

Killeen Independent School District

Chaparral High School

2024-2025

Accountability Rating: Not Rated



Mission Statement

Teach so that students learn to their maximum potential.

Vision

Guided by our *passion* for learning, we will cultivate a community of *respect* and commitment to *innovation*, that embraces *diversity* in all its forms. Through rigorous academics and enriching experiences, we empower each student to strive for *excellence*, equipping them with the skills and mindset to thrive in an ever-changing world.

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Comprehensive Needs Assessment

Needs Assessment Overview

Needs Assessment Overview Summary

Chaparral High School is home of the Bobcats. Chaparral is located in Killeen in the vicinity of four high schools.

Chaparral's ethnic distribution is 32% Hispanic, 37% African American, 17% White, 2% Asian, and 9% reporting two or more races. The 2023-24 EOC report further revealed designations of 52% Economically Disadvantaged, 8% Emergent Bilingual (EB), 14% Special Education, 5% Gifted and Talented, and 60% At Risk. Enrollment is 1917 students.

Student Success Summary

50%,11% of all students scored Meets or Masters on ELA I

58%,5% of all students scored Meets or Masters on ELA II

25%,7% of all students scored Meets or Masters on Algebra I

59%,16% of all students scored Meets or Masters on Biology

69%,32% of all students scored Meets or Masters on U.S. History

Teachers continue to struggle with differentiated instruction. Chaparral needs explicit coaching for teachers to help transform the academic low performance to improve our school overall. We need to improve systems of intervention for students performing below grade level. Student groups that are not meeting in student achievement at the "meets/masters" level.

Attendance is a factor in low student performance. We had over 1318 students with 10 or more absences in the 2024 school year. A system to track attendance will be put into place. We will also continue to create attendance incentives for individuals and classrooms. Attendance counseling will be provided to students to offer resources to support good attendance.

Human Capital Summary

Our main focus is establishing a positive campus culture. We feel we have started something special at Chaparral, and we will continue this goal. We are focusing on a culture of responsibility and belonging by building positive relationships with students and families. In the Campus Culture and Climate survey, overwhelmingly, the results were very positive. The survey indicated a strong trust in the campus leadership, a strong teacher willingness to collaborate, and a campus culture of collegiality. In this survey, there were a few areas identified that the campus can continue working on: My workload is appropriate for my position Staff development provides teachers with useful knowledge and skills I believe teachers of special populations (Dyslexia, special education, ELL) receive adequate resources I have the opportunity to collaborate with colleagues. This information will be used to collaborate with our stakeholders and our campus leadership team to evaluate what can be done to help address some of these identified areas for growth and focus.

Chaparral High School will continue to focus on establishing traditions and routines. All students at Chaparral are treated as individuals with unique backgrounds. Our goal is to promote a cohesive and caring community that is focused on creating and continuing long-standing traditions and a culture of excellence.

In order to recruit, support, and retain highly qualified teachers, explicit professional development in Tier I instruction, instructional coaching, academic and behavior intervention for

students, and relational strategies with students and parents are needed. Teachers continue to request professional development in the area of behavior strategies in the classroom.

Financial Stewardship Summary

The total budget is sourced from the general budget, State Comp Ed, ESO-ELL, Gifted and Talented, ESEA-Title III, and Career & Technical Education. This budget is allocated over a one-year period to cover educational expenditures. Our primary financial goal is to support the educational needs of all our students maximizing student learning to include improving curriculum design to meet academic standards, providing essential resources to support effective teaching, integrating technology to enhance learning experiences, and fostering ongoing professional growth among educators.

Breakdown of funds by category:

- Curriculum Development
- Classroom Supplies and Materials
- Professional Development for Educators
- Student Support Services

Focusing on student growth, Chaparral will need funds for designing and updating curriculum materials aligned with educational standards and best practices; host events, workshops, and initiatives that promote collaboration between the school, parents, and the broader community; attending professional development programs, workshops, and seminars to enhance teaching methods and skills; providing cultural activities that enrich students' educational experience; and purchasing materials for administrative functions including office supplies, equipment, and personnel.

We will evaluate the impact of instructional expenditures through feedback from students and educators, monitoring academic performance indicators, and conducting regular budget reviews to ensure alignment with educational priorities and fiscal responsibility.

Student Success

Student Success Summary

Goal 1.1 Pathways for ALL students to build connections.

At Chaparral High School we provide different opportunities for students to build connections:

- **Bobcat Buddies:** Mentoring for our youth allows them to feel valued and cared for. It let’s them know that they are not alone in dealing with the day-to-day challenges that arise.
 - Increase positive relationships and resources students need to be successful in life.
 - Improve educational success and academic competence.
 - Create connections with school, peers, community, and home life.
 - Greater access to supports and resources needed to be successful: tutoring, credit tracking, counseling, and life after high school.
- **Capturing Kids Heart:** Through experiential training, expert coaching, a character-based curriculum for students, and personalized support, Capturing Kids Heart prepares our faculty and staff to implement transformational processes focused on social-emotional wellbeing, relationship-driven campus culture, and student connectedness.
- **Extra-curricular activities and student clubs**
- **Communities in School:** Provide community support for students that empowers them to stay in school and achieve in life.

Goal 1.2 All students will meet our exceed the Texas grade-level standards in reading and writing.

- **Built in intervention period:** Support student's that need accelerated instruction. Provides opportunities for students to get intervention and enrichment.
- **Professional Learning Communities:** provide educators with the knowledge and strategies to enhance student learning outcomes. By fostering a culture of continuous improvement and evidence-based practices, we aim to elevate student achievement and ensure every learner reaches their full potential.
- **Professional Development**
- **Curriculum Nights**
- **Additional PLC period for English I and II**
- **Breakthrough Results Program:** The Breakthrough Results program is a comprehensive and integrated program combining coaching, data analysis, professional development, and project management

Spring 2024 EOC Results								
	English I							
	Did Not Meet		Approaches or Above		Meets or Above		Masters	
	2023	2024	2023	2024	2023	2024	2023	2024
District	29%	35%	71%	65%	47%	49%	9%	12%
Chaparral High School (569)	20%	31%	80%	69%	59%	50%	12%	11%

Spring 2024 EOC Results								
	English II							
	Did Not Meet		Approaches or Above		Meets or Above		Masters	
	2023	2024	2023	2024	2023	2024	2023	2024
District	28%	27%	72%	73%	49%	54%	5%	5%
Chaparral High School (684)	24%	25%	76%	75%	56%	58%	3%	5%

Goal 1.3 All students will meet or exceed the Texas grade-level standards in mathematics.

- **Built in intervention period:** Support student's that need accelerated instruction. Provides opportunities for students to get intervention and enrichment.
- **Professional Learning Communities:** Provide educators with the knowledge and strategies to enhance student learning outcomes. By fostering a culture of continuous improvement and evidence-based practices, we aim to elevate student achievement and ensure every learner reaches their full potential.
- **Professional Development**
- **Curriculum Nights**
- **Additional planning period for Algebra I**
- **Breakthrough Results Program:** The Breakthrough Results program is a comprehensive and integrated program combining coaching, data analysis, professional development, and project management

	Algebra I							
	Did Not Meet		Approaches or Above		Meets or Above		Masters	
	2023	2024	2023	2024	2023	2024	2023	2024
District	26%	26%	74%	74%	34%	33%	15%	14%
Chaparral High School (458)	24%	26%	76%	74%	34%	24%	11%	7%

Goal 1.4 All students will graduate from high school ready to enroll in postsecondary education, enlist in the military, or enter the workforce.

