

Fort Bend Independent School District
Clements High School
2025-2026 Campus Improvement Plan



Mission Statement

FBISD exists to inspire and equip all students to pursue futures beyond what they can imagine.

Clements High School is a diverse community of lifelong learners which seeks to enhance each student's potential for academic excellence and social responsibility.

Vision

Fort Bend ISD will graduate students who exhibit the attributes of the District's [Profile of a Graduate](#). [En Español](#).

To be a school in which students engage in "modern and relevant" learning experiences.

Value Statement

Table of Contents

Fort Bend ISD will graduate students who exhibit the attributes of the District’s Profile of a Graduate . En Español. 2

Comprehensive Needs Assessment 4

Demographics 4

Student Learning 6

School Processes & Programs 10

Perceptions 13

Priority Problem Statements 16

Goals 17

Goal 1: Priority 1: Increase successful student outcomes through enhanced learning opportunities 17

Goal 2: Priority 2: Create and sustain a culture and climate of professionalism, accountability, and communication (PAC) where stakeholders (student, parents, and staff) are valued, inspired, and engaged. 26

Goal 3: Priority 3: Exhibit financial responsibility through transparent budgeting processes and effective management of resources aligned to the district strategic plan. 29

Comprehensive Needs Assessment

Demographics

Demographics Summary

Summary

Our student enrollment has seen a slight increase this year, with a total of 2,695 students compared to 2,675 last year. This growth is a positive indicator of our school's appeal and the trust that families place in our educational environment. While the number of students in Special Education (SPED) has increased slightly, we have observed a decrease in the numbers of English Bilingual (EB), Gifted and Talented (GT), and students with 504 plans. Our demographic composition remains diverse, with 12.39% Hispanic, 55.29% Asian, 7.27% African American, and 19.78% White students. Specifically, our SPED population stands at 9.13% with 246 students, EB at 9.05% with 244 students, GT at 15.96% with 430 students, and 504 at 7.35% with 198 students. Additionally, 20.41% of our students, totaling 550, are identified as economically disadvantaged, which underscores the importance of our commitment to providing equitable resources and support.

Attendance has shown an overall improvement, which is a testament to our ongoing efforts to engage students and foster a supportive learning environment. Our cumulative attendance rate for the 2024-2025 academic year is 95.6%, a slight increase from 95.5% in the previous year. This upward trend is encouraging, although we have noted small declines in attendance among African American students and 12th graders. Specifically, attendance rates are as follows: Hispanic students at 95.1%, Asian students at 96.1%, African American students at 94.7%, and White students at 95.1%. By grade level, 9th graders have an attendance rate of 96.6%, 10th graders at 96%, 11th graders at 95.8%, and 12th graders at 94.1%. These figures highlight areas where we can focus our efforts to ensure all students are consistently present and engaged in their education.

More Detailed Information

Student enrollment - 2695 compared to 2675 last year.

- Number of SPED students went up slightly, but EB, GT, and 504 went down.
 1. Hispanic – 12.39%
 2. Asian – 55.29%
 3. African American – 7.27%
 4. White – 19.78%
 5. SPED – 9.13%, 246 total
 6. EB – 9.05%, 244 total
 7. GT – 15.96%, 430 total
 8. 504 – 7.35%, 198 total
 9. Economic Disadvantage – 20.41%, 550 total

Attendance – Overall improvement. Small drops in African American and 12th grader numbers.

- Overall Cumulative: 2024-2025=95.6% (+.1); 2023-2024=95.5%; 2022-2023=95.77%; 2021-2022=93.9%; 2020-2021=98.16%
- Hispanic – 95.1% (+0)
- Asian – 96.1% (+.1)
- African American – 94.7% (-.6)

- White – 95.1% (+.3)
- 9th – 96.6% (+.3)
- 10th – 96% (+.2)
- 11th – 95.8% (+.1)
- 12th – 94.1% (-.1)

Demographics Strengths

Our student population continues to grow. This growth is a positive indicator of our school's appeal and the trust that families place in our educational environment. Since the 2020-2021 school year – 5.8% increase in our Emergent Bilingual population. 2.7% increase in SPED population. 14.5% increase in 504 population. GT % decreased by 13.5%. 6.5% increase in overall student population. Additionally, attendance has shown an overall improvement, which is a testament to our ongoing efforts to engage students and foster a supportive learning environment.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Overall attendance (95.6%) increased by .1 % from the previous year, but still below pre-pandemic numbers (2018-2019, the year before COVID, was at 97.2%). Decreases in only 2 demographic groups, 12th graders and African Americans. This a multi-year trend for those 2 groups.

Root Cause: African American students and seniors may face unique barriers - transportation, disengagement as graduation nears, or less personalized intervention for attendance dips. Also, the change in attendance requirement for semester exam exemptions may be a factor.

