

Commerce Independent School District

Commerce High School

2019-2020 Campus Improvement Plan



Mission Statement

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

Vision

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

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.

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Comprehensive Needs Assessment

Student Academic Achievement

Student Academic Achievement Summary

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

Student Academic Achievement Strengths

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

Problem Statements Identifying Student Academic Achievement Needs

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

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus Performance Objectives Summative Review from previous year
- 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
- 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
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- SAT and/or ACT assessment data
- PSAT and/or ASPIRE
- SSI: Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)
- Observation Survey results

Student Data: Student Groups

- STEM/STEAM data
- Dyslexia 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

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- 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

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
- Study of best practices

Goals

Revised/Approved: August 26, 2015

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. CHS will score 82 45 25 in Alg 1, Eng 1 61 40 7, Eng 2 65 51 7, Bio 80 50 25, US History 95, 76, 43

Evaluation Data Source(s) 1: STAAR scores as well as benchmarks and interim assessments.



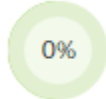

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>TEA Priorities Build a foundation of reading and math</p> <p>ESF Levers Lever 1: Strong School Leadership and Planning Lever 4: High-Quality Curriculum</p> <p>1) Core subject areas will administer unit assessments and benchmarks (interim assessments) to help identify and plan for needed interventions and/or reteach opportunities for students.</p>	2.4, 2.6	Principal, Assistant Principal, Testing Coordinator, Curriculum Coordinator, Teachers	Students pass the mid-year benchmark over previously tested objectives				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math</p> <p>ESF Levers Lever 1: Strong School Leadership and Planning Lever 2: Effective, Well-Supported Teachers Lever 4: High-Quality Curriculum Lever 5: Effective Instruction</p> <p>2) PLC meetings in core subject areas will disaggregate data and create MTSS intervention plans for at-risk students (including ESL, 504 & SPED). PLC meetings will also include strategy planning and other items as well.</p>	2.4, 2.5, 2.6	Teachers, Counselor (s), Administrators, and Support Staff	Increased passing rates by all subpops				
<p>TEA Priorities Build a foundation of reading and math</p> <p>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.</p>	2.4, 2.5, 2.6	Teachers, Counselors, Administrators, and Support Staff	Increased tutorial attendance and fewer 9 week failures				
<p>TEA Priorities Build a foundation of reading and math Connect high school to career and college</p> <p>ESF Levers Lever 1: Strong School Leadership and Planning Lever 2: Effective, Well-Supported Teachers Lever 3: Positive School Culture Lever 4: High-Quality Curriculum Lever 5: Effective Instruction</p> <p>4) Instructional technology will be utilized to enhance instruction using Chromebooks provided by the districts Instructional Technology department.</p>	2.4, 2.5, 2.6	Central Office Instructional Technologist(s), Principals	Classroom Walkthroughs				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
