

Crandall Independent School District

Crandall High School

2020-2021 Campus Improvement Plan

Accountability Rating: Not Rated: Declared State of Disaster



Board Approval Date: October 19, 2020

Mission Statement

Crandall Independent School District will provide each student an exception education, in an inspiring environment, with caring people.

Vision

EMPOWERING EACH STUDENT TO POSITIVELY IMPACT THE WORLD

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Comprehensive Needs Assessment

Needs Assessment Overview

10. Annual Spring Job Fair is held at Crandall High School. Our central office and campus administrators attend regional job fairs to recruit students that are considering returning to Crandall. We hold committee interviews for campus need positions. Development-New Teacher Training for new teachers and new teachers to the district training (Ask Starrett). Campus Principal evaluates all new hires using T-TESS evaluation system.

11. Professional Practices - Pirate Cruise is a week long professional development led by district employees. Additional professional practices are Lead4ward, district training, and new teachers to the district attend one six-week training. Our campus also provides opportunities for teachers to attend lunch and learns, bi-monthly PLCs, EOC three times per week, the impact it provides keep staff goal oriented, increases communication across the campus and the district, provides opportunities for growth.

Department chair meetings and principal advisory committee they oversee decision process, discuss improving student achievement, and assess campus culture by survey completion and identifies campus needs.

12. Programs and Opportunities for Students

Read right - ESL and SPED population, 45 minutes of instruction, 5 days a week, focus on reading comprehension and fluency skills.

In school tutorials - small group explicit instruction and focus on TEKS and end of course subjects students are struggling with. These students are pulled from an elective course 1 x per week in preparation for STAAR retest.

After school tutorials - reviews pre-taught upcoming materials by exposing them to background knowledge of skills.

Master's Academy - student lead activities, process standards, critical thinking, getting students to the master levels.

Saturday school - open for all students who want to work on testing strategies and application of content according to the state standardized assessment.

EOC Labs English 1 & 2 - for students who have been unsuccessful in passing English 1&2. Small group, direct and explicit instruction that focus on student weakness in reading across the reading reporting categories.

Summer school - provides students an opportunity to regain lost credits and preparation for EOC summer administration.

13. Procedures - one to one Chromebooks for students, students have access to textbooks on line, Edgenuity, Online curriculum for teachers, interactive doc cameras and Smartboards.

Encourage teachers to teach bell to bell, incorporate additional planning period for EOC teachers, 1 day a week for team planning, and 2 x per week they meet with administration to set instructional goals and review data, and discuss instructional practice and one day per week is designated for tutorials.

Teachers are encouraged to attend Champs, conduct peer observations, and teachers have mentor teachers.

Perceptions:

Crandall High School takes pride in promoting an exceptional education in a positive and inspiring climate. Due to extensive growth in our community and school district, academic and communication challenges need to be addressed.

Demographics

Demographics Summary

Race/Ethnicity: 1201 Total Students 2018-19

African American 17.7%

Hispanic 27.1%

White 50.5%

American Indian 0.2%

Asian 0.8%

Pacific Islander 0.2%

2 or more 3.5%

Student Groups:

Eco Dis 45.5%

EL 6.2%

SPED 10.3%

At-risk 41.7%

Enrollment numbers are increasing.

Student Mobility Rate: 13.3%

Dropout Rate: 0.1%

Graduates enroll in Institution of Higher Education 59.8%

2 year college: 67 students

4 year college: 49 students

Graduates meet course entrance requirements without remediation 47.3%

Students graduate with college credit 36.8%

Attendance Rate: 96%

Special Programs:

GT: 4.9%

AP: 30.1%

CTE: 95.2%

Staff Members: 102.8

Teachers: 75.2

Teacher Experience:

Beginning 6.7%

1-5: 37.7%

6-10: 18.6%

11-20: 19.7%

over 20: 17.3%

Teacher Race/Ethnicity:

African American: 9.3%

Hispanic: 4%

White: 86.7%

Male: 36.1%

Female 63.9%

Average Class size: 16 students

Average class size by subject:

ELA 13.8

Foreign Language 23.4

Math: 21.8

Science: 19.7

Social Studies: 18.6

Demographics Strengths

Crandall High School maintains a 99.2% graduation rate. 95% of Crandall High School students participate in Career and Technology Education courses. 30% of our 11th and 12th grade students participate in AP courses. Crandall High School has experienced teachers. 55% of Crandall High School teachers have 6 or more years of experience and 17% of teachers have more than 20 years experience.