- **CCMR Raw Score: 85**

Preliminary 2024 CCMR State Rate Calculation [Student group performance is reported if ≥ 10 graduates]																			
	All Students	Af Amer	Hisp	White	Amer Ind	Asian	Pac Isl	2 or More Races	EcoDis	EB (Current + Monitor)	SpEd (Current)	High Focus	Highly Mobile	Foster	Homeless	Migrant	SpEd (Former)	Cont Enroll	
# of CCMR Points	210	71	74	35	0	6	8	16	75	12	43	This information is not included in the 2024 CCMR Verifier student listing					1	140	
# Graduates	248	85	90	38	0	7	9	19	94	18	48	This information is not included in the 2024 CCMR Verifier student listing					1	163	
% Meeting CCMR	85	84	82	92				84	80	67	90	This information is not included in the 2024 CCMR Verifier student listing						86	
Cap on Sunsetting IBCs	50	← This number is the greater of 5 or 20% of the # of graduates																	
# Grads Meeting CCMR ONLY by Sunsetting IBC		← This is the # of graduates meeting CCMR ONLY by earning a sunsetting IBC NOTE: This information is NOT included in the 2024 CCMR Verifier Student Listing																	
# CCMR Points (Adjusted)	210	← IF the number of graduates meeting CCMR ONLY by earning a sunsetting IBC is greater than the Cap, the number of CCMR points earned is reduced by the amount by which the number of grads meeting CCMR ONLY by earning a sunsetting IBC exceeds the Cap NOTE: THIS NUMBER IS NOT ADJUSTED IN THIS TEMPLATE. THE CCMR VERIFIER STUDENT LISTING DOES NOT INCLUDE THE INFORMATION NECESSARY TO MAKE THIS ADJUSTMENT.																	
# Graduates	248																		
CCMR Raw Score (for Domains I and II-B)	85	Note: Because CCMR Verifier student listing posted to TEAL does not contain the data to determine the number of students meeting CCMR SOLELY by earning a sunsetting IBC, users are advised that the CCMR Score reported in this cell may be decreased when final accountability data are released if the cap is exceeded and applied to this campus's data.																	

Student Success Strengths

Goal 1.1 Pathways for ALL students to build connections.

- Student-teacher relationships
- Student-student relationships

- Opportunities to get involved in extra-curricular and student clubs.

Goal 1.2 All students will meet or exceed the Texas grade-level standards in reading and writing.

- PLC process

Goal 1.3 All students will meet or exceed the Texas grade-level standards in mathematics.

- PLC process

Goal 1.4 All students will graduate from high school ready to enroll in postsecondary education, enlist in the military, or enter the workforce.

Problem Statements Identifying Student Success Needs

Problem Statement 1: STAAR EOC data for Algebra I shows that 25% of all students, 22% of Economically Disadvantaged, and 8% of Special Education students were able to reach "Meets". **Root Cause:** Lack of staffing due to year-long vacancies. Need for increased differentiation, rigor, and application.

Problem Statement 2: STAAR EOC data for Biology shows that 59% of all students, 51% of Economically Disadvantaged, and 20% of Special Education students were able to reach "Meets". **Root Cause:** Need of increased differentiation and rigor. Teacher absenteeism increased the second Semester. Lack of inclusion support and professional development geared towards collaboration.

Problem Statement 3: STAAR EOC data for English I shows that 50% of all students, 40% of Economically Disadvantaged, and 17% of Special Education students were able to reach "Meets". **Root Cause:** Teachers were between 1-5 years of experience. Lack of rigor, differentiation, curriculum/content expertise, and collaboration in Professional Learning Communities.

Problem Statement 4: STAAR EOC data for English II shows that 58% of all students, 49% of Economically Disadvantaged, and 18% of Special Education students were able to reach "Meets". **Root Cause:** Teachers were between 1-5 years of experience. Lack of rigor, differentiation, curriculum/content expertise, and collaboration in Professional Learning Communities.

Problem Statement 5: STAAR EOC data for US History shows that 69% of all students, 63% of Economically Disadvantaged, and 42% of Special Education students were able to reach "Meets". **Root Cause:** Class size prevented immersive activities reduced the amount of enrichment and rigor.

Problem Statement 6: STAAR EOC data across contents shows that the average Extended/Short Constructed Response scores were an average of 3.01 points. **Root Cause:** Lack of fidelity in writing across the curriculum, engagement with the writing prompt, and understanding the writing process.

Problem Statement 7: 32 out of 76 (42%) classes exceeded seat count of 30. **Root Cause:** Enrollment was higher than the expected projections.

Problem Statement 8: Student absenteeism negatively affects learning outcomes, specifically in our special populations (Economically Disadvantaged, Special Education, Emergent Bilingual), leading to lower achievement in Domain III. Absenteeism rate was 8.11% (91.89%) of the total population exceeding the 97% Attendance rate with discipline data showing the following referral totals: 248 tardies and 172 truancy. **Root Cause:** Lack of staffing due to year-long vacancies, teacher-student rapport, and classroom engagement.

Problem Statement 9: 126 students were referred to DAEP for vaping and THC. **Root Cause:** No preventative knowledge, lack of mentorship, and lack of community involvement.

Problem Statement 10: Students identified as gifted and talented are underperforming on advanced level testing and coursework. **Root Cause:** Lack of rigorous, consistent learning opportunities.

Problem Statement 11: Only 74% of 2024 CHS graduates met at least one of the seven college, career, or military readiness indicators (qualifying standard). **Root Cause:** Students are not seeing success in foundational math and reading courses to meet the prerequisites for Advanced Placement, Dual Credit, or certification/licensing opportunities. Lack of student awareness, scheduling issues, and processes to monitor student progress.

Problem Statement 12: Our Economically Disadvantaged students are performing well below the rest of the campus at the Meets level in all EOC areas. **Root Cause:** Identification of economically disadvantaged students with the intent to provide targeted interventions have not been implemented with fidelity.

Problem Statement 13: We do not have a high enough percentage of students reaching "Masters" level in any content area. **Root Cause:** Lack of real-world application, higher-order thinking opportunities, and problem-solving experiences.

Human Capital

Human Capital Summary

Goal 2.1 To recruit and retain staff, the District will promote a positive work environment, and provide a competitive compensation and benefits plan.

- **Professional Learning Communities**
- **Staff Morale Committee**
- **Summer Focus Groups**
- **Staff Recognition and Awards**
- **Supportive Teacher Leaders**

Goal 2.2 The District will implement effective standards and practices that will consistently and strategically staff campuses and departments.

- **Job Fairs:** CHS attended 4 job fairs this school year.
- **Clear selection criteria and protocols for hiring**
- **Retained high performing staff**

Goal 2.3 The District will identify and provide ongoing training and coaching needed for staff to build their professional capacity.

- **Surveys:** Gather feedback from staff on topics they feel they need training in.
- **Observation and Feedback:** Conduct Coaching Walks, Walkthroughs, and Focus Walks to identify skills or areas where staff may benefit from further development.
- **Assign Teacher Mentors:** Pair staff members with experienced colleagues who can provide guidance, feedback, and support.
- **After-School Specials:** Facilitate peer-to-peer learning sessions where staff can share knowledge, skills, and best practices.

Goal 2.4 ALL staff will have formal and informal opportunities to give and receive feedback regarding job satisfaction and performance.

- **Open-Door Policy:** Encourage staff feel comfortable approaching supervisors or managers to discuss concerns, seek advice, or provide feedback informally.
- **Team Meetings:** Use meetings as a platform for discussing collective goals, addressing challenges, and sharing feedback on collaborative efforts.
- **Surveys**
- **Focus Groups**
- **Walkthrough and Coaching Walk Feedback:** Regular one-on-one meetings between supervisors and staff to discuss progress, provide coaching, and address any concerns or feedback in a confidential setting.

Human Capital Strengths

Goal 2.1 To recruit and retain staff, the District will promote a positive work environment, and provide a competitive compensation and benefits plan.

- **Surveying staff**
- **Recognition and awards**
- **Strong teacher leaders**

Goal 2.2 The District will implement effective standards and practices that will consistently and strategically staff campuses and departments.

Goal 2.3 The District will identify and provide ongoing training and coaching needed for staff to build their professional capacity.

Goal 2.4 ALL staff will have formal and informal opportunities to give and receive feedback regarding job satisfaction and performance.

- Surveys
- Open-Door Policy

Problem Statements Identifying Human Capital Needs

Problem Statement 1: Teachers are not being provided consistent professional development on instructional best practices. PD is heavily focused on the utilization of programs.

Root Cause: Lack of calendar, staff not wanting to attend after school, or off duty hours

Problem Statement 2: Teachers need time to vertically align with other grade levels to ensure they are meeting the level of rigor expected in the next grade level. **Root Cause:**

Lack of coordinated PLC and after school grade level meetings. Inconsistent collaboration between departments.

Problem Statement 3: Our campus is ready for the next layer of the PLC process: to analyze data, identify trends in student misconceptions, determine the root cause as to why students may not have learned the concept, and create plans to respond. **Root Cause:** Last year, our focus was on sharing exemplar lessons and surface level discussions on data.

