

# Eagle Mountain-Saginaw Independent School District

## Chisholm Trail High School

### 2020-2021 Campus Improvement Plan



# **Mission Statement**

The mission of Chisholm Trail High School is to foster a culture of excellence that instills a passion for a lifetime of continuous achievement in every student.

## **Vision**

Chisholm Trail High School will be a high school of excellence.

## **Value Statement**

Rangers Ride!

R – We believe in, and value, Respect through Relationships.

I<sup>2</sup> – We believe in, and value, Involvement through Service.

We believe in, and value, Inspiration through Integrity.

D – We believe in, and value, Dedication through Dreams.

E – We believe in, and value, Excellence through Effort.

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# Comprehensive Needs Assessment

# 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

## Accountability Data

- Texas Academic Performance Report (TAPR) data
- Accountability Distinction Designations
- Federal Report Card Data

## Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR Released Test Questions
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- SAT and/or ACT assessment data
- PSAT and/or ASPIRE
- Student Success Initiative (SSI) data for Grades 5 and 8
- Running Records results
- Observation Survey results

## Student Data: Student Groups

- STEM/STEAM data
- Dyslexia Data

## Student Data: Behavior and Other Indicators

- Student surveys and/or other feedback

## Employee 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





# Goals

**Goal 1: Student Achievement:** We will provide quality Tier I instructions and systematic intervention to ensure high levels of learning for all students (ASPIRE 1, 2, 4, 5).

**Performance Objective 1:** We will design and implement a system in which personal education plans are created that promote high expectations and meet the academic, social, emotional, and extra-curricular needs of each student.

**Evaluation Data Sources:** PEP completion in Skyward, posters, announcements, personal conversations with students, and systems put in place for house principals and counselors to assist students in need.

**Summative Evaluation:** None

<p><b>Strategy 1:</b> By November 19th, 2020, all CTHS students will have completed their respective personal education plans.  <b>Strategy's Expected Result/Impact:</b> Completion of all PEPs in Skyward  <b>Staff Responsible for Monitoring:</b> Counseling staff</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
<p><b>Strategy 2:</b> For the 2020-2021 school year we will provide information to students concerning violence prevention and intervention on campus.  <b>Strategy's Expected Result/Impact:</b> September focus with posters, announcements, personal conversations with students struggling with violence. Systems put in place for house principals and counselors to assist students in need.  <b>Staff Responsible for Monitoring:</b> Intervention Counselor</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
<p><b>Strategy 3:</b> For the 2020-2021 school year, we will provide awareness education for Dating Violence for students, staff, and parents through announcements, parent support nightly presentations, and staff training in August.  <b>Strategy's Expected Result/Impact:</b> Teacher professional learning in August, parent training through district support, student announcements and systems put in place by the intervention counselor for house principals and counselors.  <b>Staff Responsible for Monitoring:</b> Intervention Counselor</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Goal 1: Student Achievement:** We will provide quality Tier I instructions and systematic intervention to ensure high levels of learning for all students (ASPIRE 1, 2, 4, 5).

**Performance Objective 2:** We will systematically evaluate and assess learning, processes, and programs against internal and external benchmark standards to hold staff and students accountable for our culture of excellence.

**Targeted or ESF High Priority**

**Evaluation Data Sources:** District benchmark, EOC state testing data, formative assessments (student work, best instructional practices, walk-throughs, teacher observation, etc. Six weeks reports, AP attendance rates, AP exam results





**Summative Evaluation:** None

<p><b>Strategy 1:</b> For the 2020-2021 school year, 60% or higher of the students receiving accommodated or modified mathematics instruction in Algebra 1 will perform at passing standard on the Algebra 1 End of Course Exam, utilizing accommodations approved by ARD committee. We will utilize EOC Retester pull-out rotations using comp funds for substitutes and materials needed for the rotations.</p> <p><b>Strategy's Expected Result/Impact:</b> After every unit test or district benchmark</p> <p><b>Staff Responsible for Monitoring:</b> Special Education Case Manager All teachers All Administrators</p> <p><b>Comprehensive Support Strategy</b></p> <p><b>Funding Sources:</b> - 199 - State Compensatory Ed - \$2,500</p>	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
<p><b>Strategy 2:</b> Beginning August 20, 2020 through differentiated lessons, classroom instruction, tutorials, reteaching opportunities, and purposeful interventions in ELA/Reading, Special Education students passing the ELA I EOC will increase by 10%. We will utilize comp funds for rotations, tutorials, and any materials needed for the rotation pullout programs. We will use the Writing Pathways vertical alignment checklists and progressions to assist in our ELA classrooms and the student writing lessons.</p> <p><b>Strategy's Expected Result/Impact:</b> After every unit test or district benchmark analysis</p> <p><b>Staff Responsible for Monitoring:</b> Special Education Case Manager All teachers All Administrators</p> <p><b>Comprehensive Support Strategy</b></p> <p><b>Funding Sources:</b> - 199 - State Compensatory Ed - \$2,450</p>	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June



