean of instruction, data analysis, department chairs, SBDM members, teachers

Formative Reviews

 Accomplished


October

Some Progress

January

Some Progress

March

 Continue/Modify

June

Strategy 2 Additional Targeted Support Strategy

Share best practices through departments and grade level subject areas teams through PLC time.


Strategy's Expected Result/Impact: Supportive environment. PLC agendas

Staff Responsible for Monitoring: Administrators, dean of instruction


Formative Reviews

 Accomplished

October

 Accomplished

January

 Accomplished

March

 Accomplished

June

Strategy 3

Encourage and arrange for teachers to observe other teachers within/out of their content for

alignment, strategy implementation, etc. and encourage videotaping (good lessons, activities, etc.) for all teachers.

Strategy's Expected Result/Impact: Increased usage of high yield instructional strategies and collaborative atmosphere

Staff Responsible for Monitoring: Administrators

Formative Reviews



Strategy 4 Additional Targeted Support Strategy

Continue to participate in the district "CATS" teacher mentoring program.

Strategy's Expected Result/Impact: Increased teacher retention

Staff Responsible for Monitoring: District and campus administration

TEA Priorities: Recruit, support, retain teachers and principals

Formative Reviews



Performance Objective 3

Provide an intentional culture of school safety by all school staff and practiced by all students.

Evaluation Data Source: Safety drills

Summative Evaluation: Met Performance Objective

Strategy 1

Promote the physical, mental, social and emotional well being of all students and provide counseling as needed and communicate frequently with parents.

Strategy's Expected Result/Impact: Students and parents are informed and supported

Staff Responsible for Monitoring: Administrators, assistant supt., counselors

Formative Reviews



Strategy 2

Multi-hazard Emergency Operations Plan will be put into place. It will have provisions pertaining to substitute teachers and regular employees during an emergency or a drill. It will also mandate the development of a school safety and security committee with specified members and duties and a threat assessment team appointed by the superintendent.

Strategy's Expected Result/Impact: A thorough and comprehensive safety plan, trained substitute and regular teachers, safety committee

Staff Responsible for Monitoring: Superintendent; Campus administration

Formative Reviews



Accomplished

October



Accomplished

January



Accomplished

March



Accomplished

June

Strategy 3

CHS will continue to have district peace officers perform duties as assigned via a Trauma Informed Care Policy that will address resources to increase staff and parent awareness of trauma informed care and implementation of trauma informed practices and care by trained staff.

Strategy's Expected Result/Impact: Safe schools, Trauma Informed Care Policy, increased awareness.

Staff Responsible for Monitoring: Superintendent; Campus Administration

Formative Reviews



Accomplished

October



Accomplished

January



Accomplished

March



Accomplished

June

Strategy 4

CHS will adopt a program on intervention and suicide prevention that will train counselors, teachers, nurses, administrators, and other staff, as well as law enforcement officers and social workers who regularly interact with students, to: 1. Recognize students at risk of committing suicide, including students who are or may be the victims of or who engage in bullying; 2. Recognize students displaying early warning signs and a possible need for early mental health intervention; and 3. Intervene effectively with students described above, by providing notice and referral to a parent or guardian so appropriate action, such as seeking mental health services, may be taken by a parent or guardian. BQ (LEGAL) and FFB (LEGAL).


Strategy's Expected Result/Impact: Teacher training documentation; training evaluations

Staff Responsible for Monitoring: Counselors, teachers, nurses, administrators, law enforcement officers, CIS personnel


Formative Reviews

 Accomplished


October

 Accomplished

January

 Accomplished

March

 Continue/Modify

June

Strategy 5

Prioritize school safety at all times and communicate the importance of reporting suspicious behaviors or any concerns. Ensure that CHS staff and students advocate for safety in the schools, districts, and community. Relate to students and give them a voice. Innovate and leverage technology to our advantage. Ensure compliance with Texas Education Code for safety and security of all students, campuses, facilities.


Strategy's Expected Result/Impact: Complete safety and security audits as required by the Texas Education Code. The audits ensure compliance with maintaining campus safety plans, drills and intruder assessments.

Staff Responsible for Monitoring: Director of Operations, administration

Formative Reviews

 Accomplished

October

 Accomplished

January

 Accomplished

March

 Accomplished

June

Goal 3

CHS will maintain current and next generation digital content and tools for students and teachers.