Problem Statement 4: Co-teachers need more content support from teacher of record in developing confidence and depth of knowledge in assigned subjects. **Root Cause:** There is a lack of sharing daily/weekly content and unwillingness to relinquish control of classroom to allow co-teacher the opportunity to reach all students.

Problem Statement 5: Teachers lack support and skills to manage classroom behaviors and students' individual learning styles. **Root Cause:** Some new and struggling teachers have trouble developing classroom management skills.

Problem Statement 6: CHS is in need of a Dean of Instruction and Instructional Coach to help improve Tier I instruction and effectively implement accelerated instruction programs to help improve student performance in all areas (STAAR, SAT/ACT, AP, etc...) **Root Cause:** Lack of consistency throughout the campus with Tier I instruction and implementation of accelerated instruction. Focused coaching time for staff in order to address learning gaps in students and build strong Tier I instruction across all 4 core content areas.

Problem Statement 7: Incentives for teachers who volunteer their conference period to help cover classes without a substitute. **Root Cause:** Lack of substitutes on a daily basis given the increasing number of staff added each year.

Financial Stewardship

Financial Stewardship Summary

Goal 3.1 The District will use data driven planning to prioritize resource allocations.

- **Site Based Decision Making Committee:** Regularly review and update the Campus Improvement Plan to prioritization criteria and adapt to changing circumstances and optimize resource allocations over time.

Goal 3.2 The District will prepare budgets using transparent and open communication amongst stakeholders.

- **Site Based Decision Making Committee:** Seven meetings to discuss and make changes regarding curriculum decisions, budget allocations, staffing issues, and policies related to school climate and culture.

Goal 3.3 The District will continuously evaluate and update policies and procedures to foster a positive culture and climate.

- **Survey Data:** Implement robust mechanisms for gathering feedback from employees, stakeholders, and other relevant parties. This could include surveys, focus groups, and regular meetings where school-related processes and procedures are discussed.
- **Committees:**
 - **Discipline:** The goals are to: Ensure a safe and respectful school environment, address disciplinary incidents promptly and fairly, and promote positive behavior and preventing future misconduct.
 - **Morale:** The goals are to: Enhance school spirit and pride, foster a positive and inclusive school culture, support the well-being and morale of students, teachers, and staff.

Goal 3.4 District operational departments training will focus on effective and sustainable use of district resources and procedures.

- **Professional Development Days:** Provide training and communication sessions to employees regarding any updates or changes to policies and procedures. This ensures everyone is informed and understands their roles and responsibilities.
- **After School Specials:** Provide a platform to share knowledge gained from attending conferences or content/curriculum needs identified through data collection.

Financial Stewardship Strengths

Goal 3.1 The District will use data driven planning to prioritize resource allocations.

- **SBDM planning and decision making**

Goal 3.2 The District will prepare budgets using transparent and open communication amongst stakeholders.

- **Communication with all stakeholders when decisions were made.**

Goal 3.3 The District will continuously evaluate and update policies and procedures to foster a positive culture and climate.

- **Using survey data to grow the campus.**

Goal 3.4 District operational departments training will focus on effective and sustainable use of district resources and procedures.

Problem Statements Identifying Financial Stewardship Needs

Problem Statement 1: There is a need to more actively engage our surrounding community in regards to social and emotional supports for students. **Root Cause:** Lack of community involvement.

Problem Statement 2: There is a need to provide training for parents who are seeking solutions to reduce stress and anxiety in their children and find ways to promote a positive and healthy environment. **Root Cause:** Lack of parent involvement in non-UIL events.

Problem Statement 3: The parental events and activities with a great academic focus have a lower turnout than activities perceived as "fun". **Root Cause:** The campus needs to incorporate and/or communicate the "fun" aspects of academic events.

Problem Statement 4: Utilize Title I and budget funds to best support high quality instruction in the classrooms. **Root Cause:** Lack of focus and planning on spending.

Problem Statement 5: CHS needs to continue to establish traditions and build a positive culture. **Root Cause:** The school was established in 2022.

Priorities

Priority 1: Student Success

Goal 1: Pathways for All students to build connections.

Key Strategic Action 1 Details
<p>Key Strategic Action 1: CHS will develop a mentoring program that: Increases positive relationships and resources students need to be successful in life; improves educational success and academic competence; creates connections with school, peers, community, and home life; and provides greater access to supports and resources needed to be successful: Tutoring, credit tracking, counseling, and life after high school.</p> <p>Progress Measure (Lead): Develop a program framework with clear goals, activities, and milestones to guide mentorship interactions and outcomes.</p> <p>Outcome Measure (Lag): 5% reduction in disciplinary incidents and improvement in attendance rates among mentees.</p> <p>Dates/Timeframes: By the end of the 24-25 school year</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Collaborating Departments: Admin team, counselors, Communities in School</p> <p>ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Student Success 8</p> <p>Funding Sources: Reading materials for at-risk students - 166 - State Comp Ed - 166.11.6329.00.015.30.AR0 - \$1,000, Instructional supplies for at-risk students - 166 - State Comp Ed - 166.11.6399.00.015.30.AR0 - \$1,000, 2-3 tutors for tutoring small group and one-on-one for up to 80 days - 166 - State Comp Ed - 166.11.6125.CA.015.30.AR0 - \$20,125, Guest speaker related to discipline, student engagement, and student achievement - 211 - ESEA, Title I Part A - 211.11.6299.00.015.30.000 - \$5,000</p>

Key Strategic Action 2 Details

Key Strategic Action 2: All students will have increased access to Capturing Kids Heart strategies resulting in a 15% decrease in ISS, OSS, and Alternative placements through creation of an environment focused on social-emotional wellbeing, relationship-driven campus culture, and student connectedness.

Progress Measure (Lead): 100% of classrooms implement Capturing Kids Heart strategies, such as proactive teaching of expected behaviors, reinforcement systems, and corrective responses.

Outcome Measure (Lag): 15% decrease in the number or rate of disciplinary incidents (e.g., suspensions, office referrals).

Dates/Timeframes: By the end of the 2024-2025 school year

Staff Responsible for Monitoring: Campus Behavior Coordinator

Collaborating Departments: Admin Team, Counselors

ESF Levers:

Lever 3: Positive School Culture

Problem Statements: Student Success 8, 9, 12

Funding Sources: Character Education instructional supplies, resources, and books - 211 - ESEA, Title I Part A - 211.11.6399.00.015.30.000 - \$3,000

Key Strategic Action 3 Details

Key Strategic Action 3: CHS will promote student participation in extracurricular clubs, sports teams, and school events.

Progress Measure (Lead): Every extracurricular club and sports team will participate in one school wide and one community service project.

Outcome Measure (Lag): 15% increase in participation by the student body in extracurricular clubs and sports teams from the previous school year.

Dates/Timeframes: By the end of the 2024-2025 school year

Staff Responsible for Monitoring: Campus Activities Coordinator

Collaborating Departments: Teachers, Admin Team

ESF Levers:

Lever 3: Positive School Culture

Problem Statements: Student Success 8, 9

Key Strategic Action 4 Details

Key Strategic Action 4: CHS will implement a hall pass system.

Progress Measure (Lead): Consistent implementation of the hall pass system including attendance posters.

Outcome Measure (Lag): 20% decrease in tardies and trancies or other safety concerns.

Dates/Timeframes: By the end of the 2024-2025 school year

Staff Responsible for Monitoring: Safety & Security Coordinator

Collaborating Departments: Admin Team, Attendance Officer

ESF Levers:

Lever 3: Positive School Culture

Problem Statements: Student Success 8

Funding Sources: Hall Pass System program - 211 - ESEA, Title I Part A - 211.11.6394.00.015.30.000 - \$7,500, Resources to support student attendance, including attendance posters. - 211 - ESEA, Title I Part A - 211.11.6399.00.015.30.000 - \$200

Key Strategic Action 5 Details

Key Strategic Action 5: CHS will help freshmen acclimate to the campus environment and build connections with peers. This will include an incoming freshman camp, counseling groups, and specifically targeted freshman events.

Progress Measure (Lead): 25% of Freshman participate in campus events, clubs, and freshman camp.

Outcome Measure (Lag): 20% reduction in discipline incidents, tardies, and truancy with an increase in student academic success.