<p><b>Strategy 3:</b> For the 2020-2021 school year, we will focus on 100% of the students able to complete a certification to achieve this step. We will increase enrollment to 400 students at the HCTC to complete certifications.</p> <p><b>Strategy's Expected Result/Impact:</b> Tracking of certification through the College and Career Counselor, personal conversations with students, conversations with parents of benefits of certification versus cost outside HCTC.</p> <p><b>Staff Responsible for Monitoring:</b> CTE teachers College and Career Counselor Lead Counselor</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
<p><b>Strategy 4:</b> For the 2020-2021 school year, 85% of students participating in world language classrooms will achieve passing each six weeks while working in native speaker curriculum.</p> <p><b>Strategy's Expected Result/Impact:</b> Six weeks reports</p> <p><b>Staff Responsible for Monitoring:</b> World Language House Principal Academic Principal</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
<p><b>Strategy 5:</b> In 2020, 80% of students in AP classes will take the AP exam.</p> <p><b>Strategy's Expected Result/Impact:</b> Monthly discussions within classroom, AP PLC, registration sheet, AP Curriculum Night</p> <p><b>Staff Responsible for Monitoring:</b> AP teachers, Academic Principal, Lead Counselor</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
<p><b>Strategy 6:</b> In 2020, 63% of students in an AP course will obtain a score of 3 or higher on the AP exam.</p> <p><b>Strategy's Expected Result/Impact:</b> Monthly discussions within classroom, AP PLC, registration sheet, AP Curriculum Night</p> <p><b>Staff Responsible for Monitoring:</b> AP teachers, Academic Principal, Lead Counselor</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
<p><b>Strategy 7:</b> In 2020, 97% of Biology EOC students will pass the EOC exam compared to 94% in 2019. This will also be represented in each student group as well. We will utilize comp funds for substitutes while doing rotations and pull outs, tutorials, and materials including EOC review books and Science Starters.</p> <p><b>Strategy's Expected Result/Impact:</b> inquiry labs, content review days, unit assessment, teacher awareness of sub-groups, personal data folders, 10 day Boot Camp, Biology PLC time</p> <p><b>Staff Responsible for Monitoring:</b> Biology teachers, House Principal, Academic Principal</p> <p><b>Comprehensive Support Strategy</b></p> <p><b>Funding Sources:</b> - 199 - State Compensatory Ed - \$8,544</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>

<p><b>Strategy 8:</b> In 2020, 97% of students taking the US History EOC will score a passing score compared to 93% in 2018 and 45% will receive an advanced score compared to 40% in 2018.</p> <p><b>Strategy's Expected Result/Impact:</b> Benchmark 1- 78% overall average Benchmark 2- 91% overall average</p> <p><b>Staff Responsible for Monitoring:</b> Us History teachers, Social Studies House Principal</p> <p><b>Funding Sources:</b> - 199 - State Compensatory Ed - \$2,600</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
<p><b>Strategy 9:</b> Beginning August 20, 2020, through differentiated lessons, reteaching opportunities, purposeful interventions in ELA/Reading, students taking the ELA I EOC will show an increase from 77% to 80% in Level II Satisfactory/Approaches. The percentage of students scoring Level III/Masters will increase from 19% to 22%. We will use the Writing Pathways vertical alignment checklists and progressions to assist in our ELA classrooms and the student writing lessons.</p> <p><b>Strategy's Expected Result/Impact:</b> Assessments - student work, best instructional practices, walkthroughs, teacher observation, etc. Adjustments made to teaching &amp; learning, as a result of on-going evaluation Summative Assessments - Fall Benchmark results (Dec. 2020), CBAs, STAAR EOC results</p> <p><b>Staff Responsible for Monitoring:</b> ELA teachers, department head, Academic Principal</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math - <b>Comprehensive Support Strategy</b></p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
<p><b>Strategy 10:</b> Beginning August 20, 2020, through differentiated lessons, reteaching opportunities, purposeful interventions in ELA/Reading, students taking the ELA II EOC will show an increase from 76% to 80% on Level II/Approaches. The percentage of students scoring Level III/Masters will increase from 8% to 10%. We will use the Writing Pathways vertical alignment checklists and progressions to assist in our ELA classrooms and the student writing lessons.</p> <p><b>Strategy's Expected Result/Impact:</b> Assessments - student work, best instructional practices, walkthroughs, teacher observation, etc. Adjustments made to teaching-learning, as a result of on-going evaluation Summative Assessments - Fall Benchmark results (Dec. 2020), CBAs, STAAR EOC results</p> <p><b>Staff Responsible for Monitoring:</b> ELA teachers, department head, Academic Principal</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math - <b>Comprehensive Support Strategy</b></p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
<p><b>Strategy 11:</b> In 2021, Algebra 1 EOC passing rate will increase to 86% compared to 83% in 2019. The percentage of students scoring Level III/Masters will increase to 20% compared to 17% in 2019.</p> <p><b>Strategy's Expected Result/Impact:</b> Assessments - student work, best instructional practices, walk-throughs, teacher observation, etc. Adjustments made to teaching-learning, as a result of on-going evaluation Summative Assessments - Fall Benchmark results (Dec. 2020), CBAs, STAAR EOC results</p> <p><b>Staff Responsible for Monitoring:</b> Algebra department head, house principal, academic principal</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math - <b>Comprehensive Support Strategy</b></p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>