Performance Objective 1

CHS will prepare all stakeholders to effectively utilize digital resources.

Evaluation Data Source: Virtual learning, technology being used for student work/projects

Summative Evaluation: Exceeded Performance Objective

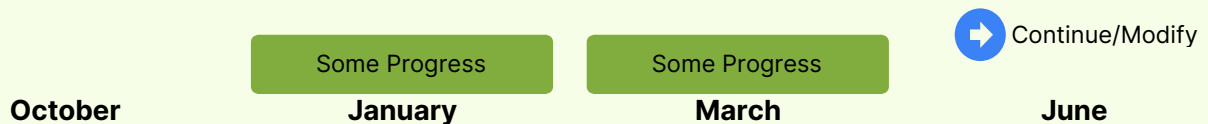
Strategy 1

Support CHS special populations by upgrade technology and assistive technology for both special education classrooms and inclusion settings.

Strategy's Expected Result/Impact: Successful implementation of technology devices to support special populations

Staff Responsible for Monitoring: Special education director, diagnosticians, counselors, LSSPs, SLPs, teachers, administrators

Formative Reviews



Strategy 2

Foster communication between district IT specialists, DLC's, administration, and teachers so all staff knows what programs and devices are available and how to use them.

Strategy's Expected Result/Impact: Increased specialized training to enhance student learning

Staff Responsible for Monitoring: Technology, campus administrators, teachers

Formative Reviews



Strategy 3

Utilize activities to improve use of technology in order to improve academic achievement and digital literacy for all students. Continue to integrate advanced technology practices into the

classroom curriculum which is aligned with TAC, Title 19, Part II, Chapter 126 TEKS for Technology Applications and satisfy all reporting requirements of TEA.

Increase appropriate curriculum technology integration in all grades and all subject areas.

Strategy's Expected Result/Impact: Student products, lesson plans, technology benchmark testing for appropriate grade level students; Makerspace sign-in sheets

Staff Responsible for Monitoring: District Technology Specialists, DLC's, campus administrators

Funding Sources: 199 - General Fund,

Formative Reviews



Performance Objective 2

Offer technology tools and ongoing training opportunities to all CHS teachers.

Evaluation Data Source: Trainings offered and attended

Summative Evaluation: Met Performance Objective

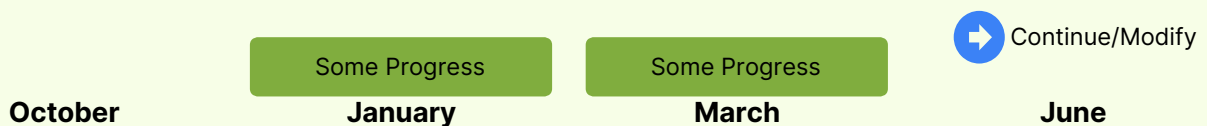
Strategy 1

Offer extensive technology professional development opportunities to increase the proficiency levels of all CHS employees.

Strategy's Expected Result/Impact: Computer lab, hardware and software

Staff Responsible for Monitoring: Technology integration specialists, campus digital learning coaches (DLCs), curriculum dept.

Formative Reviews



Strategy 2

Provide teachers with relevant data, current technology and training, and online access to an array of classroom resources to improve instruction, student engagement, and classroom management. Continue to implement different technology options to ensure the engagement of all students.

Strategy's Expected Result/Impact: Teacher training documentation; training evaluations

Staff Responsible for Monitoring: Technology integration specialist, data fellow

Formative Reviews

October

Some Progress

January

Moderate Progress

March



Accomplished

June

Strategy 3

Provide teachers with training and support from Instructional Technology Specialist and integrate Technology Applications (TA) standards, into the content areas utilizing a variety of technology devices.

Strategy's Expected Result/Impact: Lesson Plans, 100% of students will demonstrate mastery of grade level technology standards as evidenced by student products. 100% of classroom teachers and administrators will complete the STaR Chart for planning, instruction, reflection, walk throughs, and observations.

Staff Responsible for Monitoring: Administrators, technology integration specialist, teachers

Formative Reviews

Some Progress

October

Moderate Progress

January

Considerable Progress

March



Accomplished

June

Goal 4

CHS will attract and support high quality staff members that are focused on student achievement and growth in all aspects of campus life (academics, extra-curricular activities, and social-emotionally).