Dates/Timeframes: By the end of the 2024-2025 school year

Staff Responsible for Monitoring: Counselors, Student Activities Coordinator

Collaborating Departments: Admin Team

ESF Levers:

Lever 3: Positive School Culture

Problem Statements: Student Success 1, 2, 3, 8, 9

Funding Sources: Instructional supplies for camp - 166 - State Comp Ed - 166.11.6399.00.015.30.AR0 - \$1,000, Student instructional incentives for participation in program activities - 166 - State Comp Ed - 166.11.6498.00.015.30.AR0 - \$1,000, Instructional supplies including binders and organization materials for at-risk students - 211 - ESEA, Title I Part A - 211.11.6399.00.015.30.000 - \$15,300

Goal 1 Problem Statements:

Student Success

Problem Statement 1: STAAR EOC data for Algebra I shows that 25% of all students, 22% of Economically Disadvantaged, and 8% of Special Education students were able to reach "Meets". **Root Cause:** Lack of staffing due to year-long vacancies. Need for increased differentiation, rigor, and application.

Problem Statement 2: STAAR EOC data for Biology shows that 59% of all students, 51% of Economically Disadvantaged, and 20% of Special Education students were able to reach "Meets". **Root Cause:** Need of increased differentiation and rigor. Teacher absenteeism increased the second Semester. Lack of inclusion support and professional development geared towards collaboration.

Student Success

Problem Statement 3: STAAR EOC data for English I shows that 50% of all students, 40% of Economically Disadvantaged, and 17% of Special Education students were able to reach "Meets". **Root Cause:** Teachers were between 1-5 years of experience. Lack of rigor, differentiation, curriculum/content expertise, and collaboration in Professional Learning Communities.

Problem Statement 8: Student absenteeism negatively affects learning outcomes, specifically in our special populations (Economically Disadvantaged, Special Education, Emergent Bilingual), leading to lower achievement in Domain III. Absenteeism rate was 8.11% (91.89%) of the total population exceeding the 97% Attendance rate with discipline data showing the following referral totals: 248 tardies and 172 truancy. **Root Cause:** Lack of staffing due to year-long vacancies, teacher-student rapport, and classroom engagement.

Problem Statement 9: 126 students were referred to DAEP for vaping and THC. **Root Cause:** No preventative knowledge, lack of mentorship, and lack of community involvement.

Problem Statement 12: Our Economically Disadvantaged students are performing well below the rest of the campus at the Meets level in all EOC areas. **Root Cause:** Identification of economically disadvantaged students with the intent to provide targeted interventions have not been implemented with fidelity.

Priority 1: Student Success

Goal 2: All students meet or exceed the Texas grade level standards in reading and writing.

Key Strategic Action 1 Details

Key Strategic Action 1: Biology and U.S. History courses will focus on academic vocabulary (including word parts), analytical skills, and writing skills throughout each unit. Examples include word walls, gallery walks, graphic organizers, mind maps, and reflection writing.

Progress Measure (Lead): Effective use of rubrics and feedback by students to revise and improve their writing assignments and test responses.

Outcome Measure (Lag): 10% increase in student scores on EOC exams in subjects where targeted vocabulary instruction was implemented.

Dates/Timeframes: By the end of the 2024-2025 school year

Staff Responsible for Monitoring: Teachers

Collaborating Departments: Dean of Instruction, Campus Instructional Coach, Admin Team

ESF Levers:

Lever 5: Effective Instruction

Problem Statements: Student Success 2, 5

Funding Sources: Instructional supplies for EB students - 165/ES0 - ELL - 165.11.6399.00.015.25.ES0 - \$2,000

Key Strategic Action 2 Details

Key Strategic Action 2: Using available data for At-Risk and Emergent Bilingual students, teachers will utilize targeted small group instruction focused on improving academic reading and writing skills and effective test taking strategies pertaining to the English I, English II, Biology, and U.S. History EOCs. This will include EOC Bootcamps before, during, and after school and Saturday tutoring sessions.

Progress Measure (Lead): Effective use of rubrics and feedback by students to revise and improve their writing assignments and test responses.

Outcome Measure (Lag): 15% improvement in reading and writing proficiency as assessed through pre- and post-instruction writing samples and rubric evaluations.

Dates/Timeframes: By the end of the 2024-2025

Staff Responsible for Monitoring: Dean of Instruction

Collaborating Departments: Campus Instructional Coach

ESF Levers:

Lever 5: Effective Instruction

Problem Statements: Student Success 6

Funding Sources: 6-8 teachers to support after school tutoring and Bootcamps related to EOC testing - 166 - State Comp Ed - 166.11.6118.CA.015.30.AR0 - \$8,000, Instructional supplies for EOC tutoring and Bootcamps - 166 - State Comp Ed - 166.11.6399.00.015.30.AR0 - \$2,000, Reading materials for EOC tutoring and Bootcamps - 166 - State Comp Ed - 166.11.6329.00.015.30.AR0 - \$3,000, 1 teacher to support after school tutoring and Bootcamps related to EOC testing for EB students - 165/ES0 - ELL - 165.11.6118.CA.015.25.ES0 - \$1,000, Manipulatives directly related to enhancement of instruction of EB students - 165/ES0 - ELL - 165.11.6399.00.015.25.ES0 - \$2,000, Supplies for tutoring, intervention and Saturday EOC boot camps - 166 - State Comp Ed - 166.11.6399.00.015.30.AR0 - \$6,700

Key Strategic Action 3 Details

Key Strategic Action 3: CHS will hold Late-Night-Library weekly for 30 weeks for students to receive additional tutoring, reteaching and homework help from English I, English II, Biology, and U.S. History teachers. Late-Night-Library will also provide opportunities for enrichment activities focusing on test-taking strategies in order to increase mastery levels.

Progress Measure (Lead): 5% increase in the academic progress of students who regularly attend tutoring sessions compared to those who do not.

Outcome Measure (Lag): Increase in average English I, English II, Biology, and U.S. History assessment scores across all sub-populations by at least 5% compared to baseline data.

Dates/Timeframes: By the end of the 20204-2025 school year

Staff Responsible for Monitoring: Academic Programs Coordinator

Collaborating Departments: Admin Team, Dean of Instruction, Lead Teachers, Campus Instructional Coach

ESF Levers:

Lever 5: Effective Instruction

Problem Statements: Student Success 1, 2, 3, 4, 5, 6

Funding Sources: 4 teachers twice per week for 30 weeks of Late-Night-Library - 166 - State Comp Ed - 166.11.6118.CA.015.30.AR0 - \$5,000

Goal 2 Problem Statements:

Student Success

Problem Statement 1: STAAR EOC data for Algebra I shows that 25% of all students, 22% of Economically Disadvantaged, and 8% of Special Education students were able to reach "Meets". **Root Cause:** Lack of staffing due to year-long vacancies. Need for increased differentiation, rigor, and application.

Problem Statement 2: STAAR EOC data for Biology shows that 59% of all students, 51% of Economically Disadvantaged, and 20% of Special Education students were able to reach "Meets". **Root Cause:** Need of increased differentiation and rigor. Teacher absenteeism increased the second Semester. Lack of inclusion support and professional development geared towards collaboration.

Problem Statement 3: STAAR EOC data for English I shows that 50% of all students, 40% of Economically Disadvantaged, and 17% of Special Education students were able to reach "Meets". **Root Cause:** Teachers were between 1-5 years of experience. Lack of rigor, differentiation, curriculum/content expertise, and collaboration in Professional Learning Communities.

Problem Statement 4: STAAR EOC data for English II shows that 58% of all students, 49% of Economically Disadvantaged, and 18% of Special Education students were able to reach "Meets". **Root Cause:** Teachers were between 1-5 years of experience. Lack of rigor, differentiation, curriculum/content expertise, and collaboration in Professional Learning Communities.

Problem Statement 5: STAAR EOC data for US History shows that 69% of all students, 63% of Economically Disadvantaged, and 42% of Special Education students were able to reach "Meets". **Root Cause:** Class size prevented immersive activities reduced the amount of enrichment and rigor.

Problem Statement 6: STAAR EOC data across contents shows that the average Extended/Short Constructed Response scores were an average of 3.01 points. **Root Cause:** Lack of fidelity in writing across the curriculum, engagement with the writing prompt, and understanding the writing process.

Priority 1: Student Success

Goal 3: All students meet or exceed the Texas grade level standards in math.