<p><b>Strategy 12:</b> By the end of October 2020, 100% percent of students participating in physical education class will participate in the Fitnessgram program.</p> <p><b>Strategy's Expected Result/Impact:</b> Online results submitted to district athletic department.</p> <p><b>Staff Responsible for Monitoring:</b> PE teachers, district athletic coordinator</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
<p><b>Strategy 13:</b> We will increase the performance of our ELL students on EOC exams to 80% in Mathematics and 75% in Reading in 2021 compared to 78% in Mathematics and 46% in Reading in 2018.</p> <p><b>Strategy's Expected Result/Impact:</b> benchmarks, weekly accountability checks, EOC results</p> <p><b>Staff Responsible for Monitoring:</b> ELA/Math teachers, department head, Academic Principal, ELL Case Manager</p> <p><b>Comprehensive Support Strategy</b></p> <p><b>Funding Sources:</b> - 199 - State Compensatory Ed - \$4,000</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
<p><b>Strategy 14:</b> We will increase the performance of our ELL students to 90% in Science and 84% in Social Studies, compared to 88% in Science and 76% in Social Studies for 2020-21.</p> <p><b>Strategy's Expected Result/Impact:</b> benchmarks, weekly accountability checks, EOC results</p> <p><b>Staff Responsible for Monitoring:</b> All teachers, ELL monitor, House Principal for ESL</p> <p><b>Comprehensive Support Strategy</b></p> <p><b>Funding Sources:</b> - 199 - State Compensatory Ed - \$4,000</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
<p><b>Strategy 15:</b> Increase the percentage by at least 5% of students enrolled in Career and Technical Education courses that plan to take, or have completed, a coherent sequence in a selected career pathway.</p> <p><b>Strategy's Expected Result/Impact:</b> Data of students completing a coherent sequence</p> <p><b>Staff Responsible for Monitoring:</b> CCS, CTE teachers</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
<p><b>Strategy 16:</b> At each PLC for the 2020-2021 school year, technology will be integrated to assist teachers with improving their understanding and use of technology in the learning process.</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Goal 1: Student Achievement:** We will provide quality Tier I instructions and systematic intervention to ensure high levels of learning for all students (ASPIRE 1, 2, 4, 5).

**Performance Objective 3:** Closing academic gaps (COVID 19), Simultaneous teaching- supporting remote and in-person learners.

**Targeted or ESF High Priority**

**Evaluation Data Sources:** District benchmark (DCA's), EOC state testing data, formative assessments (student work, best instructional practices, walk-throughs, teacher observation, etc. Six weeks reports, AP attendance rates, AP exam results

**Summative Evaluation:** None





**Goal 2: Collaborative Community:** We will provide resources and opportunities enabling staff, students, parents, and community to work together to achieve desired results (ASPIRE 3, 4, 6).

**Performance Objective 1:** We will create an interconnected community where technology is integrated into the fabric of all we do. The district will provide the resources, training, and skill development to drive our students' future success.

