

# Carroll Independent School District

## Carroll High School

### 2020-2021 Campus Improvement Plan

**Accountability Rating: Not Rated: Declared State of Disaster**



# Mission Statement

## CISD Mission

Building on a Dragon tradition of excellence, the Carroll Independent School District will foster a safe, caring, and creative learning environment that inspires students to realize their full potential as they positively impact the world around them.

## CHS Mission

At CHS we will provide an excellent educational experience for each student.

## Vision

Excellence

Relationships

Character and Integrity

Innovation

Open and Honest Communication

Compassionate Service

## Core Beliefs

- Collaborate with families and community to support the academic, physical, emotional, and social well-being of each student.

- Build and efficiently utilize financial resources across all operational and capital areas.
- Provide relevant technology resources, along with quality ongoing training, to integrate best-of-class learning experiences and efficient work environments.
- Provide safe and secure facilities.
- Attract, recruit, and retain highly qualified personnel.
- Identify and define students' unique gifts and abilities, and then develop resources and programs to support students' individual paths.
- Create consistencies and common expectations in educational practices across all areas.
- Develop common best practices to aid in grade level transitions.
- Provide support to all students to achieve post-secondary goals.
- Expand our culture of compassionate service through knowledge and experience.
- Develop and implement policies and action plans effectively promoting communication between students, school personnel, families and the community.

# Table of Contents

Comprehensive Needs Assessment	5
Demographics	5
Student Learning	6
School Processes & Programs	8
Perceptions	9
Priority Problem Statements	10
Comprehensive Needs Assessment Data Documentation	11
Goals	13
Goal 1: Provide innovative and authentic instructional experiences that challenge and empower all students to be active participants in their own learning.	13
Goal 2: Cultivate a secure, supportive, and nurturing environment where everyone feels safe and valued.	21
Goal 3: Provide an adaptive, efficient, and innovative infrastructure to optimize all operational areas in a fiscally responsible manner.	25
State Compensatory	27
Budget for Carroll High School	27

# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

Approximately 1400 students attending CHS.

1% of students are on Free Lunches; 2% of students are on Reduced Lunches.

64% White; 17% Asian; 11% Hispanic; 5% Multi-Racial; 2% African American; <1% American Indian; <1% Hawaiian or other Pacific Islander

### Demographics Strengths

Our student population is getting more diverse each year by racial background.

### Problem Statements Identifying Demographics Needs

**Problem Statement 1:** Our population is adding close to 4% to 5% changes every year by racial background and our faculty is not connecting to provide students similar connections. **Root Cause:** Our families are moving to CISD for reputation and our faculty is applying based on tradition.

# Student Learning

## Student Learning Summary

Academic Achievement Status														
ELA/Reading Target	44%	32%	37%	60%	43%	74%	45%	56%	33%	29%	19%	36%	46%	42%
Target Met	Y		Y	Y		Y	Y			Y		Y	Y	
% at Meets GL Standard or Above	90%	95%	84%	89%	*	96%	*	89%	44%	67%	40%	100%	91%	87%
# at Meets GL Standard or Above	1,225	21	113	844	*	187	*	57	7	6	39	22	974	251
Total Tests (Adjusted)	1,363	22	134	945	*	194	*	64	16	9	97	22	1,073	290
Math Target	46%	31%	40%	59%	45%	82%	50%	54%	36%	40%	23%	44%	47%	45%
Target Met	Y		Y	Y		Y					Y		Y	Y
% at Meets GL Standard or Above	71%	80%	66%	70%	*	88%	-	78%	50%	*	24%	100%	72%	68%
# at Meets GL Standard or Above	204	**	21	149	*	23	-	7	4	*	12	8	150	54
Total Tests (Adjusted)	286	**	32	213	*	26	-	9	8	*	51	8	207	79
Total Indicators														15 15
Growth Status														
ELA/Reading Target	66	62	65	69	67	77	67	68	64	64	59	65	66	67
Target Met	Y		Y	Y		N		Y			N		Y	Y
Academic Growth Score	69	71	66	69	*	71	*	69	*	75	57	69	69	70
Growth Points	440.0	10.0	41.0	307.5	*	59.5	*	20.0	*	4.5	21.5	5.5	357.0	83.0
Total Tests	639	14	62	447	*	84	*	29	*	6	38	8	521	118
Math Target	71	67	69	74	71	86	74	73	68	68	61	70	71	70
Target Met	N		N	N		N					N		N	N
Academic Growth Score	66	60	58	64	*	82	-	88	36	*	36	94	67	61
Growth Points	172.0	**	15.0	126.0	*	20.5	-	7.0	2.5	*	16.0	7.5	135.5	36.5
Total Tests	262	**	26	197	*	25	-	8	7	*	45	8	202	60
Total Indicators														6 15