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<p>TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math</p> <p>ESF Levers Lever 1: Strong School Leadership and Planning Lever 2: Effective, Well-Supported Teachers Lever 3: Positive School Culture Lever 4: High-Quality Curriculum Lever 5: Effective Instruction</p> <p>5) Provide professional development for staff on instructional strategies for all subject areas including but not limited to Formative Assessments, Differentiated Instruction, etc.</p>	2.4, 2.5, 2.6	Administration, Curriculum Director, and Asst. Superintendent	Documentation of staff developments				
<p>TEA Priorities Build a foundation of reading and math Connect high school to career and college</p> <p>ESF Levers Lever 1: Strong School Leadership and Planning Lever 2: Effective, Well-Supported Teachers Lever 4: High-Quality Curriculum Lever 5: Effective Instruction</p> <p>6) Create and implement lab classes for Algebra 1 and ELAR (literacy foundations classes)to increase scores for all students and sub-pops.</p>	2.4, 2.5, 2.6	Teachers, Counselors, Administrators, and Support Staff	50% of all students enrolled in the lab class will pass the STAAR retest in December. The remainder will pass in future administrations.				
<p>TEA Priorities Recruit, support, retain teachers and principals</p> <p>ESF Levers Lever 1: Strong School Leadership and Planning Lever 2: Effective, Well-Supported Teachers Lever 4: High-Quality Curriculum Lever 5: Effective Instruction</p> <p>7) Provide ESL certification training from Region 10 so that all English teachers will be ESL certified by the end of the 2019-2020 school year. We have one teacher who just tested, all others are ESL certified.</p>	2.5, 2.6	Teachers, Counselors, Administrators, and Support Staff	Increased passing rates on state assessments for ELL's				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
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<p>TEA Priorities Build a foundation of reading and math Connect high school to career and college</p> <p>ESF Levers Lever 1: Strong School Leadership and Planning Lever 2: Effective, Well-Supported Teachers Lever 3: Positive School Culture Lever 4: High-Quality Curriculum Lever 5: Effective Instruction</p> <p>8) Formation of ESL classes to improve EL's scores on reading and math. Also purchase dual language dictionaries for student use. These classes are up and running in 19-20 and have been since the 18-19 school year.</p>	2.4, 2.5, 2.6	Teachers, Counselors, Administrators, and Support Staff	Increased passing rates on state assessments for ELL's				
<p>TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math</p> <p>ESF Levers Lever 1: Strong School Leadership and Planning Lever 2: Effective, Well-Supported Teachers Lever 4: High-Quality Curriculum Lever 5: Effective Instruction</p> <p>9) Purchase and implement Hooked on Phonics to increase SPED reading scores. Also, use SRA units in ESL and resource English classes to increase reading levels.</p>	2.4, 2.5, 2.6	SPED Teachers, Counselors, Administrators, and Support Staff	Increased passing rates on state assessments for SPED students				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
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<p>TEA Priorities Build a foundation of reading and math</p> <p>ESF Levers Lever 1: Strong School Leadership and Planning Lever 4: High-Quality Curriculum Lever 5: Effective Instruction</p> <p>10) CHS students that are placed in DAEP will be visited at least once weekly by their teachers and daily by Mr. Ron Dizer certified sped teacher who will assist with work transport as well as ensure academic success. Upon reentry to CHS, students will have a transition meeting to ensure they have a successful return.</p>	2.4, 2.5, 2.6	CHS admin and CHS sped department	Increase the level of academic success for students going in to and out of DAEP and ensuring thier success during their placement.				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  = Accomplished </div> <div style="text-align: center;">  = Continue/Modify </div> <div style="text-align: center;">  = No Progress </div> <div style="text-align: center;">  = Discontinue </div> </div>							

