Commerce Independent School District

Commerce High School

2016-2017 Campus Improvement Plan

Accountability Rating: Met Standard

Mission Statement

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

Vision

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

Core Beliefs

We believe every student can learn.

We believe every student can be successful

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

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

Table of Contents

Comprehensive Needs Assessment . . . 4
- Demographics . . . 4
- Student Achievement . . . 6
- School Culture and Climate . . . 7
- Staff Quality, Recruitment, and Retention . . . 8
- Curriculum, Instruction, and Assessment . . . 9
- Family and Community Involvement . . . 10
- School Context and Organization . . . 12
- Technology . . . 14

Comprehensive Needs Assessment Data Documentation . . . 16

Goals . . . 19
- Goal 1: CISD will provide exemplary programs to ensure that all students are successful learners. . . . 19
- Goal 2: CISD will maintain and improve facilities and support systems that enhance a positive learning environment and foster student and community pride. . . . 21
- Goal 3: CISD will provide timely, open communication and positive parental and community partnership opportunities in our schools. . . . 27
- Goal 4: CISD will attract and retain qualified employees by providing competitive benefits, compensation and the training and tools necessary for success. . . . 29
- Goal 5: CISD will invest resources to ensure that students, parents, and the community receive optimal educational services. . . . 30

2016-2017 Campus Improvement Team . . . 31

Campus Funding Summary . . . 32

Comprehensive Needs Assessment

Demographics

Demographics Summary

Commerce ISD is located in Hunt County, about 65 miles northeast of Dallas, TX off of Interstate 30 approximately 10 miles. Commerce is considered a rural school district and is home to Texas A&M University-Commerce, which is the leading source of employment for the area. The district has approximately 60% on the free or reduced lunch plan, which is about 5% above the state rate. Commerce High School has 60% on the free or reduced lunch program.

The total enrollment of the district is 1625. The number of employees in the district is 290, including professional, support, administration, aides and auxilary staff. There are four campuses in the district, Commerce elementary PK-2, A C Williams 3-5, Commerce Middle School 6-8, and Commerce High School 9-12. Commerce High School is a class 3A school with an enrollment of 480 students. The enrollment in 2016 is 480 compared to 391 in 2013 and 439 in 2014 and 460 in 2015. The school is located on the west side of town on 86 acres, leased to CISD by TAMU-C. The High School campus overlooks the small town from the west and is in a neighborhood all to itself. The campus opened in the fall of of 2000 and provides many opportunities to prepare students for the future.

Demographics Strengths

The demographic breakdown of CHS by ethnicity as is follows, 65% Caucasian, 11% Native American or Hispanic, 19% African American, 4% Asian/Pacific Islander. Our rates vary from the state numbers which show Caucasains at 41%, AA at 13%, Hispanic at 43%, and Native American/PI at 3%.

Currently at CHS there are 44 professionals and 8 paraprofessionals. There are 35 full time teachers on staff with 480 students. A1-13.8 ratio.

Community resources provided to students are provided by Texas A&M Commerce which includes free dual credit for all students. We also partner with Paris Junior college for technical and trade courses that lead to endorsements and licenses. Those courses include welding, certified nurse aide, and electrical courses. We also offer Latin and American sign language. The average years experience for teachers at Commerce High School is 13, which is slightly higher than the state average of 11.2. We offer 235 course sections and each teacher has an average of 7 classes per day with an eight period day. Commerce High School

Demographics Needs

We need more AA and minority staff. We currently have three AA teachers and two Hispanic teachers on staff. We need our staff to mirror our student population more closely. Recruiting and hiring quality minority staff will be a priority.

Discipline data reveals a need for PD in cultural diversity, culture, customs and traditions of an increasingly diverse ethnic background of our students.

Student Achievement

Student Achievement Summary

Algebra 1 52% vs. 81% state wide on level 2 satisfactory

Biology 96% vs. 91% state wide on level 2 satisfactory

English 1 59% vs. 63% state wide on level 2 satisfactory

English 2 57% vs. 66% state wide on level 2 satisfactory

U. S. History 96% vs. 94% state wide on level 2 satisfactory

Student Achievement Strengths

U S History 96% level 2 passing rate-16% on level 3 advanced-95% Hispanic passing rate and 91% AA passing rate 100% white passing rate

Biology 96% level 2 satisfactory-96% Hispanic level 2 satisfactory-84% AA passing rate-Sp Ed 100% passing rate

Student Achievement Needs

We have goals and strategies in place to address areas where we did not meet state safeguards in All students-Math, AA students in Reading and Math, Hispanic students in Reading and Math, Economically disadvantaged students in Reading and Math, and Sp Ed students in Reading and Math.