Performance Objective 1

Create a learning organization supported by 100% innovative and engaged staff who use relevant, real world applications to develop critical thinking, problem-solving skills, and a lifelong love of learning.

Evaluation Data Source: Lesson plans

Summative Evaluation: Significant progress made toward meeting Performance Objective


Strategy 1

Utilize TRS (sso) documents to create engaged lesson plans and materials to support classroom instruction, emphasize higher-order thinking skills, and ensure instruction occurs at the appropriate levels of depth and complexity.


Strategy's Expected Result/Impact: Engaged students, lesson plans, increased benchmark and STARR scores

Staff Responsible for Monitoring: Administrator, dean of instruction, teachers


Formative Reviews

 Accomplished


October

 Accomplished

January

 Accomplished

March

 Accomplished

June

Strategy 2

Follow the adopted a "Freedom from Bullying" policy [FFI (LEGAL) and (LOCAL)] which details requirements for the prevention, identification, response to and reporting of bullying. Training on David's Law will be conducted and will include cyber-bullying. Counselors will work with administrators to provide counseling to all parties involved. The policy and procedures are located in the Addendum. The Freedom from Bullying policy will be further implemented by guest speakers and assemblies to provide activities regarding bullying prevention and a districtwide counseling anti-bullying and bullying awareness curriculum.

Strategy's Expected Result/Impact: Decrease in number of bullying reports

Staff Responsible for Monitoring: Administrators, teachers, counselors, all staff

Formative Reviews



Accomplished

October



Accomplished

January



Accomplished

March



Accomplished

June

Strategy 3

Address the needs of students for special programs such as early mental health intervention and suicide prevention, conflict resolution, homeless, pregnancy related services, drug and violence prevention/intervention, dyslexia identification and intervention and accelerated education.

Strategy's Expected Result/Impact: Lesson plans, counselor logs, Restorative circles, individual guidance

Staff Responsible for Monitoring: Administrators, Dyslexia specialist, counselors, teachers, CIS personnel

Formative Reviews

Some Progress

October

Some Progress

January

Moderate Progress

March



Continue/Modify

June

Strategy 4

Continue to provide PLUS (a non-disciplinary alternative education program) instruction for students that meet program requirements and are at risk for dropping out of school.

Strategy's Expected Result/Impact: Graduation rate

Staff Responsible for Monitoring: Administrators, counselors, PLUS teacher

Formative Reviews



Accomplished

October



Accomplished

January



Accomplished

March



Accomplished

June


Strategy 5

CHS will continue to provide training on Restorative Practice techniques and practices to build relationships.

Strategy's Expected Result/Impact: Fewer discipline referrals, healthy relationships between students and teachers, sign in sheets, evaluations

Staff Responsible for Monitoring: Administrators, CIS, counselors, teachers

Formative Reviews

 Discontinue

October

January

March

June


Strategy 6

Provide training and begin implementation of "The Leader in Me." A character education program containing HB 1026 mandated character traits (A15).

Strategy's Expected Result/Impact: Counselors trained on selected character education program; student lessons provided and implemented.

Staff Responsible for Monitoring: Administrators, counselors

Formative Reviews

 Discontinue

October

January

March

June

Strategy 7

Continue to train counselors and staff on the LPAC process. Increase training and staff development on implementation of ELPS, TELPAS assessment data, SIOP, and other strategies to differentiate for emergent bilingual students. Train counselors and staff on DRC LAS Links and Riverside Insights as needed. Increase resources for core subject area staff development for emergent bilingual students.

Strategy's Expected Result/Impact: Feedback from session evaluation forms; lesson plan documentation; program reports; Project ELL (Education) reports

Staff Responsible for Monitoring: ESL/EL Migrant coordinator, campus admin, counselors, teachers

Formative Reviews

Moderate Progress


October

Moderate Progress

January

Considerable Progress

March

 Accomplished

June

Performance Objective 2

Design and implement professional learning opportunities that will facilitate student engagement and provide a variety of relevant experiences including technological, kinesthetic, visual, hands-on, and project-based learning.