Problem Statements Identifying Demographics Needs

Problem Statement 1: The increasing student population puts a strain on facility capacity and staffing. **Root Cause:** Population growth

Problem Statement 2: Increased DAEP placements hinder academic performance of students removed. **Root Cause:** Discipline referrals that result in DAEP placements.

Student Learning

Student Learning Summary

Our overall academic performance has increased across all content areas. We have experienced a significant increase in the number of students achieving mastery level on all five EOC exams. We need to focus on improving ACT, SAT, TSI, PSAT, and AP scores.

Student Learning Strengths

TEA Distinctions earned include: Academic Achievement in Math, Academic Achievement in Science, Comparative Academic Growth (#1 in academic growth in TEA comparison group), Closing Achievement Gaps (#5 in TEA comparison group), and Post Secondary Readiness.

Crandall High School was successful in closing gaps in English I and Alg I; and showed overall improvement in all categories from last year as shown below.

| EOC | APPROACHES | MEETS | MASTERS |
|------------|------------|-------|---------|
| 2018 | | | |
| English 1 | 62 | 45 | 6 |
| English 2 | 70 | 51 | 9 |
| Algebra 1 | 87 | 43 | 13 |
| Biology | 87 | 51 | 16 |
| US History | 95 | 70 | 35 |
| 2019 | | | |
| English 1 | 74 | 60 | 11 |
| English 2 | 76 | 58 | 9 |
| Algebra 1 | 92 | 71 | 38 |
| Biology | 92 | 64 | 25 |
| US History | 98 | 80 | 47 |

| ENGLISH I | Approaches | | Meets | | Masters | |
|-----------------|------------|------|-------|------|---------|------|
| Sub Populations | 2018 | 2019 | 2018 | 2019 | 2018 | 2019 |

| ENGLISH I | | Approaches | | Meets | | Masters |
|------------------|-----|------------|-----|-------|----|---------|
| Overall | 65% | 78% | 45% | 59% | 7% | 10% |
| African American | 57% | 49% | 28% | 39% | 3% | 1% |
| ELL | 31% | 62% | 18% | 37% | 0% | 2% |
| SpEd | 18% | 44% | 9% | 20% | 0% | 9% |
| EcoDis | 53% | 71% | 31% | 49% | 3% | 6% |

| ENGLISH II | | Approaches | | Meets | | Masters |
|------------------|------|------------|------|-------|------|---------|
| Sub Populations | 2018 | 2019 | 2018 | 2019 | 2018 | 2019 |
| Overall | 73% | 77% | 53% | 55% | 8% | 9% |
| African American | 48% | 69% | 27% | 44% | 2% | 7% |
| ELL | 50% | 51% | 24% | 27% | 6% | 0% |
| SpEd | 24% | 53% | 19% | 21% | 10% | 5% |
| EcoDis | 61% | 68% | 43% | 46% | 7% | 7% |

| Algebra 1 | | Approaches | | Meets | | Masters |
|------------------|------|------------|------|-------|------|---------|
| Sub Populations | 2018 | 2019 | 2018 | 2019 | 2018 | 2019 |
| Overall | 86% | 92% | 42% | 69% | 14% | 37% |
| African American | 75% | 89% | 29% | 56% | 9% | 24% |
| ELL | 71% | 92% | 32% | 74% | 6% | 41% |
| SpEd | 49% | 73% | 13% | 38% | 4% | 15% |
| EcoDis | 84% | 89% | 37% | 66% | 12% | 31% |

| Biology | | Approaches | | Meets | | Masters |
|------------------|------|------------|------|-------|------|---------|
| Sub Populations | 2018 | 2019 | 2018 | 2019 | 2018 | 2019 |
| Overall | 88% | 92% | 50% | 62% | 16% | 24% |
| African American | 78% | 85% | 31% | 35% | 5% | 14% |
| ELL | 76% | 83% | 26% | 43% | 3% | 9% |
| SpEd | 65% | 63% | 20% | 24% | 6% | 11% |
| EcoDis | 82% | 87% | 40% | 46% | 9% | 12% |

| US History | | Approaches | | Meets | | Masters |
|------------------|------|---------------|------|-------|------|---------|
| Sub Populations | 2018 | 2019 | 2018 | 2019 | 2018 | 2019 |
| Overall | 95% | 97% | 69% | 78% | 35% | 47% |
| African American | 97% | 89% (anomaly) | 55% | 50% | 28% | 18% |

| | US History | | Approaches | | Meets | | Masters |
|--------|------------|--|------------|-----|-------|-----|---------|
| ELL | 92% | | 92% | 46% | 38% | 0% | 19% |
| SpEd | 63% | | 82% | 31% | 57% | 13% | 29% |
| EcoDis | 92% | | 95% | 67% | 68% | 29% | 38% |

Problem Statements Identifying Student Learning Needs

Problem Statement 1: Crandall HS is observing performance gaps in reading comprehension across all grade levels and content areas. **Root Cause:** A need for more intensive vertical alignment is evident in all content areas, especially in reading and writing.