Key Strategic Action 1 Details

Key Strategic Action 1: English I, English II, and Algebra I teachers will partner and collaborate during PLC meetings to ensure that students are receiving necessary support and integrated strategies throughout instruction. Additional support will be provided by coaches from the Breakthrough Results Program.

Progress Measure (Lead): Improve teaching effectiveness through collaborative planning, data-driven decision-making, and sharing of best practices.

Outcome Measure (Lag): 10% increase in student achievement data linked to PLC initiatives.

Dates/Timeframes: By the end of the 2024-2025 school year

Staff Responsible for Monitoring: Dean of Instruction, Campus Instructional Coach

Collaborating Departments: Admin Team, Lead English and Math Teachers

ESF Levers:

Lever 5: Effective Instruction

Problem Statements: Student Success 1, 3, 4, 12

Funding Sources: Four employees to address additional PLC periods - 211 - ESEA, Title I Part A - 211.11.6119.00.015.30.000 - \$295,910, Breakthrough Results Program - Coaches and Resources - 211 - ESEA, Title I Part A - 211.11.6299.00.015.30.000 - \$90,000

Key Strategic Action 2 Details

Key Strategic Action 2: Using available data for At-Risk and Emergent Bilingual students, teachers will utilize small group and differentiated instruction focused on essential mathematical skill development. This will include Algebra I EOC Bootcamps before, during, and after school and Saturday tutoring sessions.

Progress Measure (Lead): Adoption and utilization of differentiated instructional strategies (e.g., tiered assignments, flexible grouping) in Algebra I classrooms.

Outcome Measure (Lag): Increase in average Algebra I assessment scores across all sub-populations by at least 5% compared to baseline data.

Dates/Timeframes: By the end of the 2024-2025 school year

Staff Responsible for Monitoring: Dean of Instruction

Collaborating Departments: Campus Instructional Coach, Lead Teachers

ESF Levers:

Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Problem Statements: Student Success 1

Funding Sources: Instructional supplies for after school tutoring and Bootcamps - 166 - State Comp Ed - 166.11.6399.00.015.30.AR0 - \$2,000, 2 teachers to support after school tutoring and Bootcamps related to EOC testing - 166 - State Comp Ed - 166.11.6118.CA.015.30.AR0 - \$2,000, Reading materials for EOC tutoring and Bootcamps - 166 - State Comp Ed - 166.11.6329.00.015.30.AR0 - \$2,000, Manipulatives directly related to enhancement of instruction of EB students - 165/ES0 - ELL - 165.11.6399.00.015.25.ES0 - \$2,000, 1 teacher to support after school tutoring and Bootcamps related to EOC testing for EB students - 165/ES0 - ELL - 165.11.6118.CA.015.25.ES0 - \$1,000

Goal 3 Problem Statements:

Student Success

Problem Statement 1: STAAR EOC data for Algebra I shows that 25% of all students, 22% of Economically Disadvantaged, and 8% of Special Education students were able to reach "Meets". **Root Cause:** Lack of staffing due to year-long vacancies. Need for increased differentiation, rigor, and application.

Problem Statement 3: STAAR EOC data for English I shows that 50% of all students, 40% of Economically Disadvantaged, and 17% of Special Education students were able to reach "Meets". **Root Cause:** Teachers were between 1-5 years of experience. Lack of rigor, differentiation, curriculum/content expertise, and collaboration in Professional Learning Communities.

Problem Statement 4: STAAR EOC data for English II shows that 58% of all students, 49% of Economically Disadvantaged, and 18% of Special Education students were able to reach "Meets". **Root Cause:** Teachers were between 1-5 years of experience. Lack of rigor, differentiation, curriculum/content expertise, and collaboration in Professional Learning Communities.

Problem Statement 12: Our Economically Disadvantaged students are performing well below the rest of the campus at the Meets level in all EOC areas. **Root Cause:** Identification of economically disadvantaged students with the intent to provide targeted interventions have not been implemented with fidelity.

Priority 1: Student Success

Goal 4: All students will graduate from high school ready to enroll in postsecondary education, enlist, in the military and/or enter the workforce.

Key Strategic Action 1 Details

Key Strategic Action 1: TSIA2 will be offered to Juniors and Seniors throughout the year.

Progress Measure (Lead): Create a calendar of dates and promote the test prior two weeks prior to the test.

Outcome Measure (Lag): Monthly TSIA2 testing.

Dates/Timeframes: By the end of the 2024-2025 school year

Staff Responsible for Monitoring: Counselors, Dean of Instruction

Collaborating Departments: Campus Testing Coordinator

ESF Levers:

Lever 5: Effective Instruction

Problem Statements: Student Success 11

Key Strategic Action 2 Details

Key Strategic Action 2: Students will be provided opportunities to enroll in rigorous courses to support academic preparedness and readiness for college-level coursework. This includes enrollment in AVID courses and implementation of AVID strategies across the campus.

Progress Measure (Lead): Provide counseling, mentoring, and academic support services and resources to assist students in navigating college and career pathways. Update or expand the AVID curriculum to address current academic and career readiness needs including more resources on study skills, critical thinking, and writing.

Outcome Measure (Lag): 10% increase in student enrollment in advanced placement (AP), dual credit, honors, and AVID courses.

Dates/Timeframes: By the end of the 2024-2025 school year

Staff Responsible for Monitoring: AVID Coordinator, Counselors

Collaborating Departments: AP/Honors Teachers, Dean of Instruction, Campus Instructional Coach, Admin Team

ESF Levers:

Lever 3: Positive School Culture

Problem Statements: Student Success 10, 11, 13

Funding Sources: Professional Development for teacher/CIC related to at-risk students - 166 - State Comp Ed - 166.13.6411.00.015.30.AR0 - \$10,000, Professional Development for Administrator related to at-risk students - 166 - State Comp Ed - 166.23.6411.00.015.30.AR0 - \$2,000, Professional Development for Counselor related to at-risk students - 166 - State Comp Ed - 166.31.6411.00.015.30.AR0 - \$2,000, Reading materials to support advanced coursework - 211 - ESEA, Title I Part A - 211.11.6329.00.015.30.000 - \$10,000, Instructional materials to support AP students - 177 - Gifted/Talented - 177.11.6399.00.015.21.000 - \$3,000, Reading materials to support students in Advance courses - 177 - Gifted/Talented - 177.11.6329.00.015.21.000 - \$7,000, Advance Placement programming fees - 177 - Gifted/Talented - 177.11.6299.OL.015.21.000 - \$10,730

Key Strategic Action 3 Details

Key Strategic Action 3: Teachers will implement instructional strategies that engage students in higher-order thinking, problem-solving, and application of knowledge.

Progress Measure (Lead): 80% of classrooms implement inquiry-based learning, project-based learning, or other rigorous instructional strategies.

Outcome Measure (Lag): 10% improvement in student performance on standardized assessments or benchmark exams aligned with rigorous academic standards.

Dates/Timeframes: By the end of the 2024-2025 school year

Staff Responsible for Monitoring: Dean of Instruction, Campus Instructional Coach

Collaborating Departments: Lead Teachers, Admin Team

ESF Levers:

Lever 5: Effective Instruction

Problem Statements: Student Success 12, 13

Funding Sources: Supplemental reading materials to support teachers of at-risk students - 166 - State Comp Ed - 166.13.6329.00.015.30.AR0 - \$5,000, Supplemental reading materials to support CTE students - 163 - Career & Technical Education (CTE) - 163.11.6329.00.015.22.000 - \$5,000, Supplemental reading materials to support teachers of CTE students - 163 - Career & Technical Education (CTE) - 163.13.6329.00.015.22.000 - \$4,000, Supplemental materials to support teachers of CTE students - 163 - Career & Technical Education (CTE) - 163.11.6399.00.015.22.000 - \$11,500

Key Strategic Action 4 Details

Key Strategic Action 4: Counselors will provide guidance on college applications, financial aid, and scholarship opportunities to ensure all students are prepared for post-secondary education or careers.

Progress Measure (Lead): Number of scholarship applications submitted per student, tracked throughout the academic year; percentage of seniors who complete and submit the Free Application for Federal Student Aid (FAFSA) or other financial aid applications; and attendance rates at college readiness workshops covering topics such as college applications, essay writing, and resume building.

