

Commerce Independent School District
Commerce High School
2021-2022 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 Learning

Student Learning 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 Learning 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 Learning 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.

Perceptions

Perceptions Summary

Our yearly focus at CHS is "relationships are our foundation" Our staff understands the importance of getting to know each and every student. When you build a realtionship with students, discipline issues decrease and classroom perfromance increases. We build relationships by greeting students everyday as they enter each classroom. Also, by taking an interest in our students lives on a daily basis.

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 goals
- HB3 Reading and math goals for PreK-3
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- State and federal planning requirements
- Covid-19 Factors and/or waivers

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- Federal Report Card Data
- Alternative Education Accountability (AEA) data
- Local Accountability Systems (LAS) data
- Community Based Accountability System (CBAS)

Student Data: Assessments

- State and federally required assessment information
- (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR released test questions
- STAAR EL progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Postsecondary college, career or military-ready graduates
- 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
- SSI: Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)
- Observation Survey results

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and progress
- Special programs data, including number of students, academic achievement, discipline, attendance, and progress
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- Career and Technical Education (CTE) data, including coherent sequence coursework, program growth and student achievement by race, ethnicity, gender, etc.
- STEM/STEAM data
- Section 504 data
- Homeless 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
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- 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
- TTESS data

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate
- 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
- Action research results
- Other additional 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. CHS will score 71 35 15 in Alg 1, Eng 1 63, 43, 8 Eng 2 65 45 7, Bio 78 46 11, US History 89, 67, 35.

Evaluation Data Sources: STAAR scores as well as benchmarks and interim assessments.

Strategy 1 Details	Reviews			
<p>Strategy 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> <p>Strategy's Expected Result/Impact: Students pass the mid-year benchmark over previously tested objectives</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Testing Coordinator, Curriculum Coordinator, Teachers</p> <p>Title I Schoolwide Elements: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Curriculum</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 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> <p>Strategy's Expected Result/Impact: Increased passing rates by all subpops</p> <p>Staff Responsible for Monitoring: Teachers, Counselor(s), Administrators, and Support Staff</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - 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>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 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> <p>Strategy's Expected Result/Impact: Increased tutorial attendance and fewer 9 week failures</p> <p>Staff Responsible for Monitoring: Teachers, Counselors, Administrators, and Support Staff</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 4 Details	Reviews			
<p>Strategy 4: Instructional technology will be utilized to enhance instruction using Chromebooks provided by the districts Instructional Technology department.</p> <p>Strategy's Expected Result/Impact: Classroom Walkthroughs</p> <p>Staff Responsible for Monitoring: Central Office Instructional Technologist(s), Principals</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Connect high school to career and college - 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>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
<p>Strategy 5: Provide professional development for staff on instructional strategies for all subject areas including but not limited to Formative Assessments, Differentiated Instruction, etc.</p> <p>Strategy's Expected Result/Impact: Documentation of staff developments</p> <p>Staff Responsible for Monitoring: Administration, Curriculum Director, and Asst. Superintendent</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, 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 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6 Details	Reviews			
<p>Strategy 6: Create and implement lab classes for Algebra 1 and ELAR (literacy foundations classes)to increase scores for all students and sub-pops.</p> <p>Strategy's Expected Result/Impact: 50% of all students enrolled in the lab class will pass the STAAR retest in December. The remainder will pass in future administrations.</p> <p>Staff Responsible for Monitoring: Teachers, Counselors, Administrators, and Support Staff</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Connect high school to career and college - 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>	Formative			Summative
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Strategy 7 Details	Reviews			
<p>Strategy 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> <p>Strategy's Expected Result/Impact: Increased passing rates on state assessments for ELL's</p> <p>Staff Responsible for Monitoring: Teachers, Counselors, Administrators, and Support Staff</p> <p>Title I Schoolwide Elements: 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals - 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>	Formative			Summative
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