Problem Statement 2: There is a need for growth in participation and performance in all accelerated courses. **Root Cause:** Students lack the academic stamina and growth mindset necessary for high performance in a rigorous course.

School Processes & Programs

School Processes & Programs Summary

Our campus program included hosting an annual Spring job fair at Crandall High School. Central office and campus administrators attend regional job fairs to recruit prospective educators. Committee interviews are held for campus positions and the campus principal evaluates all new hires using the T-TESS evaluation system.

Our campus' professional practices include our summer professional development called Pirate Cruise led by district employees. We also implement Lead4ward and other valuable district training. Once every six weeks, new teachers receive additional professional development training. We provide opportunities for teachers to attend "lunch and learns" led by campus educators. Campus teachers attend bi-monthly Professional Learning Communities (PLC), End of Course (EOC) planning periods are held three times per week and the impact of professional practices keeps staff goal oriented, increases communication across the campus and the district, and provides opportunities for growth.

Department chair meetings and principal advisory committees oversee decision making processes, discuss improving student achievement, and assess campus culture by survey completion and responding to campus needs.

Programs and opportunities for students include a Read Right program that is designed for our ESL and SPED population. The students receive 45 minutes of instruction, five days a week, focused on reading comprehension and fluency skills. Additional programs for students include in-school tutorials which are small groups of explicit instruction that focus on TEKS and address student weaknesses. Additional campus programs include after school tutorials and Masters academy which are student led activities focusing on critical thinking, problem solving and preparing students to reach Masters level of EOC exams. We also provide access to Saturday school to support EOC and AP test takers. Additional EOC Lab classes for English 1 & 2 serve students who have been unsuccessful in passing those EOCs.

Technology has been integrated into instructional and administrative programs through the use of one-to-one Chromebooks for students. Students have access to textbooks online, online curriculum and other interactive technology. Teachers are encouraged to teach bell to bell, attend team planning, set instructional goals, review data and discuss instructional practices for teacher growth and student success. To reduce overuse of discipline practices that remove students from the classroom, teachers are encouraged to implement quality relationship building skills and classroom management strategies.

School Processes & Programs Strengths

School processes and programs strengths are our campus' end-of-course (EOC) classes for our students who have been unsuccessful at passing English 1 and/or English 2. These EOC courses provide small group, direct and explicit instruction that focus on student weaknesses in reading comprehension, writing and testing reporting categories. EOC additional planning periods for teachers have been a great asset to our campus. Teachers are provided a day for team planning, twice a week teachers meet with administration to set instructional goals, discuss instructional practices and disaggregate various forms of data to identify trends or patterns in behavior and achievement that decide which evidence-based interventions are producing positive academic results and growth.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Campus Stakeholders lack clarity on endorsement and certification systems. **Root Cause:** Lack of training on House Bill 5, CCMR, Endorsements, and

Industry Based Certifications.

Perceptions

Perceptions Summary

Crandall High School is focused on student needs and what is best for our students. Previous successes have built a culture of high expectations. Values and beliefs vary due to the diversity of our student population and the growth and expansion of our community. Focusing on high achievement and the sharing of common values and beliefs helps us to promote the success of our students.

Perceptions Strengths

At Crandall High School, we strongly emphasize the 3 C's: Community, Compassion, and Character. These pillars frame the way we conduct the business of school on campus and in the community at large.

CHS has high standards of academic achievement and has earned an "A" rating from TEA for the 2018-2019 school year. This comes from a consistent and deliberate effort toward student academic growth and the expectation of a success mindset. We offer strong and varied programs, including CTE, academic, and extracurricular offerings, striving to meet the needs of all students.

The CHS staff is highly qualified because of the diligence of our administrative staff seeking out the best possible candidates. Teacher-led professional development is encouraged to foster a collaborative learning environment.