## Student Learning Strengths

Our students are scoring above the average on tests. Our multi-race and african american students are scoring higher than the average score. Our growth score is consistent across all areas.

## **Problem Statements Identifying Student Learning Needs**

**Problem Statement 1:** While the student test scores are above the state average, our data shows learning gaps for our SPED population. **Root Cause:** We need to provide specific training for teachers to better serve the learning needs for sub-populations

**Problem Statement 2:** While the STAAR test scores are above the state average, students are showing limited growth in tested areas. **Root Cause:** The campus needs to create a systematic approach to analyzing data so teachers better understand how to meet the needs of each student.

**Problem Statement 3:** Our students that are border level on passing and or excelling in an area are getting lost in transition from campuses. **Root Cause:** We change schools every two years and should be working on cross campus communication.

# School Processes & Programs

## School Processes & Programs Summary

We have developed multiple new organizations for student populations. Students transition campuses every 2 years and can be lost in transition. Our faculty racial background does not match our student backgrounds. Our attendance rate is less than 1% below our comparison schools.

## School Processes & Programs Strengths

Our data has gone all online for easy of transitioning. We have multiple qualified individuals that apply for every job.

## Problem Statements Identifying School Processes & Programs Needs

**Problem Statement 1:** Our attendance rate has stayed below the compared school average for 3 years. **Root Cause:** Our students are not impacted by being absent as they can make up the work with no academic concerns.

**Problem Statement 2:** Our students that are border level on passing and or excelling in an area are getting lost in transition from campuses. **Root Cause:** We change schools every two years and should be working on cross campus communication.

**Problem Statement 3:** Our population is adding close to 4% to 5% changes every year by racial background and our faculty is not connecting to provide students similar connections. **Root Cause:** Our families are moving to CISD for reputation and our faculty is applying based on tradition.

**Problem Statement 4:** While the STAAR test scores are above the state average, students are showing limited growth in tested areas. **Root Cause:** The campus needs to create a systematic approach to analyzing data so teachers better understand how to meet the needs of each student.

**Problem Statement 5:** While the student test scores are above the state average, our data shows learning gaps for our SPED population. **Root Cause:** We need to provide specific training for teachers to better serve the learning needs for sub-populations



# Perceptions

## Perceptions Summary

Developed a diversity council

100% completion rate

95% return rate of faculty

Student council is working cross campus to help with transitions

Attendance rate

Social media is the key communicator for all students

Attendance rate 96.3%

## Perceptions Strengths

Our attendance rate is higher than state average but below the comparison groups.

Our students are successful on graduation rate.

## Problem Statements Identifying Perceptions Needs

**Problem Statement 1:** Our attendance rate has stayed below the compared school average for 3 years. **Root Cause:** Our students are not impacted by being absent as they can make up the work with no academic concerns.

**Problem Statement 2:** Our population is adding close to 4% to 5% changes every year by racial background and our faculty is not connecting to provide students similar connections. **Root Cause:** Our families are moving to CISD for reputation and our faculty is applying based on tradition.