Strategy 8 Details	Reviews			
<p>Strategy 8: Formation of ESL classes to improve EL's scores on reading and math. Also purchase dual language dictionaries for student use.</p> <p>Strategy's Expected Result/Impact: Increased passing rates on state assessments for ELL's</p> <p>Staff Responsible for Monitoring: Teachers, Counselors, Administrators, and Support Staff</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Connect high school to career and college - 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>	Formative			Summative
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Strategy 9 Details	Reviews			
<p>Strategy 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> <p>Strategy's Expected Result/Impact: Increased passing rates on state assessments for SPED students</p> <p>Staff Responsible for Monitoring: SPED Teachers, Counselors, Administrators, and Support Staff</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - 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>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 10 Details	Reviews			
<p>Strategy 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> <p>Strategy's Expected Result/Impact: Increase the level of academic success for students going in to and out of DAEP and ensuring thier success during their placement.</p> <p>Staff Responsible for Monitoring: CHS admin and CHS sped department</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Formative			Summative
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<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </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 students' college and career readiness (specifically testing readiness) in the Spring 2022 semester by offering test prep and testing schedule to all students. CCMR Coordinator will host test prep days (ACT, SAT, ASVAB, etc) and TSIA2 Bootcamps (Math & ELAR) several times at varied levels. TSIA2 will be offered at the CHS campus for students several times in the spring.

Evaluation Data Sources: TSIA2 scores pretest and post test

Strategy 1 Details	Reviews			
<p>Strategy 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> <p>Strategy's Expected Result/Impact: End of year performance report, library checkout report</p> <p>Staff Responsible for Monitoring: College and Career Readiness Coordinator(s), Counselor, Administrators, Teachers</p> <p>Title I Schoolwide Elements: 2.5, 3.1, 3.2 - TEA Priorities: Build a foundation of reading and math, Connect high school to career and college - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 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 as well as a C&CR signing day in the Spring.</p> <p>Strategy's Expected Result/Impact: Calendars, sign-up sheets, attendance sheets, other forms of documentation</p> <p>Staff Responsible for Monitoring: College and Career Readiness Coordinator(s), Counselor, Administrators</p> <p>Title I Schoolwide Elements: 2.5, 2.6 - TEA Priorities: Connect high school to career and college - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
<p>Strategy 3: Ensure personal graduation plans are updated and accurate using the new endorsement plan form and the CHS endorsement handbook.</p> <p>Strategy's Expected Result/Impact: 100% of the plans are updated with individual folders made for each student</p> <p>Staff Responsible for Monitoring: College and Career Readiness Coordinator(s), Counselor, Administrators</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college - 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>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
<p>Strategy 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> <p>Strategy's Expected Result/Impact: Calendar, sign-up sheets, attendance sheets</p> <p>Staff Responsible for Monitoring: College and Career Readiness Coordinator(s), Counselor, Administrators</p> <p>Title I Schoolwide Elements: 3.1, 3.2 - TEA Priorities: Connect high school to career and college - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
<p>Strategy 5: Utilize A+ online curriculum for credit recovery, make-up work, DAEP students, and dropout prevention.</p> <p>Strategy's Expected Result/Impact: All students graduate</p> <p>Staff Responsible for Monitoring: College and Career Readiness Coordinator(s), Counselor, Administrators</p> <p>Comprehensive Support Strategy</p>	Formative			Summative
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Goal 1: CISD will provide exemplary programs to ensure that all students are successful learners.


Performance Objective 3: Executive Functioning Study Skill Curriculum. Axiom Learning developed by Harvard that includes 15 minute mini lessons that will be pushed into our English classes. The cost would be 500.00 for the year.

Evaluation Data Sources: After the year is complete and all curriculum is implemented, student will have had the chance to earn 10 badges based on each area of study skill. Data will be produced based on the number of students involved and how many of the badges they each earn.

Strategy 1 Details	Reviews			
<p>Strategy 1: Special Education academic needs will be met through goals designated on each individual's IEP.</p> <p>Strategy's Expected Result/Impact: IEP as determined in ARD</p> <p>Staff Responsible for Monitoring: Teachers, Special Education Teacher (s), Principals, Tri-County</p> <p>Comprehensive Support Strategy</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 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> <p>Strategy's Expected Result/Impact: Bi-weekly PLC meetings, Quarterly Executive Leadership meetings, Weekly Assistant Principal meetings, and community meetings</p> <p>Staff Responsible for Monitoring: Teachers, Principals, Counselors, Curriculum Director(s), and Asst. Superintendent, Superintendent</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Re-evaluate procedures, system safeguards, and processes to prevent over/under accommodations of SPED, 504, Dyslexia and ESL students.</p> <p>Strategy's Expected Result/Impact: Tri-County Overview, SPED PLC meetings,</p> <p>Staff Responsible for Monitoring: Principals, Counselors, 504 Coordinator, Sped Teachers, ESL Teacher, Dyslexia Teacher, Curriculum Director, Asst. Superintendent, Tri-County</p> <p>Comprehensive Support Strategy</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
<p>Strategy 4: Utilize inclusion and content mastery teacher(s) to support and accommodate all learners.</p> <p>Strategy's Expected Result/Impact: Tri-County Overview, SPED PLC meetings,</p> <p>Staff Responsible for Monitoring: Principals, Counselors, 504 Coordinator, Sped Teachers, ESL Teacher,</p>	Formative			Summative
	Nov	Jan	Mar	June

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

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

Performance Objective 4: CHS will continue our Write Across the Campus initiative in 2021-2022 with the expectation that all teachers in all subject areas have students writing 2-3 times per week. Writing will be practiced for sustained periods with correct syntax.