Outcome Measure (Lag): 15% increase of graduating seniors accepted into two-year or four-year colleges/universities; seniors receiving financial aid offers or scholarships compared to previous years; and attendance rates at college readiness workshops.

Dates/Timeframes: By the end of 2024-2025 school year

Staff Responsible for Monitoring: Counselors

Collaborating Departments: Dean of Instruction

TEA Priorities:

Connect high school to career and college

- **ESF Levers:**

Lever 3: Positive School Culture

Problem Statements: Student Success 11

Key Strategic Action 5 Details

Key Strategic Action 5: At-Risk and CTE students will participate in field based instruction, competitions, and on-campus student learning experiences targeting areas of academic need, including career and technical education. Field based instruction and competitions will occur at locations that teach or reinforce concepts from their TEKS that may be difficult to replicate in the classroom setting. This may include materials needed for CTE certifications.

Progress Measure (Lead): Assess how well students are able to apply concepts learned from field-based instruction to their regular classroom work.

Outcome Measure (Lag): 10% increase in the depth and relevance of student contributions during classroom discussions on topics related to the field-based instruction and student enrollment in CTE course.

Dates/Timeframes: By the end of 2024-2025 school year

Staff Responsible for Monitoring: Dean of Instruction

Collaborating Departments: Campus Instructional Coach, Admin Team, Student Activities Coordinator

ESF Levers:

Lever 5: Effective Instruction

Funding Sources: Field based instruction to support At-Risk students - Entrance/Admission fees - 166 - State Comp Ed - 166.11.6412.00.015.30.AR0 - \$4,000, Field based instruction tied to TEKS to support At-Risk students - Yellow Bus - 166 - State Comp Ed - 166.11.6494.00.015.30.AR0 - \$3,000, CTE Competitions for CTE students - Entrance/Admission fees (Use Sub Object 00 - code not correct in P4L) - 163 - Career & Technical Education (CTE) - 163.36.6412.HL.015.22.000 - \$16,000, CTE Competitions tied to TEKS to support CTE students - Transportation (Use Sub Object 00 - code not correct in P4L) - 163 - Career & Technical Education (CTE) - 163.36.6412.HL.015.22.000 - \$6,000, CTE Certification materials and equipment - 163 - Career & Technical Education (CTE) - 163.11.6399.00.015.22.000 - \$33,000, CTE Travel for CTE teachers attending Competitions - 163 - Career & Technical Education (CTE) - 163.13.6411.00.015.22.000 - \$8,000, Student CTSO Memberships - 163 - Career & Technical Education (CTE) - 163.36.6495.xx.015.22.xxx - \$4,000

Key Strategic Action 6 Details

Key Strategic Action 6: CHS will enhance Post-Secondary Readiness through advanced computer skills integration in Career and Technical Education.

Progress Measure (Lead): Teachers will design classroom projects that require the use of these tools, simulating real-world tasks and scenarios and implement group-based projects that require collaboration using digital tools, enhancing both technical and teamwork skills.

Outcome Measure (Lag): 10% increase students' computer skills through pre- and post-assessments, project evaluations, and certification achievements.

Dates/Timeframes: By the end of 2024-2025 school year

Staff Responsible for Monitoring: CTE Administrator

Collaborating Departments: CTE Teachers, Dean of Instruction, Admin Team

TEA Priorities:

Connect high school to career and college

- **ESF Levers:**

Lever 5: Effective Instruction

Problem Statements: Student Success 11

Funding Sources: Technology Cart - 163 - Career & Technical Education (CTE) - 163.11.6395.00.015.22.000 - \$4,000, Technology Devices for CTE courses - 163 - Career & Technical Education (CTE) - 163.11.6398.00.015.22.000 - \$60,000

Key Strategic Action 7 Details

Key Strategic Action 7: CHS will enhance Post-Secondary Readiness through Law and Floral Design industry-based certifications.

Progress Measure (Lead): Students will complete required industry-based certification elements using appropriate resources and supplies.

Outcome Measure (Lag): 100% of eligible students will complete their industry-based certifications according to their cohort year.

Dates/Timeframes: By the end of 2024-2025 school year

Staff Responsible for Monitoring: CTE Coordinator

Collaborating Departments: Dean of Instruction, Admin Team

TEA Priorities:

Connect high school to career and college

- ESF Levers:

Lever 4: High-Quality Instructional Materials and Assessments

Problem Statements: Student Success 11

Funding Sources: Industry-based Certifications for Law and Floral Design - 163 - Career & Technical Education (CTE) - 163.11.6399.00.015.22.000 - \$2,000, Fingerprinting and license application fees - 163 - Career & Technical Education (CTE) - 163.11.6299.00.015.22.000 - \$3,000

Goal 4 Problem Statements:

Student Success

Problem Statement 10: Students identified as gifted and talented are underperforming on advanced level testing and coursework. **Root Cause:** Lack of rigorous, consistent learning opportunities.

Problem Statement 11: Only 74% of 2024 CHS graduates met at least one of the seven college, career, or military readiness indicators (qualifying standard). **Root Cause:** Students are not seeing success in foundational math and reading courses to meet the prerequisites for Advanced Placement, Dual Credit, or certification/licensing opportunities. Lack of student awareness, scheduling issues, and processes to monitor student progress.

Problem Statement 12: Our Economically Disadvantaged students are performing well below the rest of the campus at the Meets level in all EOC areas. **Root Cause:** Identification of economically disadvantaged students with the intent to provide targeted interventions have not been implemented with fidelity.

Problem Statement 13: We do not have a high enough percentage of students reaching "Masters" level in any content area. **Root Cause:** Lack of real-world application, higher-order thinking opportunities, and problem-solving experiences.

Priority 2: Human Capital

Goal 1: To recruit and retain staff, the district will promote a positive work environment, and provide a competitive compensation and benefits plan.

Key Strategic Action 1 Details

Key Strategic Action 1: CHS will foster collaboration among teachers, administrators, support staff, and parents to address behavior concerns comprehensively.

Progress Measure (Lead): 80% of teachers implement behavior support plans for students identified with behavior challenges.

Outcome Measure (Lag): 50% reduction in student discipline issues.

Dates/Timeframes: By the end of the 2024-2025 school year

Staff Responsible for Monitoring: Campus Behavior Coordinator

Collaborating Departments: Admin Team

ESF Levers:

Lever 3: Positive School Culture

Problem Statements: Human Capital 5

Key Strategic Action 2 Details

Key Strategic Action 2: Core teachers in EOC tested subjects will be provided an additional planning 1/2 day each semester in addition to the regular in-service days to identify and integrate learning goals /targets, redesign learning, and study the TRS curriculum documents, CFA 2.0 documents, analyze Lead4Ward reports, and KISD's 3 Essentials plus 1 plan for instructional excellence in order to plan activities for all core subjects through GRR. Teachers will plan for common, formative, and summative assessments to guide future instruction and drive intervention processes.

Progress Measure (Lead): 100% of teachers complete their planning day tasks (e.g., lesson plans, curriculum reviews) before the end of the scheduled planning day.

Outcome Measure (Lag): 100% application of planning day learnings observed in classroom instructional practices and student engagement.

Dates/Timeframes: By the end of the 2024-2025 school year

Staff Responsible for Monitoring: Dean of Instruction, Campus Instructional Coach

Collaborating Departments: Lead Teachers

TEA Priorities:

Build a foundation of reading and math

- ESF Levers:

Lever 5: Effective Instruction

Problem Statements: Human Capital 2

Funding Sources: Substitutes for Professional Development - 166 - State Comp Ed - 166.13.6299.SB.015.30.AR0 - \$5,000

Goal 1 Problem Statements:

Human Capital

Problem Statement 2: Teachers need time to vertically align with other grade levels to ensure they are meeting the level of rigor expected in the next grade level. **Root Cause:** Lack of coordinated PLC and after school grade level meetings. Inconsistent collaboration between departments.

Problem Statement 5: Teachers lack support and skills to manage classroom behaviors and students' individual learning styles. **Root Cause:** Some new and struggling teachers have trouble developing classroom management skills.

Priority 2: Human Capital

Goal 2: The District will implement effective standards and practices that will consistently and strategically staff campuses and departments.