# 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
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations

## **Student Data: Assessments**

- STAAR End-of-Course current and longitudinal results, including all versions
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- SAT and/or ACT assessment data
- Student Success Initiative (SSI) data for Grades 5 and 8
- Local benchmark or common assessments data

## **Student Data: Student Groups**

- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- STEM/STEAM data
- Section 504 data
- Response to Intervention (RtI) student achievement data

## **Student Data: Behavior and Other Indicators**

- School safety data

## **Employee Data**

- Professional learning communities (PLC) data
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact

## Support Systems and Other Data

- Communications data
- Budgets/entitlements and expenditures data
- Other additional data

# Goals

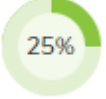




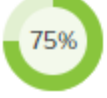
Revised/Approved: August 3, 2020


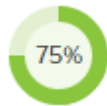
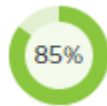

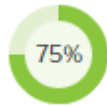

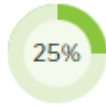


**Goal 1:** Provide innovative and authentic instructional experiences that challenge and empower all students to be active participants in their own learning.








**Performance Objective 1:** Monitor the progress of all student groups, strengthen the instructional core, and implementing MTSS, Index 2 will reflect an increase in the percent of tested students meeting or exceeding one year of academic progress, and Index 3 will continue to exceed the state performance and show growth over campus performance in 2020-2021 school year.

**Targeted or ESF High Priority**

**Evaluation Data Sources:** TAPR Report

<p><b>Strategy 1:</b> Continue to administer curriculum-based assessments to gather formative student achievement data to drive instruction and to assist students with interventions in the core curriculum areas.</p> <p><b>Strategy's Expected Result/Impact:</b> Student performance data review</p> <p>Increased performance in student learning.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, APs, and teachers</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
				
<p><b>Strategy 2:</b> Use data driven processes to make instructional decisions for the placement of students in Multi-Tiered Systems of Support (MTSS) and then train staff accordingly.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in professional development opportunities for teachers in regards to MTSS</p> <p>Increased student achievement.</p> <p><b>Staff Responsible for Monitoring:</b> Counselors, APs and teachers</p> <p><b>ESF Levers:</b> Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
				

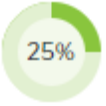





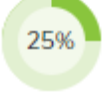


<p><b>Strategy 3:</b> Monitor procedures and continue to provide professional development in order to greater support to campus professional learning communities (PLC's).</p> <p><b>Strategy's Expected Result/Impact:</b> Implementation evidence: PLC logs.</p> <p>Impact evidence: Increase performance on CBA's.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, AP's and Department leaders</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals - <b>ESF Levers:</b> Level 1: Strong School Leadership and Planning</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
				
<p><b>Strategy 4:</b> Provide all students an opportunity for additional tutorial requirements available</p> <p><b>Strategy's Expected Result/Impact:</b> Percent of students will achieve Commended on their designated state exam; STAAR.</p> <p>Teacher assessments: Benchmarks and semester assessments. Progress Reports. Report Cards.</p> <p><b>Staff Responsible for Monitoring:</b> Campus administration,  all counselors,  all teachers</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Level 5: Effective Instruction</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
				
<p><b>Strategy 5:</b> Continue to provide higher level questioning strategies on tests</p> <p><b>Strategy's Expected Result/Impact:</b> Percent of students will achieve Commended on their designated state exam; STAAR.</p> <p>Teacher assessments: Benchmarks and semester assessments. Progress Reports. Report Cards.</p> <p><b>Staff Responsible for Monitoring:</b> Campus administration,  all counselors,  all teachers</p> <p><b>ESF Levers:</b> Level 4: High-Quality Curriculum, Level 5: Effective Instruction</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
				

<p><b>Strategy 6:</b> Communicate with students any needs they may have from previous results</p> <p><b>Strategy's Expected Result/Impact:</b> Percent of students will achieve Commended on their designated state exam STAAR.</p> <p>Teacher assessments: Benchmarks and semester assessments. Progress Reports. Report Cards.</p> <p><b>Staff Responsible for Monitoring:</b> Campus administration,  all counselors,  all teachers</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 3: Positive School Culture</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
	 25%	 40%	 50%	
 No Progress  Accomplished  Continue/Modify  Discontinue				








**Goal 1:** Provide innovative and authentic instructional experiences that challenge and empower all students to be active participants in their own learning.

**Performance Objective 2:** Increase the number of special education students and targeted assistance student passing on level STAAR/EOC tests to be less than 10% variance between other campus groups.