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

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. We are in need of new air conditioners in areas of CHS. Our classrooms have been measured for new carpet. We have started a new project called Operation Tiger Terrace. This space will be an outdoor eating area that doubles as an outdoor classroom. The concrete has been donated and we will begin raising money for the tables in December.





Evaluation Data Sources: AP and Principal will do regular walks of CHS facilities and work with maintenance and janitorial services to keep facilities upgraded.

Strategy 1 Details	Reviews			
Strategy 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). Strategy's Expected Result/Impact: Completion of the cosmetic improvements Staff Responsible for Monitoring: CHS teachers, counselor(s), administrators, janitors, and coaches	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 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). Strategy's Expected Result/Impact: staff input survey, acquire grants and funding to begin remodeling Staff Responsible for Monitoring: District librarian and administrators	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 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. Strategy's Expected Result/Impact: Department socials, staff/student contest, snacks, Sonic drinks, jean days, etc. Staff Responsible for Monitoring: Committee members composed of teachers and assistant principal, random involved students.	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
Strategy 4: New carpet and paint will be requested during the school year. Strategy's Expected Result/Impact: All items will be visible and cleanliness will be evident Staff Responsible for Monitoring: CISD Central Administration, Principals	Formative			Summative
	Nov	Jan	Mar	June

Strategy 5 Details	Reviews			
<p>Strategy 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.</p> <p>Strategy's Expected Result/Impact: Continue to ask and utilize any help from TAMU-C</p> <p>Staff Responsible for Monitoring: TAMUC President and staff, CISD Central Administration, and CHS Administration.</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6 Details	Reviews			
<p>Strategy 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.</p> <p>Strategy's Expected Result/Impact: Maintenance Evaluations</p> <p>Staff Responsible for Monitoring: Administration</p>	Formative			Summative
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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 Restorative Practices we will reduce the discipline issues on campus. Our staff is always creating alternative ways to reduce student disruption.

Strategy 1 Details	Reviews			
<p>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.</p> <p>Strategy's Expected Result/Impact: Reduction in discipline referrals and better staff/student relationships, weekly calendars, embedded RP will be embedded into weekly lesson plans</p> <p>Staff Responsible for Monitoring: Administrators, Assistant Superintendent, Teachers</p> <p>Comprehensive Support Strategy</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Student clubs will be implemented to develop a student connection to the campus (Examples: Spanish, Game club, ACE/BGC, Chess, etc.).</p> <p>Strategy's Expected Result/Impact: Increase in student participation in extracurricular activities, sign-in sheets and passes during lunch</p> <p>Staff Responsible for Monitoring: Club Sponsors</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Continue incentives that reward academic success, e.g., Honor Roll, Award Assemblies, certificates, Board Recognition, attendance incentive, newspaper, social media, and parent square communications.</p> <p>Strategy's Expected Result/Impact: Students recognized</p> <p>Staff Responsible for Monitoring: Faculty and Principals</p> <p>Comprehensive Support Strategy</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
<p>Strategy 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.</p> <p>Strategy's Expected Result/Impact: Students and teachers are recognized</p> <p>Staff Responsible for Monitoring: Faculty and Principals</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

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 Sources: We are investigating the rise of vaping on our campus. Students will have to take a "dangers of vaping" online class following a write up for possessing a vape. We have a zero tolerance policy on fighting at CHS. Our students also are not allowed to wear slides, Crocs or slippers to school for safety reason. Students are not allowed to wear ear buds in the hallway for safety and communication purposes.