School Culture and Climate

School Culture and Climate Summary

CHS employs a staff that is close knit and family like in nature. Our PLC groups as well as our executive team meets regularly to collaborate, communicate and foster collegiality. Our mission statement is to provide an excellent education for each student. Our staff strives and goes above and beyond to make that happen. Our vision statement is we envision our students striving to be better tomorrow than they are today and graduating as self-reliant, employable champions. Tigers never quit! Surveys are in the process of being given to get more concrete data on all stakeholders feelings and opinions.

School Culture and Climate Strengths

At CHS we have regular rewards for teachers, at the end of every grading period we give the teachers Sonic drinks or ice cream etc. We have jeans days on Fridays, we have social meals provided by departments. We have a sunshine committee that does special things for them and we have things such as Ugly Sweater Tuesdays during the Christmas season.

We have few bullying reports and most of our students feel safe. We have student groups such as Friends of Rachel, NHS, SADD, and Principal's council that involve all members of our student population.

School Culture and Climate Needs

We are requesting adding discipline duties to an existing employee and we would like to have a full time SRO at CHS and have an SRO serve schools on the east end of town. We have color wars among our students to try and promote school spirit and our pep rallies are lively and fun. Our kids and staff get along well together and we have a relatively peaceful school.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

CHS has all but one teacher who is subject certified and that staff member will take the EXCET again soon. We had very little turnover in 2016, primarily with members of the football coaching staff. All teachers receive two days of new teacher training at CISD if they are new to our district, this was in addition to the two weeks of inservice that all staff members received. We have monthly PD opportunities as well as the district level PD incentives program that encourages teachers financially to exceed the state level of PD required for Texas teachers.

Our weekly core and bi-weekly PLC meetings and department head leadership meetings reinforce learning and cooperation. We treat our teachers as professionals and with respect, we demand our students do the same.

Staff Quality, Recruitment, and Retention Strengths

100% of our certified and non-certified staff have participated in multiple PD opportunities in the past year.

PLC meetings provide support for teachers and promote professional growth and collegiality.

We have quarterly rewards for teachers, socials, meals, and other family oriented incentives.

The distirict pays bonuses for core teachers, a bonus for a Masters degree and competitive stipends.

Staff Quality, Recruitment, and Retention Needs

We need to recruit and employ more minority staff, especially Hispanic staff to more closely reflect our student demographics.

We need to have 100% of professional staff highly qualified.

Continue to upgrade our pay scale to match districts to the West of us.

Increase our pay scale to reward teachers annually beyond 20 years, up to 25 or 30.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

The CIA focus at CHS is based on the TEKS resource system scope and sequence and based on results of subject unit assessments. Assessments and data play a major role in decision making at CHS. WE examine unit and benchmark assessments in PLC's and as an admin team and fine tune instruction. An administrator is present at CORE PLC's and we focus on instruction and data to drive decisions. CORE teams meet weekly and other PLC's meet bi monthly. We use the RtI process to identify struggling students and monitor and assign tutoring to students who are failing or struggling. We have found that requiring students to attend tutoring twice a week has been effective in students turning in work and getting back up to pace with their peers. We also have twice weekly tutoring in tested areas and after school voluntary tutoring available with local college students, and snacks provided.

Curriculum, Instruction, and Assessment Strengths

CHS has strong PLC groups, a veteran group of teachers, a strong RtI program, teachers use their TEKS resources and unit assessments to drive instruction.

Curriculum, Instruction, and Assessment Needs

We need to increase performance in ALG 1, ENG 1, and ENG 2 EOC STAAR test results as well as increase the number of students we have performing at level 3 on assessments. We need another aide to allow more flexibility in scheduling and more CATE and Vocational certification programs. We need access to after school transportation for students who need additional help.

Family and Community Involvement

Family and Community Involvement Summary

We have an open door, open office policy at CHS and try to always welcome parents to our campus.

We post our calendars and schedules online on the campus and district website.

We have Meet the Tiger yearly and this year hosted an open house and fed our guests.

We pride ourselves on treating parents as our customers and having good customer service.

We do weekly messenger call outs to inform parents of school events and activities.

Family and Community Involvement Strengths

All our extracurricular functions have parent meetings before their season's begin.