Student Learning

Student Learning Summary

Summary

Clements HS shows strong STAAR results: Algebra I (87% pass, 42% Masters), Biology (98% pass, 45% Masters), US History (99% pass, 72% Masters), English I (94% pass, 43% Masters), and English II (94% pass, 27% Masters). Meets/Masters levels are mostly strong but dipped in Biology and English. AP success is excellent: 93% of 2025 test-takers scored 3+, with steady year-over-year growth in participation and performance. CCMR has traditionally been above the district: 77% of seniors met readiness vs. 76% last year. Growth in AP exams, industry certs, and dual credit show strong college/career focus, but OnRamps and IEP with workforce readiness numbers need boosting. Student survey shows steady but still low motivation, especially in emotional engagement and cognitive goal setting.

More Detailed Information

STAAR Results:

2025	% achieved
Algebra 1	Campus
Passed	87 (-3)
Meets	64
Masters	42 (+5)
Biology	Campus
Passed	98
Meets	91 (+4)
Masters	45 (-6)
US History	Campus
Passed	99 (+1)
Meets	91
Masters	72 (+1)
English 1	Campus
Passed	94 (+3)
Meets	85 (-1)
Masters	43 (-8)

2025	% achieved
English 2	Campus
Passed	94 (+1)
Meets	86 (-1)
Masters	27 (-5)

Strengths

- Meets/Masters is strong despite some small drops in some subjects.
- AP Exams:
 - 2021:
 - 961 students took 2138 exams
 - 792 students scored a 3+ (82.41% of testers)
 - 2022:
 - 1021 students took 2640 exams
 - 921 students scored 3+ (90.21% of testers)
 - 2023:
 - 1175 students took 2958 exams
 - 1,037 students scored 3+ (88.26% of testers)
 - 2024:
 - 1269 students took 3265 exams
 - 1,140 students scored 3+ (89.83% of testers)
 - 2025:
 - 1367 students took 3390 exams
 - 1,272 students scored 3+ (93.05% of testers)
- CCMR:
 - 2020-2021: 80.8% Graduating Seniors
 - 2021-2022: 78.5% Graduating Seniors (District 55.5%)
 - 2023-2024: 72% Graduating Seniors (District 52%)
 - 2024-2025: 77% Graduating Seniors
 - 2023:
 - 340 AP Exam
 - 79 Industry Based Certifications
 - 68 Dual Credit English
 - 2024:
 - 324 AP Exam
 - 70 IBC
 - 0 OnRamps

- 56 Dual Credit
- 2025:
 - 415 AP Exam
 - 76 IBC
 - 47? OnRamps
 - 75 Dual Credit
 - 0 IEP with Workforce Readiness

Areas of Focus

- Continue providing focused PLC implementation with NWEA MAP data.
- Biology, English 1, and English 2 EOC meets and masters scores.
- Course Selection Pathways for CCMR completers
- Continue to advertise Reese Center for IBC
- Keep AP exam registration consistent and continue to meet their academic needs to score well on the AP exam
- Enrollment and Completion of OnRamps. Recruit students who do not meet other CCMR indicators.
- Increase TSI Testing for Math/Reading on students who are not successful on SAT Math (530), SAT Reading (480); ACT (Before Feb. 2023), ACT Math 19 (23) or ACT Reading 19 (23); (After Feb) R&W-40, Math-22
- Find ways to encourage completion of AAC courses
- Work with IEP students who may qualify for the Workforce Readiness indicator.
- District Survey Results
 - District Student Engagement report:
 - Emotional Engagement dimension - Motivation for Learning is a 3.03 (2.83 last year). Emotional Engagement with School is the lowest at a 2.86.
 - Cognitive Engagement dimension - Academic Goals, Future Plans, and Aspirations, 2.83 (2.67 last year). It is still the lowest score in this dimension.
 - Behavioral Engagement Dimension – overall dimension score is a 2.93(2.88 last year).

Student Learning Strengths

The STAAR results demonstrated a commendable performance in the Meets/Masters category, maintaining strong results despite experiencing minor declines in certain subjects.

The Advanced Placement (AP) exam results over the past few years have been particularly impressive. In 2025, 1367 students took 3390 exams with an outstanding 93.05% scoring 3 or above.

77% of our graduating class met CCMR in 2024-2025.

The recent District Survey Results have provided us with valuable insights into student engagement across various dimensions. In the Emotional Engagement dimension, we have observed a slight improvement in the Motivation for Learning score, which has increased to 3.03 from 2.83 last year. In the Cognitive Engagement dimension, the scores for Academic Goals, Future Plans, and Aspirations have shown a modest increase to 2.83 from 2.67 last year. The Behavioral Engagement dimension has seen a slight increase in its overall score, rising to 2.93 from 2.88 last year.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: Clements HS should increase the percentage of students reaching Masters level in Biology (13% drop in 2 years) and English EOCs and broaden student participation in OnRamps, TSI, and IEP with workforce readiness pathways to ensure all students graduate with college and career readiness.