Strategy 1 Details	Reviews			
Strategy 1: Conduct safety drills in accordance with district policy, fire, lock down, active shooter. Strategy's Expected Result/Impact: Safety drill log Staff Responsible for Monitoring: Principal and District Safety Coordinator	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 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. Strategy's Expected Result/Impact: Reduction in referrals and revamped duty rosters and supervision schedules Staff Responsible for Monitoring: All faculty and staff, all campus administrators, and SRO	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 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. Strategy's Expected Result/Impact: Increased awareness of CPD Staff Responsible for Monitoring: All faculty and staff, all campus administrators, and SRO	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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





Strategy 1 Details	Reviews			
<p>Strategy 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> <p>Strategy's Expected Result/Impact: Increase Student Membership Opportunities to 75% of Student Involvement in at least one activity.</p> <p>Staff Responsible for Monitoring: Club Sponsors, Teachers, Administrators</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Connect high school to career and college - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 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> <p>Strategy's Expected Result/Impact: Reduction in referrals and revamped duty rosters and supervision schedules</p> <p>Staff Responsible for Monitoring: Administrators, Assistant Superintendent, Teachers</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Connect high school to career and college - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 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> <p>Strategy's Expected Result/Impact: 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> <p>Staff Responsible for Monitoring: Counselors, Administrators, NHS, etc.</p> <p>Title I Schoolwide Elements: 2.5 - TEA Priorities: Connect high school to career and college - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 4 Details	Reviews			
<p>Strategy 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> <p>Strategy's Expected Result/Impact: Show the importance of giving back to your community</p> <p>Staff Responsible for Monitoring: Administration, Teachers, etc.</p> <p>Title I Schoolwide Elements: 2.5 - TEA Priorities: Recruit, support, retain teachers and principals, Connect high school to career and college - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
<p>Strategy 5: CHS/A.C. Williams Adopt a Student Mentoring program. Other examples include: Curriculum Nights at CES, etc.</p> <p>Strategy's Expected Result/Impact: Visit with and inspire the younger generation</p> <p>Staff Responsible for Monitoring: CHS/A.C. Williams/CES Principals, volunteer extracurricular students, NHS Sponsor, etc.</p> <p>Title I Schoolwide Elements: 2.4, 2.5 - TEA Priorities: Connect high school to career and college - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6 Details	Reviews			
<p>Strategy 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> <p>Strategy's Expected Result/Impact: To lower drug use by students by giving them another reason to say no to drug use.</p> <p>Staff Responsible for Monitoring: CHS admin team, sponsors.</p> <p>Title I Schoolwide Elements: 2.5 - TEA Priorities: Recruit, support, retain teachers and principals, Connect high school to career and college - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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 Sources: Zero drug arrests or weapons arrests at CHS.

Strategy 1 Details	Reviews			
Strategy 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. Title I Schoolwide Elements: 2.5, 2.6 - TEA Priorities: Connect high school to career and college - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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 6: Use social distancing, improved cleaning, hand sanitizers and masks to reduce the risks of Covid 19.

Evaluation Data Sources: Number of cases and closures compared to area schools.

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, while functioning in the realm of Covid 19. Online open house, etc. Utilize our new parent square system to improve regular communication.





Evaluation Data Sources: Communication logs from teachers and admin. Sign in sheets from events when we are allowed to have them.

Strategy 1 Details	Reviews			
<p>Strategy 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> <p>Strategy's Expected Result/Impact: School Messenger log and updated website.</p> <p>Staff Responsible for Monitoring: Principals, Central Office</p> <p>Title I Schoolwide Elements: 2.5, 3.1, 3.2 - 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>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  0% No Progress </div> <div style="text-align: center;">  100% Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </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 involvement after school visits.

Evaluation Data Sources: Increase in the amount of parental involvement at CHS.

Strategy 1 Details	Reviews			
<p>Strategy 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> <p>Strategy's Expected Result/Impact: Calendar, sign-up sheets, attendance sheets, feedback sheets</p> <p>Staff Responsible for Monitoring: College and Career Readiness Coordinator(s), Counselor, Administrators</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 3.1, 3.2 - TEA Priorities: Recruit, support, retain teachers and principals, Connect high school to career and college - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Host a minimum of 2 Site Based Decision Making Committee Meetings a school year.</p> <p>Strategy's Expected Result/Impact: Provides parents and community members an opportunity to voice their opinions. Feedback sheets after reviewing data.</p> <p>Staff Responsible for Monitoring: Administrators</p> <p>Comprehensive Support Strategy</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

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





Performance Objective 3: We started a new event for our seniors. "Last first day of school" this is now a parent lead breakfast at the beginning of the year instead of at the end of the year.

Evaluation Data Sources: We had an excellent turnout our first year and are very excited about this event moving forward.