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 2020 as indicated by increasing student performance on college entrance exams and through the percentage of students reaching At Grade Level and Exceeded performance standards on STAAR.

Evaluation Data Source(s) 2: STAAR results, Data to Intervention training and breakdown from Region 10 summer workshop

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>TEA Priorities Build a foundation of reading and math Connect high school to career and college</p> <p>ESF Levers Lever 1: Strong School Leadership and Planning Lever 3: Positive School Culture Lever 4: High-Quality Curriculum Lever 5: Effective Instruction</p> <p>1) Increase student performance on the SAT /ACT by embedding test prep into English classes and math classes. Also add several test prep books in the library for students to checkout and prepare for test. Also with the Aspire program we will have ACT/SAT prep with Mark Tarpley. Parent meetings will be conducted in these areas.</p>	2.5, 3.1, 3.2	College and Career Readiness Coordinator(s), Counselor, Administrators, Teachers	End of year performance report, library checkout report				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
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<p>TEA Priorities Connect high school to career and college</p> <p>ESF Levers Lever 1: Strong School Leadership and Planning Lever 3: Positive School Culture Lever 4: High-Quality Curriculum Lever 5: Effective Instruction</p> <p>2) Provide college and career awareness opportunities throughout the year such as college visits, guest speakers, My College Mondays, and focused discussions during classes. Examples: The 9-11 CCRC will bring in guest speakers once a month. The 12th grade CCRC will meet with students every Monday during their English class. We are going to host a career fair here in October and a FAFSA and College night here in October 2019 as well as a C&CR signing day in the spring of 2020.</p>	2.5, 2.6	College and Career Readiness Coordinator(s), Counselor, Administrators	Calendars, sign-up sheets, attendance sheets, other forms of documentation				
<p>TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math Connect high school to career and college</p> <p>ESF Levers Lever 1: Strong School Leadership and Planning Lever 2: Effective, Well-Supported Teachers Lever 3: Positive School Culture Lever 4: High-Quality Curriculum Lever 5: Effective Instruction</p> <p>3) Ensure personal graduation plans are updated and accurate using the new endorsement plan form and the CHS endorsement handbook.</p>	2.4, 2.5, 2.6	College and Career Readiness Coordinator(s), Counselor, Administrators	100% of the plans are updated with individual folders made for each student				
<p>TEA Priorities Connect high school to career and college</p> <p>ESF Levers Lever 1: Strong School Leadership and Planning Lever 3: Positive School Culture</p> <p>4) Conduct parent and student awareness nights such as Meet the Tiger Night (Curriculum Night) and Tiger with a Plan Night (8th graders transitioning to HS) during the year.</p>	3.1, 3.2	College and Career Readiness Coordinator(s), Counselor, Administrators	Calendar, sign-up sheets, attendance sheets				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
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Comprehensive Support Strategy 5) Utilize A+ online curriculum for credit recovery, make-up work, DAEP students, and dropout prevention.		College and Career Readiness Coordinator(s), Counselor, Administrators	All students graduate				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  = Accomplished </div> <div style="text-align: center;">  = Continue/Modify </div> <div style="text-align: center;">  = No Progress </div> <div style="text-align: center;">  = Discontinue </div> </div>							





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	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
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				Nov	Jan	Mar	June
<p>Comprehensive Support Strategy 1) Special Education academic needs will be met through goals designated on each individuals IEP.</p>		Teachers, Special Education Teacher (s), Principals, Tri-County	IEP as determined in ARD				
<p>2) We will create a master schedule that includes learning opportunities for every student and allows for flexible, innovative scheduling. Examples include: Criminal Justice, Robotics, Photography, Computer Programming, EMT, welding, electrical, etc.</p>		Teachers, Principals, Counselors, Curriculum Director(s), and Asst. Superintendent, Superintendent	Bi-weekly PLC meetings, Quarterly Executive Leadership meetings, Weekly Assistant Principal meetings, and community meetings				
<p>Comprehensive Support Strategy 3) Re-evaluate procedures, system safeguards, and processes to prevent over/under accommodations of SPED, 504, Dyslexia and ESL students.</p>		Principals, Counselors, 504 Coordinator, Sped Teachers, ESL Teacher, Dyslexia Teacher, Curriculum Director, Asst. Superintendent, Tri-County	Tri-County Overview, SPED PLC meetings,				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
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Comprehensive Support Strategy 4) Utilize inclusion and content mastery teacher (s) to support and accommodate all learners.		Principals, Counselors, 504 Coordinator, Sped Teachers, ESL Teacher, Curriculum Director, Asst. Superintendent, Tri-County	Tri-County Overview, SPED PLC meetings,				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>= Accomplished</p> </div> <div style="text-align: center;">  <p>= Continue/Modify</p> </div> <div style="text-align: center;">  <p>= No Progress</p> </div> <div style="text-align: center;">  <p>= Discontinue</p> </div> </div>							

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

Performance Objective 4: CHS will have it's second annual campus initiative in 2019-2020 to write across the campus.

Evaluation Data Source(s) 4: STAAR EOC scores in English 1 and English 2 increasing will provide evidence of this objective's success.