**Evaluation Data Sources:** TAPR Report

<p><b>Strategy 1:</b> Developing CM tutorial programs for students not passing courses or who have not passed previous EOC assessments.</p> <p><b>Strategy's Expected Result/Impact:</b> Documentation of CBA administration, Progress Reports, Teacher Assessments, Report Cards, ARD Committee, 2015-2016, 2017-2018, 2018-2019 STAAR Results</p> <p><b>Staff Responsible for Monitoring:</b> SPED Teachers, Department Chairs and APs</p> <p><b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
				
<p><b>Strategy 2:</b> Vertical and horizontal alignment of curriculum to continue to meet all student needs</p> <p><b>Strategy's Expected Result/Impact:</b> Documentation of CBA administration, Progress Reports, Teacher Assessments, Report Cards, ARD Committee, 2015-2016, 2017-2018, 2018-2019 STAAR Results</p> <p><b>Staff Responsible for Monitoring:</b> Department Chairs, Administrative Staff, Teachers</p> <p><b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
				
<p><b>Strategy 3:</b> Use Aware and PEIMS to help identify specific student needs.</p> <p><b>Strategy's Expected Result/Impact:</b> Documentation of CBA administration, Progress Reports, Teacher Assessments, Report Cards, ARD Committee, 2015-2016, 2017-2018, 2018-2019 STAAR Results</p> <p><b>Staff Responsible for Monitoring:</b> Tammie Riera and Diane Bean, Department Chairs, Administrative Staff, Teachers</p> <p><b>ESF Levers:</b> Lever 5: Effective Instruction</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
				










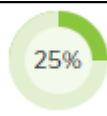
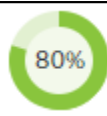




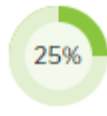





<b>Strategy 4:</b> Continue to refine tutorial sessions to meet specific student needs <b>Strategy's Expected Result/Impact:</b> Documentation of CBA administration, Progress Reports, Teacher Assessments, Report Cards, ARD Committee, 2015-2016, 2017-2018, 2018-2019 STAAR Results <b>Staff Responsible for Monitoring:</b> Counselors, Department Chairs, Administrative Staff, Co-Taught Teachers <b>ESF Levers:</b> Lever 5: Effective Instruction	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
	 25%	 50%	 75%	
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Goal 1:** Provide innovative and authentic instructional experiences that challenge and empower all students to be active participants in their own learning.

**Performance Objective 3:** CHS will increase the number of students taking a PAP or AP level course by 1.5%.

**Evaluation Data Sources:** Current year registration.

<p><b>Strategy 1:</b> Teachers and counselors will share more specific data with students prior to registration for full understanding of the needs to be successful.</p> <p><b>Strategy's Expected Result/Impact:</b> Agendas for registration meetings</p> <p>Fewer Add/Drops at the start of the year</p> <p><b>Staff Responsible for Monitoring:</b> Counselors,</p> <p>All PAP/AP Teachers,</p> <p>Administrative Staff,</p> <p>Curriculum Coordinators</p> <p><b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
				
<p><b>Strategy 2:</b> Previous information regarding course work and expectations will be communicated to all students and family prior to registration process</p> <p><b>Strategy's Expected Result/Impact:</b> Professional development documentation records; Curriculum and Instruction meeting agendas and minutes; Campus Collaborative Team Meetings</p> <p><b>Staff Responsible for Monitoring:</b> Counselors,</p> <p>All PAP/AP Teachers,</p> <p>Administrative Staff,</p> <p>Curriculum Coordinators</p> <p><b>ESF Levers:</b> Lever 3: Positive School Culture</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
				

<p><b>Strategy 3:</b> Teachers will continue to review and provide curriculum to students that considers the relevance to student needs</p> <p><b>Strategy's Expected Result/Impact:</b> Professional development documentation records; Curriculum and Instruction meeting agendas and minutes; Campus Collaborative Team Meetings</p> <p><b>Staff Responsible for Monitoring:</b> Counselors,</p> <p>All PAP/AP Teachers,</p> <p>Administrative Staff,</p> <p>Curriculum Coordinators</p> <p><b>ESF Levers:</b> Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
				