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, if we have minority applicants, ensure they get to interview to try to increase our amount of minority employees.

Evaluation Data Sources: Employment application files through TJN.





Strategy 1 Details	Reviews			
<p>Strategy 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> <p>Strategy's Expected Result/Impact: New Strive CHS walkthrough forms and new CHS feedback forms. Providing more opportunities for coaching and support of our teachers.</p> <p>Staff Responsible for Monitoring: Campus Administrators, Department Chairs</p> <p>Title I Schoolwide Elements: 2.4, 2.5 - TEA Priorities: Recruit, support, retain teachers and principals - 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>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 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> <p>Strategy's Expected Result/Impact: Hired staff that reflects campus demographics</p> <p>Staff Responsible for Monitoring: CHS Administration</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, 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</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: In order to utilize certified teachers to the fullest, additional aides will be needed to cover classes.</p> <p>Strategy's Expected Result/Impact: Hired staff that meets the campuses needs</p> <p>Staff Responsible for Monitoring: CHS Administration and Central Office</p> <p>Title I Schoolwide Elements: 2.5, 2.6 - 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</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </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 Sources: Keep logs of events, partnerships, communication logs.

Strategy 1 Details	Reviews			
<p>Strategy 1: Create and maintain our SBDM that meets at least 2 times each year. Strategy's Expected Result/Impact: Sign-in sheets plus feedback forms from meetings Staff Responsible for Monitoring: Principals, Counselor Title I Schoolwide Elements: 3.1, 3.2 - TEA Priorities: Recruit, support, retain teachers and principals, Connect high school to career and college - 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>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Register more students for Upward Bound program. Strategy's Expected Result/Impact: Recruiter list Staff Responsible for Monitoring: Counselor and Principals Title I Schoolwide Elements: 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Connect high school to career and college - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 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. Increase our number of CTE industry based certifications. Strategy's Expected Result/Impact: Classes scheduled and increased CTE class enrollment Staff Responsible for Monitoring: Principals, C&C Coordinator(s), Counselor</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
<p>Strategy 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. Work with CMS staff to recruit minority applicants to Pride Prep. Strategy's Expected Result/Impact: Classes scheduled and student registration Staff Responsible for Monitoring: Principals, C&C Coordinator(s), Counselor, TAMU-C program coordinators, CMS Administrators Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college - 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>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 5 Details	Reviews			
<p>Strategy 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. We continue with specific goals for parent contact frequency.</p> <p>Strategy's Expected Result/Impact: Participation in events and reciprocal communication</p> <p>Staff Responsible for Monitoring: Teachers, Principals, Counselor</p> <p>Title I Schoolwide Elements: 2.4, 2.6, 3.2 - 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>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 6: HB4545 will address loss of learning for the previous academic year due to the pandemic. Freshman who failed their 8th grade STAAR and high schoolers who failed an EOC will be scheduled with a tutorial session for each content area. They will complete 30 hours per failed content area under a plan created by the administrator and tutorial coordinator, approved by the parent and student where committees are required. Progress monitoring for attendance and content data will be assessed every three weeks and shared with parents. Lesson plans and focus documents are created for each student based on previous testing data.

Performance Objective 1: Student folders will be monitored every three weeks for content and attendance progress.

Goal 6: HB4545 will address loss of learning for the previous academic year due to the pandemic. Freshman who failed their 8th grade STAAR and high schoolers who failed an EOC will be scheduled with a tutorial session for each content area. They will complete 30 hours per failed content area under a plan created by the administrator and tutorial coordinator, approved by the parent and student where committees are required. Progress monitoring for attendance and content data will be assessed every three weeks and shared with parents. Lesson plans and focus documents are created for each student based on previous testing data.

Performance Objective 2: Completed progress files will be uploaded to eduphoria student profiles to show that all areas of the accelerated learning plans have been addressed.

Goal 6: HB4545 will address loss of learning for the previous academic year due to the pandemic. Freshman who failed their 8th grade STAAR and high schoolers who failed an EOC will be scheduled with a tutorial session for each content area. They will complete 30 hours per failed content area under a plan created by the administrator and tutorial coordinator, approved by the parent and student where committees are required. Progress monitoring for attendance and content data will be assessed every three weeks and shared with parents. Lesson plans and focus documents are created for each student based on previous testing data.

Performance Objective 3: Assessment data for content goals will be kept updated in student files along with student work samples to show levels of growth.

Addendums