Summative Evaluation 4:

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. Our band program facilities will be overhauled. New carpet, paint and moving the grid and tower to South side of campus

Evaluation Data Source(s) 1: AP and Principal will do regular walks of CHS facilities and work with maintenance and janitorial services to keep facilities upgraded.

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
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1) Continuation of the "Building Committee" to make cosmetic improvements to CHS (examples: repaint teachers workrooms, redecorate front entrance which includes the front lawn and foyer).		CHS teachers, counselor(s), administrators, janitors, and coaches	Completion of the cosmetic improvements				
2) Revamp the CHS library by turning it into a store and media center (examples include: new modern furniture, multiple device outlets, coffee and hot cocoa available).		District librarian and administrators	staff input survey, acquire grants and funding to begin remodeling				
3) Continuation of the "Tiger Roar Committee" to build staff and student morale and promote comradeship. Examples include: random teacher appreciation days, classroom contest, themed potlucks, etc.		Committee members composed of teachers and assistant principal, random involved students.	Department socials, staff/student contest, snacks, Sonic drinks, jean days, etc.				
4) New carpet and paint will be requested during the school year.		CISD Central Administration, Principals	All items will be visible and cleanliness will be evident				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
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5) Utilize Texas A&M University-Commerce for student support in conjunction with the Aspire program. Continue the Pride Prep program as our first cohort are now Seniors.		TAMUC President and staff, CISD Central Administration, and CHS Administration.	Continue to ask and utilize any help from TAMU-C				
6) Continue to build and improve relationships with GCA to maintain high standards of cleanliness at CHS. This will include weekly walkthroughs with GCA and the principal.		Administration	Maintenance Evaluations				


100% = Accomplished
 ➔ = Continue/Modify
 0% = 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. Through RP we will reduce the discipline issues on campus.

Evaluation Data Source(s) 2:

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
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Comprehensive Support Strategy 1) The Restorative Practices initiative will be implemented through campus related activities. Professional training will be provided. Teachers will learn how to build relationships with students by understanding each individual student's cultural and moral values. Teachers will have RP circles quarterly.		Administrators, Assistant Superintendent, Teachers	Reduction in discipline referrals and better staff/student relationships, weekly calendars, embedded RP will be embedded into weekly lesson plans				
2) Student clubs will be implemented to develop a student connection to the campus (Examples: Spanish, Game club, ACE/BGC, Chess, etc.).		Club Sponsors	Increase in student participation in extracurricular activities, sign-in sheets and passes during lunch				
Comprehensive Support Strategy 3) Continue incentives that reward academic success, e.g., Honor Roll, Award Assemblies, certificates, Board Recognition, attendance incentive, newspaper, etc.		Faculty and Principals	Students recognized				
4) Begin incentives that promote camaraderie between students and teachers. Examples include: door decorating contest, Halloween costume contest, and ugly Christmas Sweater competitions. Quarterly teacher rewards will be continued in the 19-20 school year.		Faculty and Principals	Students and teachers are recognized				
							


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: See no fights on campus.


Summative Evaluation 3:


Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Conduct safety drills in accordance with district policy, fire, lock down, active shooter.		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) An additional full time SRO will be housed at CHS. Commerce Police Department will stop by occasionally at CHS for visits, we will have an office for a DPS officer and K9 unit from Hunt County will do regular drugs and weapon searches.		All faculty and staff, all campus administrators, and SRO	Increased awareness of CPD				



 = Accomplished

 = Continue/Modify

 = 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: In our RP circles keep the pulse of campus to avoid conflicts.