We have a PTO and SBDM committee to allow parents meaningful input in our decision making process.

As a district we are hosting community meetings this fall to garner input and ideas from the community.

We hosted several Dual credit/TSI testing information meetings this fall. We will do the same in the spring.

Family and Community Involvement Needs

We need to engage our minority parents more, when we have events our Hispanic and African American participation is not as high as our Caucasian attendance rates.

We need to do a better job of sending information out in Spanish as well as English.

Our parents are more likely to attend athletic events and extra curricular events than events that focus on academics, college preparation, etc.

School Context and Organization

School Context and Organization Summary

Our staff takes pride in the fact we have a successful campus despite our challenge of educating a campus that is over 60% economically disadvantaged.

The admin staff here shares leadership roles in all areas, academic leadership to discipline.

Our PLC groups do a good job of keeping academic success the focus of their meetings.

We review STAAR results together which promotes a sense of urgency academically, since we have gains we need to make.

We have recently added after school tutorials with food provided as a result of difficulty getting students to stay for after school tutorials.

In the spring we will provide snacks and transportation as well.

School Context and Organization Strengths

We provide many opportunities for tutorials and remediation for our students.

Our district and campus PD is geared to provide teachers best practices and technology training they can use everyday.

RtI is being used to reduce our number of students failing classes as well as making sure we get students in the programs to help them be successful.

We updated all our safety programs this year and trained all staff on active shooter scenarios and regularly conduct drills to check for readiness.

Our master schedule was reviewed this year to ensure maximum effectiveness and efficiency.

We moved our release time up in the afternoons to try and reduce the amount of time athletes missed due to travel.

School Context and Organization Needs

As stated earlier in the needs assessment, we feel like we need an additional AP or a current staff member to be able to devote to discipline, and attendance issues.

We would like to have an additional para to provide coverage for any teacher that is prompting or a DC class prompter.

Technology

Technology Summary

CHS classrooms all have interactive whiteboards, projectors, document cameras, and each teacher has a laptop and phone in their rooms.

We have six carts with Chromebooks that teachers can use in their classrooms, this is managed through the library and has gone smoothly, many students have their own Ipads or laptops purchased through discounts from the district.

The district places technology use in the classrooms at a high priority and offers many trainings and hosts events such as Edcampalooza at CHS.

Every teacher is required to have a minimum number of technology training hours as part of our PD requirements.

This year we added two ICoaches on campus to our ICAT team which serves the district.

Technology Strengths

As listed in the summary, we have the hardware in place in every classroom, or access to it.

We also have a computer lab in the library. Itisn't used much because of the accessibility of technology in the classroom.

All teachers participate in tech training to earn exchange days.

The addition of 180 Chromebooks to campus has greatly increased student access to devices.

The ICAT Icoaches on campus allow our teachers to get help more quickly.

The district updated all teacher laptops this year.

Technology Needs

Teachers need continued training on fully integrating technology in to their daily strategies and lessons.

Our lunchroom is where most of the district trainings occur, we need to upgrade the sound system.

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Performance Index Framework Data: Index 1 - Student Achievement
- Performance Index Framework Data: Index 2 - Student Progress
- Performance Index Framework Data: Index 3 - Closing Performance Gaps
- Performance Index Framework Data: Index 4 - Postsecondary Readiness
- System Safeguards and Texas Accountability Intervention System (TAIS) data
- Critical Success Factor(s) data
- Accountability Distinction Designations

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR Released Test Questions
- STAAR ELL Progress Measure data
- Texas Success Initiative (TSI) data for postsecondary/college-ready graduates data
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- SAT and/or ACT assessment data
- PSAT and/or ASPIRE
- SSI: Apex Learning accelerated reading assessment data for English I and II (TEA approved statewide license)
- SSI: Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Local benchmark or common assessments data
- Student failure and/or retention rates
- Observation Survey results

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Number of students assigned to each special program, including analysis of academic achievement, race, ethnicity, gender, etc
- Economically Disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance and participation data
- Special education population, including performance, discipline, attendance, and mobility
- Migrant population, including performance, discipline, attendance and mobility
- At-Risk population, including performance, discipline, attendance and mobility
- ELL or LEP data, including academic achievement, support and accommodation needs, race, ethnicity, gender, etc
- Career and Technical Education (CTE) data, including academic achievement, program growth, race, ethnicity, gender, etc
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data
- Class size averages by grade and subject

Employee Data

- Professional Learning Communities (PLC) data
- Staff surveys and/or other feedback
- Highly qualified staff data
- Teacher/Student Ratio
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- PDAS and/or T-TESS

Parent/Community Data

- Parent surveys and/or other feedback
- Community surveys and/or other feedback

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data

Goals

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

Performance Objective 1: CHS will increase scores on tests that will meet or exceed the state standard for all subpopulations.