CHS Administration has focused on the equity of services offered to all students. A prime example is our tutorial program. Buses are available to transport students home after tutorials so that every student has the opportunity to seek help when needed.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Academic strengths are different for many new students moving into the district. **Root Cause:** A high number of newly-enrolled students often have instructional gaps, causing academic distress. It is imperative that we focus on meeting the needs of these new students.

Problem Statement 2: As Crandall and Crandall ISD grow, changes are met with resistance. **Root Cause:** As the demographics shift in our community and district, change is inevitable. Finding ways to embrace the changes in diversity and focus on the positive attributes in those changes is key. Communication, especially in a family's native language, is imperative in reaching all represented groups in our growing area.

Problem Statement 3: Meeting the needs of our growing ESL population is a challenge. **Root Cause:** Since 2017-2018, we've experienced an 800% growth in our ESL population. Keeping up with such a rapid change is difficult, and proactive measures must be taken to ensure student success.

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








Goals

Goal 1: Offer strong educational programs by equipping staff and students with tools and support to prepare each CISD learner to be a lifelong learner and productive citizen.

Performance Objective 1: In the 2020-2021 school year, student performance will demonstrate a 5% increase at the masters level in all EOC content areas.

Evaluation Data Sources: CBA's, District Benchmarks, STAAR EOC's

| Strategy 1: Implement the campus playbook of instructional strategies for student academic performance and engagement. Strategy's Expected Result/Impact: Increase in student academic performance and engagement within the classroom. Staff Responsible for Monitoring: Administrative Team, Teachers, & Campus Interventionists TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Results Driven Accountability | Reviews | | | |
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| Strategy 2: Implement a standard data protocol to track student performance on campus assessments. Strategy's Expected Result/Impact: Increased student performance on CBA's, District Benchmarks, and STAAR EOC's. Staff Responsible for Monitoring: Administrative Team & Teachers TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Results Driven Accountability | Reviews | | | |
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| Strategy 3: Teachers will administer common formative assessments in EOC tested courses over STAAR readiness standards to monitor student learning and develop reteaching and interventions as appropriate. Strategy's Expected Result/Impact: A minimum of 3 common formative assessments per 6 week period. Staff Responsible for Monitoring: Administrative Team & Teachers TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Results Driven Accountability | Reviews | | | |
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| Strategy 4: Teachers will conduct embedded enrichment activities during the instructional day to support students' mastery of learning targets. Strategy's Expected Result/Impact: Increase of 5% in the masters level on CBA's, District Benchmarks, and STAAR EOC's. Staff Responsible for Monitoring: Administrative Team & Teachers TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Results Driven Accountability | Reviews | | | |
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| Strategy 5: Identify CTE courses that offer an industry based certification. Strategy's Expected Result/Impact: 100 students with industry based certifications Staff Responsible for Monitoring: Administrative Team, CTE Teachers, & Director of CCMR TEA Priorities: Connect high school to career and college - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum - Results Driven Accountability | Reviews | | | |
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| Strategy 6: Implement PLCs in all 5 EOC content areas. Strategy's Expected Result/Impact: 5% increase in at the masters level in all EOCs. Staff Responsible for Monitoring: Administrative Team & Teachers TEA Priorities: Connect high school to career and college - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Results Driven Accountability | Reviews | | | |
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| Strategy 7: Provide transition training for all freshmen to improve their understanding of personal graduation plans, credits, and study skills. Strategy's Expected Result/Impact: Improve passing and promotion rates. Staff Responsible for Monitoring: Administration team Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture | Reviews | | | |
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Goal 1: Offer strong educational programs by equipping staff and students with tools and support to prepare each CISD learner to be a lifelong learner and productive citizen.

Performance Objective 2: In the 2020-2021 school year, one hundred CTE students will receive a industry based certification.

HB3 Goal








Evaluation Data Sources: CCMR Data, Industry Certifications

| Strategy 1: Identify CTE courses that offer an industry based certification. Strategy's Expected Result/Impact: 100 students with industry based certifications Staff Responsible for Monitoring: Administrative Team, CTE Teachers, & Director of CCMR Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Connect high school to career and college - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum - Results Driven Accountability | Reviews | | | |
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| Strategy 2: Require students to test for industry based certification through CTE courses. Strategy's Expected Result/Impact: 100 students with industry based certifications Staff Responsible for Monitoring: Administrative Team, CTE Teachers, & Director of CCMR Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Connect high school to career and college - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum - Results Driven Accountability | Reviews | | | |
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Goal 1: Offer strong educational programs by equipping staff and students with tools and support to prepare each CISD learner to be a lifelong learner and productive citizen.