<p><b>Strategy 4:</b> Teachers will be given student enrollment lists during spring semester to completely evaluate the students enrolled and identify areas of improvement prior to a class starting</p> <p><b>Strategy's Expected Result/Impact:</b> Professional development documentation records; Curriculum and Instruction meeting agendas and minutes; Campus Collaborative Team Meetings</p> <p><b>Staff Responsible for Monitoring:</b> Counselors,</p> <p>All PAP/AP Teachers,</p> <p>Administrative Staff,</p> <p>Curriculum Coordinators</p> <p><b>ESF Levers:</b> Lever 3: Positive School Culture</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
				
<p><b>Strategy 5:</b> Align grading in all subjects so that students are not hindered GPA wise for a PAP course.</p> <p><b>Strategy's Expected Result/Impact:</b> Professional development documentation records; Curriculum and Instruction meeting agendas and minutes; Campus Collaborative Team Meetings</p> <p><b>Staff Responsible for Monitoring:</b> Counselors,</p> <p>All PAP/AP Teachers,</p> <p>Administrative Staff,</p> <p>Curriculum Coordinators</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Goal 1:** Provide innovative and authentic instructional experiences that challenge and empower all students to be active participants in their own learning.

**Performance Objective 4:** Carroll High School will support Career & Technical Education by providing opportunities to prepare all students for postsecondary success using CISD Endorsements, college and career initiatives, and community partnerships in order to enhance instruction and increase CTE district performance data above the PBMAS standard.

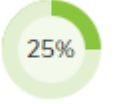


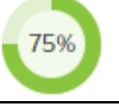
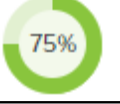
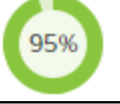




**Evaluation Data Sources:** PBMAS data, attendance at school Kick-off, agendas and minutes from meetings, PEIMS coding

<p><b>Strategy 1:</b> Students will use Naviance to complete a career survey.  <b>Strategy's Expected Result/Impact:</b> Students will evaluate their endorsements each spring when selecting classes.  <b>Staff Responsible for Monitoring:</b> Counseling Office  <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<p><b>Strategy 2:</b> Support integration of College and Career Readiness Standards into all classrooms and integration of CTE/core academic content across various lessons/activities  <b>Strategy's Expected Result/Impact:</b> Lesson plans, walkthrough data  <b>Staff Responsible for Monitoring:</b> Teachers and administrators  <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<p><b>Strategy 3:</b> Increase business and industry partnerships by seeking authentic opportunities for the partnership to engage on behalf of students  <b>Strategy's Expected Result/Impact:</b> Documentation of business/industry support of CTE student organizations, program assessments, and participation in school kick-off  <b>Staff Responsible for Monitoring:</b> Coordinator Counseling, coordinator for academic courses, CTE teachers</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
No Progress                 Accomplished                 Continue/Modify                 Discontinue				

**Goal 2:** Cultivate a secure, supportive, and nurturing environment where everyone feels safe and valued.

**Performance Objective 1:** Implement a safe and secure environment, and maintain an extremely low number of discipline incidents across the district.




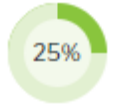


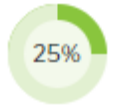
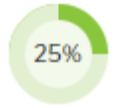
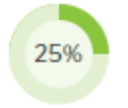
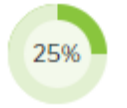
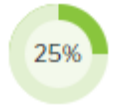

**Evaluation Data Sources:** campus discipline reports, BEST training agenda and roster








<p><b>Strategy 1:</b> Compile disciplinary data from campus</p> <p><b>Strategy's Expected Result/Impact:</b> Safe schools data reports, campus discipline reports.</p> <p>Reconciliation of discipline reports - number of DAEP placements</p> <p><b>Staff Responsible for Monitoring:</b> Principal and AP's</p> <p><b>ESF Levers:</b> Lever 3: Positive School Culture</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
				
<p><b>Strategy 2:</b> Minimize entrances into the building</p> <p><b>Strategy's Expected Result/Impact:</b> Increased awareness of students entering the building</p> <p>Provide fewer instances of individuals entering without documentation</p> <p><b>Staff Responsible for Monitoring:</b> Principal, APs and SROs</p> <p><b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Goal 2:** Cultivate a secure, supportive, and nurturing environment where everyone feels safe and valued.