Summative Evaluation 4:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>TEA Priorities Connect high school to career and college</p> <p>ESF Levers Lever 1: Strong School Leadership and Planning Lever 3: Positive School Culture</p> <p>1) Student clubs will be implemented to develop a student connection to the campus (Examples: Spanish, Danger Zone spirit club, NHS, Game club, foreign language club, Chess, etc.).</p>	2.4, 2.5, 2.6	Club Sponsors, Teachers, Administrators	Increase Student Membership Opportunities to 75% of Student Involvement in at least one activity.				
<p>TEA Priorities Recruit, support, retain teachers and principals Connect high school to career and college</p> <p>ESF Levers Lever 1: Strong School Leadership and Planning Lever 3: Positive School Culture</p> <p>2) All professional staff members will receive training in the use of positive behavior supports for all students. The Restorative Practices initiative will be implemented through campus related activities.</p>	2.4, 2.5, 2.6	Administrators, Assistant Superintendent, Teachers	Reduction in referrals and revamped duty rosters and supervision schedules				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
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<p>TEA Priorities Connect high school to career and college</p> <p>ESF Levers Lever 1: Strong School Leadership and Planning Lever 3: Positive School Culture</p> <p>3) Possible implementation of the 100 hour volunteer cord seniors can receive if they complete all hours between their 9th -12th grade year. Examples: Clothe a Child, Reading and Writing Night at CES, etc.</p>	2.5	Counselors, Administrators, NHS, etc.	Increase in student volunteer opportunities to 50% of the student body. Incentive includes the volunteer cord during scholarship night and at the graduation ceremony.				
<p>TEA Priorities Recruit, support, retain teachers and principals Connect high school to career and college</p> <p>ESF Levers Lever 1: Strong School Leadership and Planning Lever 3: Positive School Culture</p> <p>4) Class Wars to promote charitable actions among students. Examples include: House fire victims, pop top food drive, Pack the Paw for Hurricane or Disasters relief, etc.</p>	2.5	Administration, Teachers, etc.	Show the importance of giving back to your community				
<p>TEA Priorities Connect high school to career and college</p> <p>ESF Levers Lever 1: Strong School Leadership and Planning Lever 3: Positive School Culture</p> <p>5) CHS/A.C. Williams Adopt a Student Mentoring program. Other examples include: Curriculum Nights at CES, etc.</p>	2.4, 2.5	CHS/A.C. Williams/CES Principals, volunteer extracurricular students, NHS Sponsor, etc.	Visit with and inspire the younger generation				
<p>TEA Priorities Recruit, support, retain teachers and principals Connect high school to career and college</p> <p>ESF Levers Lever 1: Strong School Leadership and Planning Lever 3: Positive School Culture</p> <p>6) 6) CHS extra-curricular students, students that drive on campus, or students that parents wish to have them tested will be regularly drug tested in a district approved, drug testing program.</p>	2.5	CHS admin team, sponsors.	To lower drug use by students by giving them another reason to say no to drug use.				





Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June

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 5: Use our criminal justice explorer program and law enforcement classes to promote a safe campus.

Evaluation Data Source(s) 5: Zero drug arrests or weapons arrests at CHS.

Summative Evaluation 5:





Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
TEA Priorities Connect high school to career and college ESF Levers Lever 1: Strong School Leadership and Planning Lever 3: Positive School Culture 1) Using the CPD and CISDPD explorer program allow students to gain insight into law enforcement jobs as well as compete with other schools using skills they gain in the program.	2.5, 2.6						
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>= Accomplished</p> </div> <div style="text-align: center;">  <p>= Continue/Modify</p> </div> <div style="text-align: center;">  <p>= No Progress</p> </div> <div style="text-align: center;">  <p>= Discontinue</p> </div> </div>							

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:



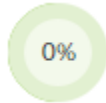

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>TEA Priorities Recruit, support, retain teachers and principals</p> <p>ESF Levers Lever 1: Strong School Leadership and Planning Lever 2: Effective, Well-Supported Teachers Lever 3: Positive School Culture</p> <p>1) Utilize social media, phone messenger system, Family Access in Skyward, calendar, mail, email and the district and campus website to keep parents informed. Tiger counselor corner, Facebook and twitter will all be used by admin. team to communicate with stakeholders.</p>	2.5, 3.1, 3.2	Principals, Central Office	School Messenger log and updated website.				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>= Accomplished</p> </div> <div style="text-align: center;">  <p>= Continue/Modify</p> </div> <div style="text-align: center;">  <p>= No Progress</p> </div> <div style="text-align: center;">  <p>= Discontinue</p> </div> </div>							

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. Have nights to engage parents, Meet the Tiger, Tiger with a Plan, Pride Prep info meeting nights, dual credit info nights, FAFSA night, Back to School Bash. ACE/21st Century grant will provide meals after school and will increase parent after school visits.

Evaluation Data Source(s) 2: Increase in the amount of parental involvement at CHS.

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>TEA Priorities Recruit, support, retain teachers and principals Connect high school to career and college</p> <p>ESF Levers Lever 1: Strong School Leadership and Planning Lever 2: Effective, Well-Supported Teachers Lever 3: Positive School Culture</p> <p>1) Conduct parent and student awareness nights such as Meet the Teacher Night (Curriculum Night), Health and Safety Fair, and Tiger with a Plan Night (8th graders transitioning to HS) during the year.</p>	2.4, 2.5, 3.1, 3.2	College and Career Readiness Coordinator(s), Counselor, Administrators	Calendar, sign-up sheets, attendance sheets, feedback sheets				
<p>Comprehensive Support Strategy 2) Host a minimum of 2 Site Based Decision Making Committee Meetings a school year.</p>		Administrators	Provides parents and community members an opportunity to voice their opinions. Feedback sheets after reviewing data.				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>= Accomplished</p> </div> <div style="text-align: center;">  <p>= Continue/Modify</p> </div> <div style="text-align: center;">  <p>= No Progress</p> </div> <div style="text-align: center;">  <p>= Discontinue</p> </div> </div>							





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	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>TEA Priorities Recruit, support, retain teachers and principals</p> <p>ESF Levers Lever 1: Strong School Leadership and Planning Lever 2: Effective, Well-Supported Teachers Lever 3: Positive School Culture Lever 5: Effective Instruction</p> <p>1) Administrators and Department Chairs will meet formally and informally with novice and veteran teachers to discuss the individuals concerns and needs, all new staff will have a mentor teacher.</p>	2.4, 2.5	Campus Administrators, Department Chairs	New Strive CHS walkthrough forms and new CHS feedback forms. Providing more opportunities for coaching and support of our teachers.				
<p>TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math</p> <p>ESF Levers Lever 1: Strong School Leadership and Planning Lever 2: Effective, Well-Supported Teachers Lever 3: Positive School Culture Lever 5: Effective Instruction</p> <p>2) District and campus administrators will recruit, retain, and hire highly qualified teachers with a focus on increasing the percent of minority professional staff members.</p>	2.4, 2.5, 2.6	CHS Administration	Hired staff that reflects campus demographics				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
TEA Priorities Build a foundation of reading and math ESF Levers Lever 1: Strong School Leadership and Planning Lever 2: Effective, Well-Supported Teachers Lever 3: Positive School Culture Lever 5: Effective Instruction 3) In order to utilize certified teachers to the fullest, additional aides will be needed to cover classes.	2.5, 2.6	CHS Administration and Central Office	Hired staff that meets the campuses needs				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>= Accomplished</p> </div> <div style="text-align: center;">  <p>= Continue/Modify</p> </div> <div style="text-align: center;">  <p>= No Progress</p> </div> <div style="text-align: center;">  <p>= Discontinue</p> </div> </div>							