Performance Objective 3: In the 2020-2021 school year, CHS will have 70% of students engaged in school through a variety of clubs and organizations will be offered to support all students to create a healthy environment where students connect with peers and staff.

Evaluation Data Sources: Number of students engaged in clubs & organizations





| Strategy 1: Interventionists will Identify non-participants and connect them to clubs and organizations which are reflective of student interest. Strategy's Expected Result/Impact: 70% of students engaged in clubs and organizations. Staff Responsible for Monitoring: Administrative Team, Campus Interventionists, & Teachers Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Connect high school to career and college - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture - Results Driven Accountability | Reviews | | | |
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| Strategy 2: Faculty, staff, and students will be trained in Social Emotional Learning to improve cultural awareness, problem solving, and coping skills across the campus. Strategy's Expected Result/Impact: Surveys will indicate strengths in inclusion, problem solving, and coping skills. Staff Responsible for Monitoring: Administration team and counselors. Title I Schoolwide Elements: 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture | Reviews | | | |
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Goal 1: Offer strong educational programs by equipping staff and students with tools and support to prepare each CISD learner to be a lifelong learner and productive citizen.

Performance Objective 4: In the 2020-21 school year, 100% of instructional staff will participate in professional development related to the campus instructional playbook.

Evaluation Data Sources: Professional Development Sign In Sheets








| Strategy 1: Instructional staff will design a campus instructional playbook based off of department needs. Strategy's Expected Result/Impact: Implementation of instructional strategies identified in playbook throughout all subject areas Staff Responsible for Monitoring: Administrative Team & Department Heads TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Results Driven Accountability | Reviews | | | |
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Goal 1: Offer strong educational programs by equipping staff and students with tools and support to prepare each CISD learner to be a lifelong learner and productive citizen.

Performance Objective 5: Students with special needs will be supported to improve individual growth measures on EOC testing.








Evaluation Data Sources: CBA, and student samples.

| Strategy 1: Case workers and General Education Teachers will monitor student performance, assist with interventions, and set goals with students. Strategy's Expected Result/Impact: Increase in students with special needs Staff Responsible for Monitoring: Administration team, Special Education Teachers, and General Education Teachers. Title I Schoolwide Elements: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction | Reviews | | | |
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Goal 1: Offer strong educational programs by equipping staff and students with tools and support to prepare each CISD learner to be a lifelong learner and productive citizen.

Performance Objective 6: English Language Learners will improve scores in all subject areas.

Evaluation Data Sources: CBA, MAP, TELPAS, and EOC scores.

| Strategy 1: Teachers and Instructional Paraprofessionals will receive Sheltered Instruction throughout the year to incorporate in their classrooms. Strategy's Expected Result/Impact: Increase in ELL scores. Staff Responsible for Monitoring: Administration Team , faculty and staff. Title I Schoolwide Elements: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction | Reviews | | | |
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Goal 2: Train, support, and retain staff who are vested in educating all students through teamwork, resourcefulness, and problem solving.

Performance Objective 1: In the 2020-2021 school year, CHS will recruit and hire campus staff that meet highly qualified criteria.





Evaluation Data Sources: Teacher Certifications & Teacher Retention Rate

| Strategy 1: Implement diverse hiring committee practices. Strategy's Expected Result/Impact: Hiring of highly qualified personnel. Staff Responsible for Monitoring: Administrative Team TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture | Reviews | | | |
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| Strategy 2: Participate in job fair opportunities and partner with alternative certification programs. Strategy's Expected Result/Impact: Hiring of highly qualified personnel. Staff Responsible for Monitoring: Administrative Team TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture | Reviews | | | |
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| Strategy 3: Implement mentoring program to support new teachers. Strategy's Expected Result/Impact: 90% teacher retention rate. Staff Responsible for Monitoring: Administrative Team TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture | Reviews | | | |
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| Strategy 4: Annual review of teacher certifications. Strategy's Expected Result/Impact: 100% of teachers will be highly qualified. Staff Responsible for Monitoring: Administrative Team TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture | Reviews | | | |
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Goal 3: Provide an inclusive, safe, and secure environment where staff and students thrive with Pirate Pride.

Performance Objective 1: In the 2020-2021 school year, CHS will conduct all state required safety drill in accordance with recommendations from the Texas School Safety Center.