**Performance Objective 2:** Create an environment that seeks and respects input from all individuals within our educational community.

**Evaluation Data Sources:** Increase in communications for items from our students and community for our students to act upon





<p><b>Strategy 1:</b> Communicate with parents/community through blog, website, Dragon Diary, and parent teacher conferences</p> <p><b>Strategy's Expected Result/Impact:</b> An online list of groups will show constant date stamps of updates.</p> <p><b>Staff Responsible for Monitoring:</b> Administrative Staff, Open Campus Technologist, Campus Secretaries</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
				
<p><b>Strategy 2:</b> Communicate with staff through departmental meetings, CEC meetings, and staff meetings</p> <p><b>Strategy's Expected Result/Impact:</b> Agendas will have a time for staff sharing of valuable information for all staff.</p> <p><b>Staff Responsible for Monitoring:</b> Administrative Staff, Open Campus Technologist, Campus Secretaries</p> <p><b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
				
<p><b>Strategy 3:</b> Communicate with students through website, teacher-student conferences, and assemblies.</p> <p><b>Strategy's Expected Result/Impact:</b> We will maintain a list of all student communications outlined.</p> <p><b>Staff Responsible for Monitoring:</b> Administrative Staff, Open Campus Technologist, Campus Secretaries</p> <p><b>ESF Levers:</b> Lever 3: Positive School Culture</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
				
<p><b>Strategy 4:</b> Review campus policy and discuss changes for campus staff to improve this dimension.</p> <p><b>Strategy's Expected Result/Impact:</b> We will focus on staff development to love every student to start the year.</p> <p><b>Staff Responsible for Monitoring:</b> Administrative Staff, Open Campus Technologist, Campus Secretaries</p> <p><b>ESF Levers:</b> Lever 3: Positive School Culture</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
				

<p><b>Strategy 5:</b> Develop specific mentors for students in need</p> <p><b>Strategy's Expected Result/Impact:</b> More mentors in the building</p> <p>Student will have better understanding of career goals and opportunities needed to be successful.</p> <p><b>Staff Responsible for Monitoring:</b> Counselors, Department Chairs, Administrative Staff, Co-Taught Teachers</p> <p><b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
	 10%	 10%	 10%	
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Goal 2:** Cultivate a secure, supportive, and nurturing environment where everyone feels safe and valued.

**Performance Objective 3:** Collaborate with families and community to support the academic, physical, emotional, and social well-being of each student

**Evaluation Data Sources:** Survey results, staff evaluations, professional development training records, program evaluations, counselor newsletters and Dragon Diary

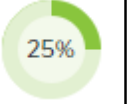












<p><b>Strategy 1:</b> Provide academic and emotional support to students through individual counseling, group counseling, and classroom guidance lessons.</p> <p><b>Strategy's Expected Result/Impact:</b> Guidance lessons, data from campus counseling offices regarding number and type of student visits; focus topics addressing social/emotional development.</p> <p>Guidance curriculum; monthly counselor newsletters</p> <p><b>Staff Responsible for Monitoring:</b> Counselors</p>	<p align="center"><b>Reviews</b></p>			
<p><b>Strategy 2:</b> Examine transition experiences both academically and socially for students in grade 9.</p> <p><b>Strategy's Expected Result/Impact:</b> Campus tours; transition camps/days i.e., Fish Camp.</p> <p>Student and parent feedback.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, APs and Counselors</p>	<p align="center"><b>Reviews</b></p>			
<p><b>Strategy 3:</b> Implement programs that promote awareness of sexual harassment, bullying, cyberbullying, and teen dating violence</p> <p><b>Strategy's Expected Result/Impact:</b> Classroom Guidance</p> <p>Data from student incidents</p> <p><b>Staff Responsible for Monitoring:</b> Principal, APs, and Counselors</p> <p><b>ESF Levers:</b> Lever 3: Positive School Culture</p>	<p align="center"><b>Reviews</b></p>			
<p><b>Strategy 4:</b> Implement programs, strategies, and activities that promote resiliency and stress management.</p> <p><b>Strategy's Expected Result/Impact:</b> Guidance and teacher support</p> <p>Healthy student decisions</p> <p><b>Staff Responsible for Monitoring:</b> Counselors and Administrators</p>	<p align="center"><b>Reviews</b></p>			
<p align="center">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>	<p align="center"><b>Formative</b></p>			<p align="center"><b>Summative</b></p>
	<p align="center"><b>Nov</b></p>	<p align="center"><b>Jan</b></p>	<p align="center"><b>Mar</b></p>	<p align="center"><b>June</b></p>
	<p align="center">25%</p>	<p align="center">50%</p>	<p align="center">60%</p>	
	<p align="center">25%</p>	<p align="center">50%</p>	<p align="center">60%</p>	
<p align="center">25%</p>	<p align="center">25%</p>	<p align="center">25%</p>		
<p align="center">25%</p>	<p align="center">25%</p>	<p align="center">25%</p>		
<p align="center">25%</p>	<p align="center">25%</p>	<p align="center">25%</p>		
<p align="center">25%</p>	<p align="center">25%</p>	<p align="center">25%</p>		