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	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>TEA Priorities Recruit, support, retain teachers and principals Connect high school to career and college</p> <p>ESF Levers Lever 1: Strong School Leadership and Planning Lever 2: Effective, Well-Supported Teachers Lever 3: Positive School Culture Lever 4: High-Quality Curriculum Lever 5: Effective Instruction</p> <p>1) Create and maintain our SBDM that meets at least 2 times each year.</p>	3.1, 3.2	Principals, Counselor	Sign-in sheets plus feedback forms from meetings				
<p>TEA Priorities Build a foundation of reading and math Connect high school to career and college</p> <p>ESF Levers Lever 1: Strong School Leadership and Planning Lever 3: Positive School Culture</p> <p>2) Register more students for Upward Bound program.</p>	2.5, 2.6	Counselor and Principals	Recruiter list				
<p>3) Increase opportunities for students to participate in CTE programs of study and certification opportunities. Through the District of Innovation program we will be able to offer new endorsements.</p>		Principals, C&C Coordinator(s), Counselor	Classes scheduled and increased CTE class enrollment				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math Connect high school to career and college</p> <p>ESF Levers Lever 1: Strong School Leadership and Planning Lever 2: Effective, Well-Supported Teachers Lever 3: Positive School Culture Lever 4: High-Quality Curriculum Lever 5: Effective Instruction</p> <p>4) Continue to increase Dual Credit opportunities from TAMUC and PJC for students. Also, increase minority and low SES participation in Pride Prep and Dual Credit classes.</p>	2.4, 2.5, 2.6	Principals, C&C Coordinator(s), Counselor, TAMU-C program coordinators, CMS Administrators	Classes scheduled and student registration				
<p>TEA Priorities Recruit, support, retain teachers and principals</p> <p>ESF Levers Lever 1: Strong School Leadership and Planning Lever 2: Effective, Well-Supported Teachers Lever 3: Positive School Culture Lever 5: Effective Instruction</p> <p>5) Face-to-face parent/teacher conferences are held at regular intervals throughout the nine weeks on an as-needed basis to discuss student progress toward learning goals and assessment results. MTSS, 504, and ARD meetings will be held as needed or recommended.</p>	2.4, 2.6, 3.2	Teachers, Principals, Counselor	Participation in events and reciprocal communication				

 = Accomplished
 = Continue/Modify
 = No Progress
 = Discontinue

Comprehensive Support Strategies

Goal	Objective	Strategy	Description
1	2	5	Utilize A+ online curriculum for credit recovery, make-up work, DAEP students, and dropout prevention.
1	3	1	Special Education academic needs will be met through goals designated on each individuals IEP.
1	3	3	Re-evaluate procedures, system safeguards, and processes to prevent over/under accommodations of SPED, 504, Dyslexia and ESL students.
1	3	4	Utilize inclusion and content mastery teacher(s) to support and accommodate all learners.
2	2	1	The Restorative Practices initiative will be implemented through campus related activities. Professional training will be provided. Teachers will learn how to build relationships with students by understanding each individual student's cultural and moral values. Teachers will have RP circles quarterly.
2	2	3	Continue incentives that reward academic success, e.g., Honor Roll, Award Assemblies, certificates, Board Recognition, attendance incentive, newspaper, etc.
3	2	2	Host a minimum of 2 Site Based Decision Making Committee Meetings a school year.

2019-2020 Site Based Decision Making Team

Committee Role	Name	Position
Administrator	Steve Drummond	Principal
Administrator	Roger Brown	Assistant Principal
Non-classroom Professional	Jenna O'Neal	College and Career counselor
District-level Professional	Jerry Sturch	Counselor
Classroom Teacher	Glenda Henderson	CATE teacher
Classroom Teacher	Amanda Herron	Teacher
Classroom Teacher	Terry Buckley	Sped dept head and teacher
Classroom Teacher	Tina Christian	Science dept head and teacher
Classroom Teacher	Susann Roden	Teacher 504/RTI
Business Representative	Sam Walker	Alumni director TAMUC
Community Representative	John Weatherford	TAMUC facilities coordinator
Community Representative	Bill Relford	City of Commerce Code inspector