Evaluation Data Source: Lesson plans

Summative Evaluation: Met Performance Objective

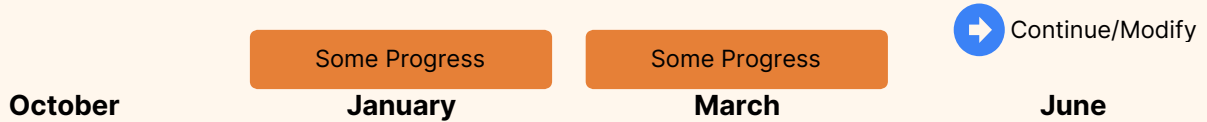
Strategy 1

Utilize the student and parent survey regarding teachers and the effectiveness of their teaching styles. Work to ensure a positive campus culture.

Strategy's Expected Result/Impact: Increased satisfaction survey results, positive campus culture

Staff Responsible for Monitoring: Administrators

Formative Reviews



Strategy 2

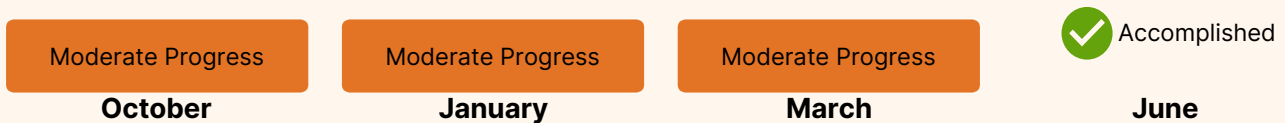
Provide professional development in state mandated topics including but not limited to: AED, CPR, technology, TA-TEKS, sexual abuse and other maltreatment of children, sexual harassment, child abuse, classroom management, ASPIRE for vaping, district discipline policies, student code of conduct, special education modifications, training for Texas Behavior Support Initiative (TBSI) relating to instruction of students with disabilities and designed for educators who work primarily outside the area of special education, implementation of TEKS/ELPS, LPAC, RtI, conflict resolution, G/T, and ESL for staff and administrators.

Strategy's Expected Result/Impact: Teacher training documentation, training evaluations, Eduphoria data

Staff Responsible for Monitoring: Administrators, central office administration, curriculum coordinators, teachers

Funding Sources: 199 - General Fund,

Formative Reviews



Strategy 3

Continue to inform teachers of all available STAAR assessments and academic achievement requirements so System Safeguards are met. Administrators and/or counselors will utilize DMAC data and ensure that CHS staff can effectively utilize DMAC.

Strategy's Expected Result/Impact: Lesson plans, professional development opportunities, administrative observations, benchmark scores, curriculum guides, DMAC data

Staff Responsible for Monitoring: Administrators, Dean of Instruction, teachers, counselors, curriculum dept.

Formative Reviews


October

Some Progress

January

Moderate Progress

March

 Continue/Modify

June

Performance Objective 3

Teacher recruitment and retention programs will utilize CHS fiscal resources to ensure that teaching staff for all courses are trained, hired, and retained so that student achievement is maximized.

Summative Evaluation: Significant progress made toward meeting Performance Objective

Strategy 1

This strategy aims to foster a supportive and calm school environment that prioritizes teacher well-being by integrating intentional time for stress relief and quiet reflection into the workday and minimizing workplace stressors through improved scheduling, communication, and support systems. By promoting a wellness-centered campus culture, the school seeks to enhance teacher retention and recruitment efforts. Expected outcomes include higher teacher morale, reduced turnover rates, improved perceptions of campus climate, and a stronger reputation as a supportive workplace. Success will be measured through improved staff satisfaction on climate surveys, increased retention rates, higher-quality applicant pools, and consistent participation in wellness initiatives.

Strategy's Expected Result/Impact: Increased teacher morale and improved climate and culture
Increased teacher morale and improved climate and culture.

Staff Responsible for Monitoring: Counselors and Campus Administrators

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 3: Positive School Culture

Formative Reviews


October

Some Progress

January

Moderate Progress

March

 Accomplished

June

Goal 5 Institutionalized Initiatives

Performance Objective 1

CHS will remain cognizant of and monitor implementation of 100% of the initiatives/strategies that are ongoing or continue from year-to-year.