**Goal 3:** Provide an adaptive, efficient, and innovative infrastructure to optimize all operational areas in a fiscally responsible manner.

**Performance Objective 1:** Efficiently utilize financial resources across all operational and capital areas on campus.






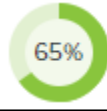




**Evaluation Data Sources:** Budget, Survey, staffing guidelines, evaluations instruments.

<p><b>Strategy 1:</b> Communicate updated and maintain written procedures providing guidance on financial activities on campus</p> <p><b>Strategy's Expected Result/Impact:</b> Manual development</p> <p>Training of employees</p> <p>Fewer denials of financial transactions</p> <p><b>Staff Responsible for Monitoring:</b> Principal and Principal secretary</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
				
<p><b>Strategy 2:</b> Identify programs that are no longer specific to our learning and remove them</p> <p><b>Strategy's Expected Result/Impact:</b> A list of programs added and removed will be kept in the office.</p> <p><b>Staff Responsible for Monitoring:</b> Administrative Staff, Department Chairs</p> <p><b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
				
<p><b>Strategy 3:</b> Shift resources based on the impact the strategy has on learning for students</p> <p><b>Strategy's Expected Result/Impact:</b> Budget resources will be moved to better fit student needs.</p> <p><b>Staff Responsible for Monitoring:</b> Administrative Staff, Department Chairs</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Goal 3:** Provide an adaptive, efficient, and innovative infrastructure to optimize all operational areas in a fiscally responsible manner.

**Performance Objective 2:** Increase awareness and understanding of campus priorities, programs, procedures, and policies that impact our learning system.

**Evaluation Data Sources:** Increase in the number of individuals working on campus projects, Increase from non-CHS individuals requesting the opportunity to observe our programs.

<p><b>Strategy 1:</b> Continue to expand other social media presence to communicate with all families.  <b>Strategy's Expected Result/Impact:</b> Principal will complete a review every Friday.  <b>Staff Responsible for Monitoring:</b> Campus Administration  <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
				
<p><b>Strategy 2:</b> Communicate with District Marketing to identify our campus achievements  <b>Strategy's Expected Result/Impact:</b> Additional mentions of the CHS campus will be in E-Blasts and online in the news.  <b>Staff Responsible for Monitoring:</b> Communications and Marketing Department  <b>ESF Levers:</b> Lever 3: Positive School Culture</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

# State Compensatory

## Budget for Carroll High School

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
6300 Supplies and Services		
199 E 11 6399 01 003 0 24 024	6399 General Supplies	\$1,750.00
199 E 11 6399 19 003 0 24 024	6399 General Supplies	\$1,500.00
199 E 11 6399 29 003 0 24 024	6399 General Supplies	\$1,500.00
199 E 11 6399 30 003 0 24 024	6399 General Supplies	\$1,500.00
199 E 11 6399 36 003 0 24 024	6399 General Supplies	\$1,500.00
199 E 11 6399 37 003 0 24 024	6399 General Supplies	\$1,500.00
	<b>6300 Subtotal:</b>	<b>\$9,250.00</b>