Evaluation Data Source(s) 1:

Summative Evaluation 1:

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Tested subjects will administer unit assessments and benchmarks to create Targeted Tutorial groups and/or reteach opportunities for students to master objectives.	Principal, Assistant Principal, Testing Coordinator, Curriculum Coordinator,Teachers	Students pass the mid-year benchmark over previously tested objectives				
	Funding Sources: 199 - General Fund: HS Allotment					
2) PLC meetings in core subject areas will disaggregate data and create RTI intervention plans for at-risk students (including ESL, 504 & SPED).	Teachers, Counselor(s), Administrators, and Support Staff	Increased passing rates by all subpops				
3) Students will monitor their own progress using performance measures such as: goal setting, data folders, progress reports, Eduphoria's (Aware)STEP and TIP reports, and common assessments.	Teachers, Counselors, Administrators, and Support Staff	Increased tutorial attendance and fewer 9 week failures				
4) Instructional technology will be utilized to enhance instruction using Chromebooks provided by the districts Instructional Technology department.	Central Office Instructional Technologist(s), Principals	Classroom Walkthroughs				
5) Provide on-going staff development in all core areas including support strategies for ELL's and students requiring special education services.	Administration, Curriculum Director, and Asst. Superintendent	Documentation of staff developments				

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

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

Performance Objective 2: Improve all students' college and career readiness by 2017 as indicated by increasing student performance on college entrance exams and through the percentage of students reaching Level II Recommended and Level III Advanced performance on STAAR.

Evaluation Data Source(s) 2: STAAR results, data breakdown from Region 10 summer workshop

Summative Evaluation 2:

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Increase the number of students taking the PSAT by 25%.	College and Career Readiness Coordinator, Counselor	Compare last years numbers to this year				
2) Increase student performance on PSAT by increasing the number of students achieving college and career readiness by 5%.	College and Career Readiness Coordinator, Counselor, Administrators	PSAT performance and EOC scores in Index 2				
3) Provide college and career awareness opportunities throughout the year such as college visits, speakers, career day, My College Mondays, and focused discussions during lunch or classes.	College and Career Readiness Coordinator, Counselor, Administrators	Calendar, sign-up sheets, attendance sheets				
4) Ensure personal graduation plans are updated and accurate using the new endorsement plan form, college and career readiness handbook, and the revised academic handbook.	College and Career Readiness Coordinator, Counselor, Administrators	100% of the plans are updated with individual folders made for each student				
5) Conduct parent and student awareness nights such as Meet the Teacher Night (Curriculum Night) and 8th Grade Night (Transitioning to HS) during the year.	College and Career Readiness Coordinator, Counselor, Administrators	Calendar, sign-up sheets, attendance sheets				
6) Utilize A+ online curriculum for credit recovery, make-up work, DAEP students, and dropout prevention.	College and Career Readiness Coordinator, Counselor, Administrators	All students graduate				

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

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

Performance Objective 3: General Operating funds as well as other state and federal funds will be used to implement programs and provide support for students who are at-risk as well as students with disabilities.

Evaluation Data Source(s) 3:

Summative Evaluation 3:

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Special Education academic needs will be met through goals designated on each individual IEP.	Teachers, Special Education Teacher (s), Principals, Tri-County	IEP as determined in ARD				
2) We will create and use the Learning Lab to support and accommodate all learners.	Principals, Educational Aides	Learning Lab attendance log				
3) We will create a master schedule that includes enrichment time for every student and allows for flexible, innovative scheduling.	Teachers, Principals, Counselors, Curriculum Director(s), and Asst. Superintendent, Superintendent	Monthly staff meetings, ASPIRE surveys/meetings, and community meetings				
4) Reevaluate procedures, system safeguards, and processes to prevent over/under accommodations of Sped, 504, and ESL students.	Principals, Counselors, 504 Coordinator, Sped Teachers, ESL Teacher, Curriculum Director, Asst. Superintendent, Tri-County	New Layout, checklist, etc.				