Key Strategic Action 1 Details
<p>Key Strategic Action 1: CHS will establish accountability measures and incentives to encourage teacher regular attendance and punctuality.</p> <p>Progress Measure (Lead): Frequent and effective feedback loops between administrators and teachers regarding attendance expectations and support.</p> <p>Outcome Measure (Lag): 10% increase in average daily teacher attendance rate over a semester and academic year.</p> <p>Dates/Timeframes: By the end of the 2024-2025 school year</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Collaborating Departments: Admin Team</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 2: Strategic Staffing</p> <p>Problem Statements: Human Capital 7</p>

Goal 2 Problem Statements:

Human Capital
<p>Problem Statement 7: Incentives for teachers who volunteer their conference period to help cover classes without a substitute. Root Cause: Lack of substitutes on a daily basis given the increasing number of staff added each year.</p>

Priority 2: Human Capital

Goal 3: The District will identify and provide ongoing training and coaching needed for staff to build their professional capacity.

Key Strategic Action 1 Details

Key Strategic Action 1: 100% of new teachers will participate the New Teacher Mentor Program.

Progress Measure (Lead): Track the number of teachers attending workshops and other professional development activities.

Outcome Measure (Lag): 10% improvement in student academic outcomes (e.g., standardized test scores, graduation rates) associated with classrooms led by new teachers in the mentorship program.

Dates/Timeframes: By the end of the 2024-2025 school year

Staff Responsible for Monitoring: Campus Instructional Coach

Collaborating Departments: Admin Team, Dean of Instruction, Lead Teachers

TEA Priorities:

Recruit, support, retain teachers and principals

- ESF Levers:

Lever 2: Strategic Staffing

Problem Statements: Human Capital 1, 4, 6

Key Strategic Action 2 Details

Key Strategic Action 2: Teachers supporting at-risk, Advanced Placement, and CTE students participate in professional development supporting engagement and commitment to professional growth which correlates with job satisfaction and retention.

Progress Measure (Lead: Teachers attend professional development on campus, within the district, and off site conferences.

Outcome Measure (Lag): 10% increase of teaching staff actively participating in professional development programs and opportunities offered by the school.

Dates/Timeframes: By the end of the 2024-2025 school year

Staff Responsible for Monitoring: Dean of Instruction

Collaborating Departments: Admin Team, Lead Teachers, Campus Instructional Coach

TEA Priorities:

Recruit, support, retain teachers and principals

- **ESF Levers:**

Lever 5: Effective Instruction

Problem Statements: Human Capital 1, 4, 5

Funding Sources: Teacher professional development for implementing strategies to improve instruction for our At-Risk learners - 166 - State Comp Ed - 166.13.6411.00.015.30.ARO - \$10,000, Professional development books for implementing strategies to improve instruction for our At-Risk learners - 166 - State Comp Ed - 166.13.6399.00.015.30.ARO - \$2,500, Administrator professional development for implementing strategies to improve instruction for our At-Risk learners - 166 - State Comp Ed - 166.23.6411.00.015.30.ARO - \$3,000, Substitutes for At-Risk teachers to attend professional development - 166 - State Comp Ed - 166.13.6299.SB.015.30.ARO - \$1,500, Teacher professional development for implementing strategies to improve instruction for our CTE learners - 163 - Career & Technical Education (CTE) - 163.13.6411.00.015.22.000 - \$10,000, Substitutes for CTE teachers to attend professional development - 163 - Career & Technical Education (CTE) - 163.11.6116.00.015.22.000 - \$3,500, Teacher professional development for implementing strategies to improve instruction for our AP learners - 177 - Gifted/Talented - 177.13.6411.00.015.21.000 - \$10,000

Key Strategic Action 3 Details

Key Strategic Action 3: CHS will facilitate structured time for teachers to collaborate, plan, and share best practices aligned with student learning goals and curriculum standards.

Progress Measure (Lead: At least one actionable goal and improvement plan developed by specific PLC teams based on data analysis and collaborative discussions. Scheduled time for teachers and co-teachers to discuss lessons.

Outcome Measure (Lag): 100% degree of alignment between instructional practices and curriculum standards as evidenced by assessment, instructional artifacts, and overall academic success.

Dates/Timeframes: By the end of the 2024-2025 school year

Staff Responsible for Monitoring: Dean of Instruction

Collaborating Departments: Admin Team, Academic Program Coordinator, Lead Teachers

TEA Priorities:

Build a foundation of reading and math

- **ESF Levers:**

Lever 5: Effective Instruction

Problem Statements: Human Capital 3, 4

Key Strategic Action 4 Details

Key Strategic Action 4: Dean of Instruction will develop and implement an instructional plan, facilitate professional development, promote data-driven instruction, enhance classroom instruction, foster a collaborative learning Environment, and support student achievement.

Outcome Measure (Lag): Assess the impact of professional development on teacher performance and student achievement.

Dates/Timeframes: By the end of the 2024-2025 school year

Staff Responsible for Monitoring: Principal

Collaborating Departments: Campus Instructional Coach, Admin Team

ESF Levers:

Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing

Problem Statements: Human Capital 6

Funding Sources: Dean of Instruction administrative position - 211 - ESEA, Title I Part A - 211.23.6119.00.015.30.000 - \$100,170

Goal 3 Problem Statements:

Human Capital

Problem Statement 1: Teachers are not being provided consistent professional development on instructional best practices. PD is heavily focused on the utilization of programs.

Root Cause: Lack of calendar, staff not wanting to attend after school, or off duty hours

Problem Statement 3: Our campus is ready for the next layer of the PLC process: to analyze data, identify trends in student misconceptions, determine the root cause as to why students may not have learned the concept, and create plans to respond. **Root Cause:** Last year, our focus was on sharing exemplar lessons and surface level discussions on data.

Problem Statement 4: Co-teachers need more content support from teacher of record in developing confidence and depth of knowledge in assigned subjects. **Root Cause:** There is a lack of sharing daily/weekly content and unwillingness to relinquish control of classroom to allow co-teacher the opportunity to reach all students.

Problem Statement 5: Teachers lack support and skills to manage classroom behaviors and students' individual learning styles. **Root Cause:** Some new and struggling teachers have trouble developing classroom management skills.

Problem Statement 6: CHS is in need of a Dean of Instruction and Instructional Coach to help improve Tier I instruction and effectively implement accelerated instruction programs to help improve student performance in all areas (STAAR, SAT/ACT, AP, etc...) **Root Cause:** Lack of consistency throughout the campus with Tier I instruction and implementation of accelerated instruction. Focused coaching time for staff in order to address learning gaps in students and build strong Tier I instruction across all 4 core content areas.

Priority 2: Human Capital

Goal 4: All staff will have formal and informal opportunities to give and receive feedback regarding job satisfaction and performance.

Key Strategic Action 1 Details

Key Strategic Action 1: CHS will employ various methods such as surveys, interviews, and focus groups to gather comprehensive feedback.

Progress Measure (Lead): 75% participation rates in regular employee surveys, interviews, and focus groups designed to assess job satisfaction and performance.

Outcome Measure (Lag): 25% increase in employee satisfaction measuring overall satisfaction levels.

Dates/Timeframes: By the end of the 2025-2025 school year

Staff Responsible for Monitoring: Principal

Collaborating Departments: Admin Team

TEA Priorities:

Recruit, support, retain teachers and principals

- ESF Levers:

Lever 3: Positive School Culture

Problem Statements: Human Capital 7

Goal 4 Problem Statements:

Human Capital

Problem Statement 7: Incentives for teachers who volunteer their conference period to help cover classes without a substitute. **Root Cause:** Lack of substitutes on a daily basis given the increasing number of staff added each year.

Priority 3: Financial Stewardship

Goal 1: The District will use data driven planning to prioritize resource allocations.

Key Strategic Action 1 Details

Key Strategic Action 1: CHS will regularly monitor lead measures to adjust resource allocation strategies in real-time and evaluate lag measures to assess long-term impacts. SBDM meetings will be held in September, October, November, December, January, February, March, and April.

Progress Measure (Lead): 10% increase in level of stakeholder engagement in the resource allocation process (e.g., participation in planning sessions, Site Based Decision Making Committee).

Outcome Measure (Lag): 100% achievement of long-term strategic goals.

Dates/Timeframes: By the end of the 2024-2025 school year

Staff Responsible for Monitoring: Principal

Collaborating Departments: Admin Team, Lead Teachers, Site Team Members

ESF Levers:

Lever 1: Strong School Leadership and Planning

Problem Statements: Financial Stewardship 4

Key Strategic Action 2 Details

Key Strategic Action 2: CHS will promote campus safety with students and staff throughout the school year.