Evaluation Data Sources: Safety Drill Log, Debrief Safety Drill Log, Safety Audit, Safety Surveys

| Strategy 1: Schedule drills in accordance with the Texas School Safety Center. Strategy's Expected Result/Impact: 100% of safety drill will be conducted according to time lines. Staff Responsible for Monitoring: Administrative Team TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture | Reviews | | | |
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| Strategy 2: Campus Safety Committee will evaluate the campus safety plan quarterly to develop safe campus procedures. Strategy's Expected Result/Impact: Teacher implementation of safe campus procedures. Staff Responsible for Monitoring: Administrative Team & Teachers ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture | Reviews | | | |
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| | Nov | Jan | Mar | June |
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| Strategy 3: Conduct safety surveys to students, parents, and staff annually. Strategy's Expected Result/Impact: Students, parents, and staff will report that CHS is a safe campus. Staff Responsible for Monitoring: Administrative Team ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture | Reviews | | | |
| | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| | | | | |
| <div>  0% No Progress  100% Accomplished  Continue/Modify  Discontinue </div> | | | | |

Goal 3: Provide an inclusive, safe, and secure environment where staff and students thrive with Pirate Pride.

Performance Objective 2: Campus faculty, students, and staff will conduct temperature checks, monitor spacing at events, and monitor PPE gear due to pandemic.




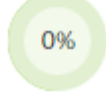
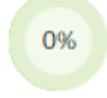





Evaluation Data Sources: Walk throughs

| Strategy 1: Campus administrators will establish routine checks for Covid protocols. Strategy's Expected Result/Impact: 100% compliance Staff Responsible for Monitoring: Administration Team and Teachers | Reviews | | | |
|---|---|---|---|-----------|
| | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| |  |  |  | |
| <div>  No Progress  Accomplished  Continue/Modify  Discontinue </div> | | | | |

Goal 4: Foster respectful, compassionate, and honest communication between staff, students, parents, and community to unify our school district.

Performance Objective 1: In the 2020-2021 school year, CHS will actively promote various activities to communicate a positive culture and relationships with all stakeholders.








Evaluation Data Sources: Social media interactions
Weekly CHS Newsletter
Surveys

| Strategy 1: CHS will send out a weekly newsletter to all stakeholders via email. Strategy's Expected Result/Impact: Positive communication from parent surveys. Staff Responsible for Monitoring: CHS Administration and office staff ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture | Reviews | | | |
|---|---|---|---|-----------|
| | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| |  |  |  | |
| Strategy 2: CHS will utilize social media for communication and acknowledgement of campus celebrations. Strategy's Expected Result/Impact: Positive surveys from parents. Staff Responsible for Monitoring: CHS Administration and office staff ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture | Reviews | | | |
| | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| |  |  |  | |
| <div>  No Progress  Accomplished  Continue/Modify  Discontinue </div> | | | | |

Goal 5: Allocate funds to develop all students to achieve the CISD Learner Profile.

Performance Objective 1: In the 2020-2021 school year, Crandall High School will ensure that all funds are spent on the educational needs of our diverse student learners.

Evaluation Data Sources: Campus Budget

| Strategy 1: Training on Cash Management for all staff that are responsible for maintaining their budgets and activity accounts. Strategy's Expected Result/Impact: All funds are able to be documented. Staff Responsible for Monitoring: CHS Administration and teachers ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers | Reviews | | | |
|---|---|---|---|-----------|
| | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| |  |  |  | |
| <div>  No Progress  Accomplished  Continue/Modify  Discontinue </div> | | | | |

RDA Strategies

| Goal | Objective | Strategy | Description |
|------|-----------|----------|---|
| 1 | 1 | 1 | Implement the campus playbook of instructional strategies for student academic performance and engagement. |
| 1 | 1 | 2 | Implement a standard data protocol to track student performance on campus assessments. |
| 1 | 1 | 3 | Teachers will administer common formative assessments in EOC tested courses over STAAR readiness standards to monitor student learning and develop reteaching and interventions as appropriate. |
| 1 | 1 | 4 | Teachers will conduct embedded enrichment activities during the instructional day to support students' mastery of learning targets. |
| 1 | 1 | 5 | Identify CTE courses that offer an industry based certification. |
| 1 | 1 | 6 | Implement PLCs in all 5 EOC content areas. |
| 1 | 2 | 1 | Identify CTE courses that offer an industry based certification. |
| 1 | 2 | 2 | Require students to test for industry based certification through CTE courses. |
| 1 | 3 | 1 | Interventionists will Identify non-participants and connect them to clubs and organizations which are reflective of student interest. |
| 1 | 4 | 1 | Instructional staff will design a campus instructional playbook based off of department needs. |

Addendums