**Evaluation Data Sources:** Conference group, Department PLC, subject level PLC, and rigor/relevance/engagement conversation with teacher and/or administrator, Social Media Feedback by parents, students, and staff. PLC agendas, CANVAS, Office 365, Observations of technology use in the classrooms

**Summative Evaluation:** None

<p><b>Strategy 1:</b> By April 3rd, 100% of all teachers will participate in instructional rounds and fishbowl analysis to focus on rigor, relevance, and relationships in Quad D learning using a virtual format due to COVID-19..</p> <p><b>Strategy's Expected Result/Impact:</b> Self Reflection form and rigor/relevance/engagement conversation with teacher and/or administrator</p> <p><b>Staff Responsible for Monitoring:</b> House Principals, Academic Principal, Principal</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
<p><b>Strategy 2:</b> By October 2020, the senior class sponsors and house principal will make all information available through Facebook, the school website, announcement monitors, Twitter, and Remind.</p> <p><b>Strategy's Expected Result/Impact:</b> Social Media Feedback by parents, students, and staff</p> <p><b>Staff Responsible for Monitoring:</b> Senior Class House Principal and sponsors</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
<p><b>Strategy 3:</b> At each Professional Learning PLC for 2020-2021, technology will be integrated to assist teachers with improving their understanding and use of technology in the learning process.</p> <p><b>Strategy's Expected Result/Impact:</b> PLC agendas, Observations of technology use in the classrooms</p> <p><b>Staff Responsible for Monitoring:</b> Principal, House Principal, Academic Principal</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
<p><b>Strategy 4:</b> All teachers and students will be trained in CANVAS and Office 365 to assist CTHS in a blended learning environment.</p> <p><b>Strategy's Expected Result/Impact:</b> data from online usage, blended learning, observations</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, instructional tech, admin</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>





<p><b>Strategy 5:</b> 100% of teachers will participate in weekly content PLC, monthly department vertical PLC, and monthly Rigor Criteria PLC through Academic Principal.</p> <p><b>Strategy's Expected Result/Impact:</b> Sign in attendance sheets, accountability assignments, personal and crucial conversations</p> <p><b>Staff Responsible for Monitoring:</b> Department Heads, Academic Principal, House Principals, Principal</p> <p><b>Comprehensive Support Strategy</b></p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
<p><b>Strategy 6:</b> 100% of teachers in a PAP and AP course will attend a weekly campus AP PLC and monthly AP PLC with academic principal</p> <p><b>Strategy's Expected Result/Impact:</b> Sign in attendance sheets, accountability assignments, personal and crucial conversations</p> <p><b>Staff Responsible for Monitoring:</b> Academic Principal and Principal</p> <p><b>Comprehensive Support Strategy</b></p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Goal 2: Collaborative Community:** We will provide resources and opportunities enabling staff, students, parents, and community to work together to achieve desired results (ASPIRE 3, 4, 6).

**Performance Objective 2:** We will provide each teacher with the resources and opportunities to collaboratively plan the innovative implementation and delivery of the instructional program.

**Evaluation Data Sources:** Student and parent surveys, Incentives, Skyward, ADA, ESOP

**Summative Evaluation:** None





<p><b>Strategy 1:</b> 100% of teachers will participate in weekly content PLC, monthly department vertical PLC, and monthly Rigor Criteria PLC through Academic Principal.</p> <p><b>Strategy's Expected Result/Impact:</b> Sign in attendance sheets, accountability assignments, personal and crucial conversations</p> <p><b>Staff Responsible for Monitoring:</b> Department Heads, Academic Principal, House Principals, Principal</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
<p><b>Strategy 2:</b> 100% of teachers in a PAP and AP course will attend a weekly campus AP PLC and monthly AP PLC with academic principal.</p> <p><b>Strategy's Expected Result/Impact:</b> Sign in attendance sheets, accountability assignments, personal and crucial conversations</p> <p><b>Staff Responsible for Monitoring:</b> Academic Principal and Principal</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
<p><b>Strategy 3:</b> CTHS will utilize the expertise of Terri Watson, district ESL Coordinator, monthly to assist teachers with ELL students to provide instructional strategies and training to meet the needs of our ELL population.</p> <p><b>Strategy's Expected Result/Impact:</b> Training and documentation of Ms. Watson's assistance on campus. Utilization of instructional strategies in the classroom.</p> <p><b>Staff Responsible for Monitoring:</b> ELL Assistant Principal and LPAC Coordinator</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 5: Effective Instruction</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Goal 2: Collaborative Community:** We will provide resources and opportunities enabling staff, students, parents, and community to work together to achieve desired results (ASPIRE 3, 4, 6).

**Performance Objective 3:** We will employ and retain high-performing, dynamic educators with character and conviction to improve themselves and their students through effective strategies by innovative, targeted continuing education, freedom and flexibility to teach beyond established assessments, all with District support.