Evaluation Data Source: Data on initiatives

Summative Evaluation: Met Performance Objective

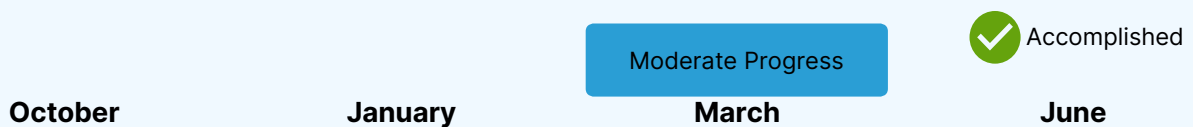
Strategy 1

Prioritize programs for evaluation based on fidelity and efficiency, apply an evaluation tool to review findings utilizing stakeholder committees, and eliminate those programs that are not aligned to campus and district goals, beliefs, and standards.

Strategy's Expected Result/Impact: List of programs to continue; list of programs to eliminate/discontinue

Staff Responsible for Monitoring: District and campus administrators, teachers

Formative Reviews



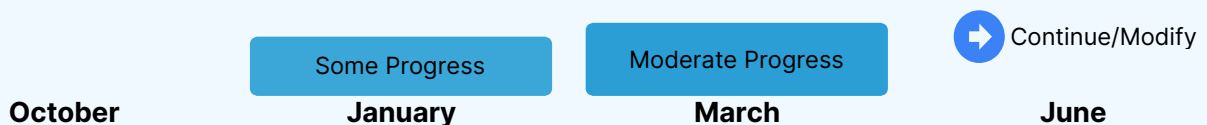
Strategy 2

Continue to conduct campus needs assessment and facilitate the development of a data-driven campus-based staff development plan founded on identified performance indicators and supportive of professional development initiatives that directly align with student achievement data. Provide additional training on differentiated, core-subject specific professional development. Focus on data-driven PLCs.

Strategy's Expected Result/Impact: Sign-in sheets, training calendar, documentation and data, surveys, completed needs assessment and professional development calendar

Staff Responsible for Monitoring: Data fellow, curriculum dept, campus admin

Formative Reviews



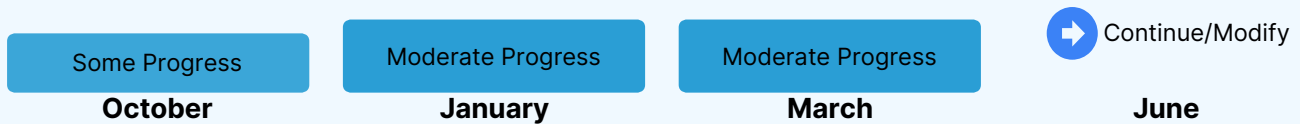
Strategy 3

Focus on reading and writing literacy and comprehension for emergent bilingual students. Update accommodations for emergent bilingual students Ensure that emergent bilingual identified students are being served by an ESL certified teacher in ELAR classes and that System Safeguards are met on STAAR assessments.

Strategy's Expected Result/Impact: Student scores, nine-week grades, benchmark assessments; emergent bilingual accommodation sheets; TELPAS and STAAR scores indicating progress; teacher certificates, class rosters

Staff Responsible for Monitoring: ESL coordinator, campus admin, counselors

Formative Reviews



Strategy 4

Continue to provide Free and Appropriate Public Education (FAPE) for students with disabilities and decrease identified Results Driven Accountability (RDA), risk elements. Administrators will continue to attend ARDs and provide input for student success.

Strategy's Expected Result/Impact: Report on RDA risk elements; NWEA data - progress monitoring

Staff Responsible for Monitoring: Special ed dir, campus admin, diagnosticians, counselors

Formative Reviews



Strategy 5

Utilize STCC or Lead4ward High Yield Strategies, Kagan Structures and information from training sessions to create interactive, engaging, and dynamic lessons.

Strategy's Expected Result/Impact: Utilize STCC or Lead4ward High Yield Strategies, Kagan Structures and information from training sessions to create interactive, engaging, and dynamic lessons.

Staff Responsible for Monitoring: Curriculum dept, campus admin

Formative Reviews



Strategy 6

Continue to provide incentives for students to attend school on a daily basis to improve overall academic outcomes and reduce chronic absenteeism.

Strategy's Expected Result/Impact: Improved attendance rates and academic outcomes

Staff Responsible for Monitoring: Attendance, Counselors, Administration

Formative Reviews



Strategy 7

Continue to provide incentives for teachers and staff to increase morale, attendance and promote a positive campus culture.

Strategy's Expected Result/Impact: Increased teacher attendance, morale and campus culture

Staff Responsible for Monitoring: Principal

Formative Reviews