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Goal 2: CISD will maintain and improve facilities and support systems that enhance a positive learning environment and foster student and community pride.

Performance Objective 1: CHS will maintain facilities that are comfortable and conducive to the teaching/learning process.

Evaluation Data Source(s) 1:

Summative Evaluation 1:

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Formation of the "Building Committee" to make cosmetic improvements to CHS(examples: repaint teachers workrooms, redecorate front entrance which includes the front lawn and foyer).	CHS teachers, counselor(s), administrators, janitors, and coaches	Completion of the cosmetic improvements				
	Funding Sources: 461 - Campus Activity Fund					
2) Revamp the CHS library by turning it into a cafe and media center (examples include: new modern furniture, multiple device outlets, coffee and hot cocoa available).	District librarian and administrators	staff input survey, acquire grants and funding to begin remodeling				
3) Formation of the "Sunshine Committee" to build staff morale and promote comradeship.	Committee members composed of teachers and principals.	Department socials, staff contest, snacks, Sonic drinks, jean days, etc.				
4) Thermostats, roofing, resurfacing the track, new carpet and paint will be requested during the school year.	CISD Central Administration, Principals	All items will be visible and a cleanliness will be evident				
5) Utilize Texas A&M University-Commerce for student support (examples include: after-school tutoring on Tues./Thurs. by TAMUC athletes and Greeks, Paint the Parking Lot, Leo Teach for all core subjects).	TAMUC President and staff, CISD Central Administration, and CHS Administration.	Increase attendance during tutorials, visible campus improvements, etc.				
6) Continue to build and improve relationships with GCA to maintain HS facility to high standards of cleanliness.	Administration	Maintenance Evaluations				

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Goal 2: CISD will maintain and improve facilities and support systems that enhance a positive learning environment and foster student and community pride.

Performance Objective 2: Maintain an orderly environment and reduce office referrals.

Evaluation Data Source(s) 2:

Summative Evaluation 2:

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) The Rachel's Challenge Initiative will be implemented through a campus character club called "Friends of Rachel".	Grade-level teachers, counselor(s), and administrators	Kindness links and reduction in discipline referrals				
2) Create "Recognition Referrals" that emphasize students positive rather than negative contributions.	Grade level teachers, counselor, and administrators, and coaches	Decrease disciplinary referrals from approximately 8-10 a day to no more than 3-4.				
3) Student clubs will be implemented to develop a student connection to the campus (Examples: Spanish, SADD, Friends of Rachel, etc.).	Club Sponsors	Increase in student participation in extracurricular activities, sign-in sheets				
	Funding Sources: 461 - Campus Activity Fund					
4) Teachers will learn how to build relationships with students by understanding each individuall student's cultural values.	Central Office, Administrators	Less repeat office referrals, PD opportunities				
5) Continue incentives that reward academic success, e.g., Honor Roll, Award Assemblies, certificates, Board Recognition, attendance incentive, newspaper, etc.	Faculty and Principals	Students recognized				

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Goal 2: CISD will maintain and improve facilities and support systems that enhance a positive learning environment and foster student and community pride.

Performance Objective 3: Expect and promote a safe school environment.

Evaluation Data Source(s) 3:

Summative Evaluation 3:

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Conduct safety drills in accordance with district policy.	Principal and District Safety Coordinator	Safety drill log				
2) All staff will be trained in actively monitoring and school safety procedures. Staff will actively monitor students in between class periods, in the cafeteria, common areas, and classrooms.	All faculty and staff, all campus administrators, and SRO	Reduction in referrals and revamped duty rosters and supervision schedules				
3) Hire an additional full time SRO or have Commerce Police Department stop by occasionally at CHS for visits and presence.	All faculty and staff, all campus administrators, and SRO	Increased awareness of CPD				

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Goal 2: CISD will maintain and improve facilities and support systems that enhance a positive learning environment and foster student and community pride.

Performance Objective 4: Establish a campus-wide initiative that will promote self-esteem, responsible behavior, including anti-bullying, and enhance students' ability to be successful productive citizens.

Evaluation Data Source(s) 4:

Summative Evaluation 4:

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Names of students will be called each day by "The Morning Team" for receiving a Kindness Link which is a part of Rachel's Challenge.	Counselor, All Staff	Orange Kindness Links				
= Accomplished = Considerable = Some Progress = No Progress = Discontinue						

Goal 3: CISD will provide timely, open communication and positive parental and community partnership opportunities in our schools.

Performance Objective 1: Engage families and the community as educational partners and advocates.