**Evaluation Data Sources:** Constant communication with Human Resources Department, verification through SBEC, walk throughs, TTESS, Rigor conversations,

**Summative Evaluation:** None

<p><b>Strategy 1:</b> 100% of teachers will be highly qualified and knowledgeable of pedagogy and content in each subject they teach or assist.</p> <p><b>Strategy's Expected Result/Impact:</b> Constant communication with Human Resources Department, verification through SBEC, walk throughs, PDAS, Rigor conversations</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
<p><b>Strategy 2:</b> 100% of teachers will be supported in furthering their education at the campus level.</p> <p><b>Strategy's Expected Result/Impact:</b> Support through internships, recommendations, personal teachings from Mr. Berringer, discussions of higher degrees, adjusting of schedules to assist in the university scheduling process.</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
 No Progress  Accomplished  Continue/Modify  Discontinue				







**Goal 3: Safe and Nurturing Environment:** We will promote safe, nurturing relationships and environment which positively impact the emotional and physical health of the learning community (ASPIRE 2, 3, 5).

**Performance Objective 1:** We will create a culture that promotes each student's inner drive, providing the opportunity to reach full potential.

**Evaluation Data Sources:** Student and parent surveys, attendance reporting, drop out rate, managing withdraw codes

**Summative Evaluation:** None

<p><b>Strategy 1:</b> Increasing the helpfulness of school information going out to parents from 45% to 80%, by using parent conferences, phone calls, email, campus webpage, Twitter, Facebook, School Messenger, and Remind.</p> <p><b>Strategy's Expected Result/Impact:</b> Student, and parent surveys Principal Leadership Council of Students Parent daily feedback Participation in events</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Technology campus technician, sponsors, senior class sponsors, counselors</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
<p><b>Strategy 2:</b> Increase the student's vision of lessons being relatable to real life from 39% to 80%, by increasing the rigor and relevance of the lessons being taught.</p> <p><b>Strategy's Expected Result/Impact:</b> Student and parent surveys Walkthroughs Rigor criteria analysis TTESS</p> <p><b>Staff Responsible for Monitoring:</b> PLC administrator</p> <p><b>Comprehensive Support Strategy</b></p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
<p><b>Strategy 3:</b> We will increase teacher attendance from 95.28% to 96% and student attendance from 94.3% for the 2017-2018 school year to 95.5% for 2018-2019.</p> <p><b>Strategy's Expected Result/Impact:</b> Six weeks data, percentage of students in drawings, drawings, recognitions, incentives</p> <p><b>Staff Responsible for Monitoring:</b> Admin, teachers</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
 No Progress  Accomplished  Continue/Modify  Discontinue				



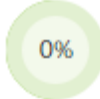




**Goal 3: Safe and Nurturing Environment:** We will promote safe, nurturing relationships and environment which positively impact the emotional and physical health of the learning community (ASPIRE 2, 3, 5).

**Performance Objective 2:** Social Emotional Wellbeing and Mental Health support for staff and students

**Targeted or ESF High Priority**

**Evaluation Data Sources:** Utilization of counseling team to allow students and staff access to them when needed.

**Summative Evaluation:** None

<p><b>Strategy 1:</b> Provide opportunity for staff to have open and closed group, and 1 on 1 sessions with counselors.  <b>Strategy's Expected Result/Impact:</b> Safe space to receive mental and social emotional support.  <b>Staff Responsible for Monitoring:</b> Counseling Team  <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture</p>	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				



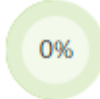




**Goal 3: Safe and Nurturing Environment:** We will promote safe, nurturing relationships and environment which positively impact the emotional and physical health of the learning community (ASPIRE 2, 3, 5).

**Performance Objective 3: Health and Safety Measures**

**Targeted or ESF High Priority**

**Evaluation Data Sources:** Ensure PPE, mask, gloves, and cleaning supplies and training of use is provided to all staff.

**Summative Evaluation:** None

<p><b>Strategy 1:</b> Provide PPE, mask, and cleaning supplies to every classroom and office at CTHS.</p> <p><b>Strategy's Expected Result/Impact:</b> To create and maintain a safe and clean/sterilized working and instructional environment for all stakeholders.</p> <p><b>Staff Responsible for Monitoring:</b> Custodial Staff Administration Teachers</p> <p><b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture</p>	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
 0%	 0%	 0%		
 No Progress	 Accomplished	 Continue/Modify	 Discontinue	

# Campus Funding Summary

199 - State Compensatory Ed					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	1			\$2,500.00
1	2	2			\$2,450.00
1	2	7			\$8,544.00
1	2	8			\$2,600.00
1	2	13			\$4,000.00
1	2	14			\$4,000.00
<b>Sub-Total</b>					\$24,094.00
<b>Grand Total</b>					\$24,094.00

# Addendums