Progress Measure (Lead): CHS will hold daily interior and exterior door checks, monthly safety drills and quarterly safety training with students and staff.

Outcome Measure (Lag): 100% pass rate on the annual state mandated security audit.

Dates/Timeframes: By the end of the 2024-2025 school year

Staff Responsible for Monitoring: Campus Safety Coordinator

Collaborating Departments: Admin Team

TEA Priorities:

Recruit, support, retain teachers and principals

- ESF Levers:

Lever 3: Positive School Culture

Problem Statements: Financial Stewardship 5

Goal 1 Problem Statements:

Financial Stewardship

Problem Statement 4: Utilize Title I and budget funds to best support high quality instruction in the classrooms. **Root Cause:** Lack of focus and planning on spending.

Financial Stewardship

Problem Statement 5: CHS needs to continue to establish traditions and build a positive culture. **Root Cause:** The school was established in 2022.

Priority 3: Financial Stewardship

Goal 2: The District will prepare budgets using transparent and open communication amongst stakeholders.

Key Strategic Action 1 Details
<p>Key Strategic Action 1: Campus principal will meet with the financial secretary monthly to review line items, bank statements, and related records.</p> <p>Progress Measure (Lead): 100% of scheduled meetings with the financial secretary are held on time as planned.</p> <p>Outcome Measure (Lag): 100% of budget targets were met or exceeded after implementing decisions made in meetings with the financial secretary.</p> <p>Dates/Timeframes: By the end of the 2024-2025 school year</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Collaborating Departments: Dean of Instruction</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning</p> <p>Problem Statements: Financial Stewardship 4</p>

Goal 2 Problem Statements:

Financial Stewardship
<p>Problem Statement 4: Utilize Title I and budget funds to best support high quality instruction in the classrooms. Root Cause: Lack of focus and planning on spending.</p>

Priority 3: Financial Stewardship

Goal 3: The District will continuously evaluate and update policies and procedures to foster a positive culture and climate.

Key Strategic Action 1 Details

Key Strategic Action 1: CHS will increase family engagement participation over the course of the school year such as cultural celebrations, parent nights, or Fine Art showcases to promote bonding between families and the school community.

Progress Measure (Lead): 20 families participating in the event.

Outcome Measure (Lag): 50% of families continue to engage with the school or participate in follow-up activities after the event.

Dates/Timeframes: By the end of the 24-25 school year

Staff Responsible for Monitoring: Student Activities Coordinator

Collaborating Departments: Admin Team, Teachers

ESF Levers:

Lever 3: Positive School Culture

Problem Statements: Financial Stewardship 1, 2, 3, 5

Key Strategic Action 2 Details

Key Strategic Action 2: CHS will create or enhance resource centers where parents can access educational materials, receive counseling, or get information about school programs. This will include hosting two workshops that involve both parents and students in interactive learning activities, discussions on academic success strategies, and/or career exploration.

Progress Measure (Lead): 50% of families develop and commit to post-workshop action plans.

Outcome Measure (Lag): 10% improvement in student academic performance indicators (e.g., grades, test scores) following parental participation in workshops.

Dates/Timeframes: By the end of the 2024-2025 school year

Staff Responsible for Monitoring: Academic Programs Coordinator

Collaborating Departments: Admin Team, Teachers

ESF Levers:

Lever 3: Positive School Culture

Problem Statements: Financial Stewardship 2

Funding Sources: Refreshments for parent workshops to encourage participation - 211/PAR - ESEA, Title I Parent Involvement - 211.61.6499.00.015.24.PAR - \$648, Reading materials and instructional supplies for parents - 211/PAR - ESEA, Title I Parent Involvement - 211.61.6329.00.015.24.PAR - \$3,500, Resources to incorporate interactive elements during breakout discussions and hands-on activities - 211/PAR - ESEA, Title I Parent Involvement - 211.61.6399.00.015.24.PAR - \$1,810

Key Strategic Action 3 Details

Key Strategic Action 3: CHS will foster a culture of continuous improvement by involving students and employees in the process, soliciting feedback, and celebrating successes.

Progress Measure (Lead): Monthly recognition events, activities, or programs acknowledging student and employee achievements and contributions.

Outcome Measure (Lag): 15% increase in satisfaction reflects a positive climate conducive to student and employee well-being, absenteeism, and performance.

Dates/Timeframes: By the end of the 2024-2025 school year

Staff Responsible for Monitoring: Dean of Instruction

Collaborating Departments: Admin Team, Student Activities Coordinator

ESF Levers:

Lever 3: Positive School Culture

Problem Statements: Financial Stewardship 5

Funding Sources: Instructional incentives for student recognition and event participation - 211 - ESEA, Title I Part A - 211.11.6498.00.015.30.000 - \$3,000

Goal 3 Problem Statements:

Financial Stewardship

Problem Statement 1: There is a need to more actively engage our surrounding community in regards to social and emotional supports for students. **Root Cause:** Lack of community involvement.

Problem Statement 2: There is a need to provide training for parents who are seeking solutions to reduce stress and anxiety in their children and find ways to promote a positive and healthy environment. **Root Cause:** Lack of parent involvement in non-UIL events.

Problem Statement 3: The parental events and activities with a great academic focus have a lower turnout than activities perceived as "fun". **Root Cause:** The campus needs to incorporate and/or communicate the "fun" aspects of academic events.

Problem Statement 5: CHS needs to continue to establish traditions and build a positive culture. **Root Cause:** The school was established in 2022.

Priority 3: Financial Stewardship

Goal 4: District Operational Departments training will focus on effective and sustainable use of district resources and procedures.

Key Strategic Action 1 Details

Key Strategic Action 1: CHS will provide teachers, instructional aides, Attendance Officer, counselors, Campus Instructional Coach, and administrators with opportunities to acquire and refine instructional strategies aligned with best practices, social emotional learning, and educational standards.

Progress Measure (Lead): 100% of participants apply new knowledge or skills acquired from PD sessions in their work and with their collaborative department and/or PLC teams.

Outcome Measure (Lag): 10% increase in student engagement, academic performance, and achievement across grade levels and subject areas.

Dates/Timeframes: By the end of the 2024-2025 school year

Staff Responsible for Monitoring: Dean of Instruction

Collaborating Departments: Admin Team, Campus Instructional Coach

TEA Priorities:

Build a foundation of reading and math

- **ESF Levers:**

Lever 5: Effective Instruction

Problem Statements: Financial Stewardship 4

Funding Sources: Professional development for teachers - 211 - ESEA, Title I Part A - 211.13.6411.00.015.30.000 - \$14,000, Professional development for counselor - 211 - ESEA, Title I Part A - 211.31.6411.00.015.30.000 - \$6,000, Professional development for administrators - 211 - ESEA, Title I Part A - 211.23.6411.00.015.30.000 - \$6,000

Key Strategic Action 2 Details

Key Strategic Action 2: CHS will purchase and allocate instructional supplies and professional development books and/or other resources based on identified needs, feedback, and evaluation data.

Progress Measure (Lead): Provide high-quality instructional supplies and professional development resources that align with curriculum standards, instructional goals, and teaching methodologies.

Outcome Measure (Lag): 10% growth in student achievement scores or academic performance influenced by teachers' professional development.

Dates/Timeframes: By the end of 2024-2025

Staff Responsible for Monitoring: Dean of Instruction

Collaborating Departments: Campus Instructional Coach, Admin Team

TEA Priorities:

Build a foundation of reading and math

- ESF Levers:

Lever 4: High-Quality Instructional Materials and Assessments

Problem Statements: Financial Stewardship 4

Funding Sources: Reading materials to professional development of teachers supporting at-risk students - 166 - State Comp Ed - 166.13.6329.00.015.30.AR0 - \$5,000, Instructional supplies to support at-risk students - 166 - State Comp Ed - 166.11.6399.00.015.30.AR0 - \$3,000, Reading materials to professional development of teachers supporting EB students - 165/ES0 - ELL - 165.13.6329.00.015.25.ES0 - \$2,430

Goal 4 Problem Statements:

Financial Stewardship

Problem Statement 4: Utilize Title I and budget funds to best support high quality instruction in the classrooms. **Root Cause:** Lack of focus and planning on spending.