Evaluation Data Source(s) 1:

Summative Evaluation 1:

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Utilize social media, phone messenger system, calendar, mail, and the website to keep parents informed.	Principals, Central Office	School Messenger log and updated website.				

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Goal 3: CISD will provide timely, open communication and positive parental and community partnership opportunities in our schools.

Performance Objective 2: Provide opportunities for family engagement in the educational process.

Evaluation Data Source(s) 2:

Summative Evaluation 2:

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Conduct parent and student awareness nights such as Meet the Teacher Night (Curriculum Night) and 8th Grade Night (Transitioning to HS) during the year.	College and Career Readiness Coordinator, Counselor, Administrators	Calendar, sign-up sheets, attendance sheets				
= Accomplished = Considerable = Some Progress = No Progress = Discontinue						

Goal 4: CISD will attract and retain qualified employees by providing competitive benefits, compensation and the training and tools necessary for success.

Performance Objective 1: Recruit, develop and retain highly qualified employees in an environment that embraces diversity.

Evaluation Data Source(s) 1:

Summative Evaluation 1:

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Administrators and Department Chairs will meet frequently with novice and veteran teachers to discuss walkthroughs.	Campus Administrators	Walkthroughs				
2) District and campus administrators will recruit and hire highly qualified teachers with a focus on increasing the percent of minority professional staff members.	CHS Administration	Hired staff that reflects campus demographics				
3) Hire and retain a second assistant principal focused on behavior and discipline.	CHS Administration and Central Office	Hired AP that meets the campuses needs				
4) In order to utilize certified teachers to the fullest, additional aides will be needed to cover classes.	CHS Administration and Central Office	Hired staff that meets the campuses needs				

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

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

Performance Objective 1: We will develop and maintain strategic parent engagement and community partnerships.

Evaluation Data Source(s) 1:

Summative Evaluation 1:

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Create and maintain an active PTO and SBDM that meets at least 2 times each year.	Principals, College and Career Readiness Coordinator, Counselor	Sign-in sheets plus feedback from meetings				
2) Provide transportation from after-school programs and tutoring.	Principals, C&C Coordinator, Counselor	Increased tutorial attendance and sign-in sheets				
3) Register more students for Upward Bound program.	Counselor and Principals	Recruiter list				
4) Increase certifications earned by CTE students through the new Innovative Schools (district-wide program).	Principals, C&C Coordinator, Counselor	Classes scheduled				
5) Continue to increase Dual Credit opportunities from TAMUC and PJC for students. Also, increase minority participation in Pride Prep and Dual Credit classes.	Principals, C&C Coordinator, Counselor	Classes scheduled and student registration				
6) Continue to increase Dual Credit opportunities from TAMUC and PJC for students. Also, increase minority particpation in Pride Prep and Dual Credit classes.	Principal, Assistant Principal, C&C Coordinator, Counselor	Classes Scheduled and student registration				
7) Face-to-face parent/teacher conferences are held at regular intervals throughout the nine weeks on an as-needed basis to discuss student progress toward learning goals and assessment results.	Teachers, Principals, Counselor	Participation in events and reciprocal communication				

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

2016-2017 Campus Improvement Team

Committee Role	Name	Position
Administrator	Steve Drummond	Principal
Administrator	Felicia Jones	Assistant Principal
Business Representative	Craig Jensen	Local Chiropractor
Classroom Teacher	Karri Anderson	Electives Dept Head
Classroom Teacher	Matthew Brewer	SS Dept Head
Classroom Teacher	Carrie Campbell	Math Dept Head
Classroom Teacher	Tina Christian	Science Dept Head
Classroom Teacher	Glenda Henderson	CTE Dept Head
Classroom Teacher	Lisa Lipstraw	English Dept Head
Community Representative	LaVelle Hendricks	TAMUC Representative
Community Representative	Wyman Williams	Community Representative
Non-classroom Professional	Paula Hanson	Parent
Non-classroom Professional	Vickie McMurray	Parent
Non-classroom Professional	Tiffany White	Parent
Non-classroom Professional	Alicia Wittkopf	Parent

Campus Funding Summary

199 - General Fund: HS Allotment					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	1			$0.00
				Sub-Total	$0.00
461 - Campus Activity Fund					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
2	1	1	Brick Fundraiser, building improvement funds from CISD		$0.00
2	2	3			$0.00
				Sub-Total	$0.00
				Grand Total	$0.00