Root Cause: Some students lack consistent support to push beyond Meets to Masters in their EOCs and to meet CCMR. Regarding EOCs, this may stem from a lack of rigor, PLCs, or gaps in proactive student monitoring. Regarding CCMR, this may stem from a lack of awareness of their options, intentional scheduling, and/or not be following up with IEP students who might qualify for Workforce Readiness.

School Processes & Programs

School Processes & Programs Summary

Summary

Clements High School has 127 certified teachers and 20 aides, with 98% highly qualified. Staff actively recruit at job fairs and use teacher leaders in hiring. New teachers get mentorship and strategic placement near experienced peers. Staff attendance is 83.5% with an 8% turnover. Highly effective teachers work with high-need students. Professional development is tailored using feedback and observations. Counseling supports mental health for students, staff, and parents. Campus culture thrives with 80+ clubs, Ranger Camp, Club Fairs, Peer Mentorship for freshmen, Positive Office Referrals, iFest, Ranger Ready awards, teacher peer observations, and a Social Committee. Events like Homecoming, Senior Sunrise/Sunset, Winter Fest, and collaboration with feeder schools build spirit and community. Safety is reinforced with drills, therapy dogs, audits, and weekly safety spotlights.

More Detailed Information

Clements High School has 127 certified teachers and 20 educational aides. 98% Highly Qualified Staff

We are actively recruiting new candidates at every district job fair event. We are always looking for teachers who have a passion to teach in the community and want to help our students succeed. Teacher leaders, department heads and assistant principals participate in the hiring process for new teachers. They provide input on qualities needed to enhance the team for each content.

Teacher mentorship program: Our teacher mentorship program provides support for new teachers to our campus. Zero-year teachers are strategically placed near experienced teachers who will provide more support in addition to their TAPP mentor teacher.

Our staff attendance rate is 83.5%

The turnover rate from 2024-2025 school year was 8%.

Based on TTESS certification, as well as teachers that employ successful strategies that yield the best results for our high need students, highly effective staff is assigned to work with the highest need students.

Professional Development is provided to all teachers during district PD days based on campus needs. Campus administrators plan campus professional development tailored to teacher needs. We provide teacher led sessions to provide a similar learning experience that students receive in the classroom. Administrators utilized surveys and feedback forms from previous professional development days, End of Year surveys, and Ranger round table topics to continue to improve our practices to provide quality, meaningful professional development for our teachers. Administrators use formal and informal observations to determine campus needs to identify areas of focus that will benefit teachers for professional development.

Social/Emotional Programs from Counseling:

- Individual counseling with focuses on student specific issues, balance, stressors, feelings using positive self-talk, evaluating outcomes and encouraging students take responsibility. We address the five broad, interrelated areas of competence by providing and highlighting examples of self-awareness, self-management, social awareness, relationship skills, and responsible decision-making.

- Mental health presentation for parents in fall in conjunction with our campus Social Worker and district Mental Health Professional. Presentation focuses on mental health

awareness, emergent signs, and how to cope/prevent/help

- Mental health presentation for students – awareness, coping, through presentations, individual counseling, check-ins; presentations on anxiety, study habits, organizational skills, and interpersonal skills (including healthy relationships)
- Mental health presentation for staff – SEL awareness, suicidal ideations, awareness and what to do when you are presented with this situation.
- Mental Health Club
- We address mental health topics through Peer 2 Peer Mentorship, Collaborative Communities, Expose 2 Excellence, Freshman Experience.

Various culture building activities/clubs throughout the year:

- Ranger Camp– This camp occurs at the beginning of the year and allows students who are new to campus, freshman and new students, to become acclimated to the campus with various planned activities from our student leaders.
- Clubs – at Clements, we pride ourselves in a high level of extra-curricular engagement. With over 80 different clubs to join, our students have a plethora of opportunities to get involved, no matter what their interests might be.
 - Club Fair – This is offered three times a year. Once at Ranger Camp for our incoming freshman, once during Fall Open House and again during Course Selection night.
- Homecoming Week
- Freshman Experience-Each month, we provide a freshman experience event for students to attend during their designated lunch period. Each month provides a different topic to discuss that will help students transition and prepare for their high school journey.
- Mentorship Program -The Peer Mentorship program pairs senior mentors with freshmen mentees. Senior mentors are identified by teachers, club sponsors and counselors as having strong work ethic and a sound understanding of what it means to be a Clements Ranger. The freshmen mentees are identified by counselors at the middle school and high school level as needed social and/or emotional support to acclimate to high school. The senior mentors are trained at the beginning of the year and provided tools to assist them when they meet with their mentees. The mentors check in with their mentees weekly, and each Term, the entire program meets collectively to check-in, celebrate one another and play collaborative games to foster comradery. In December, we donate, wrap and deliver presents to the identified McKinney Vento students within our feeder pattern.
- Positive Office Referrals-teachers are provided a link in the Staff bulletin each week to nominate any student who is witnessed doing something positive around campus or in the classroom. Assistant Principals are provided their alpha split students each week. Students are called to the office to get recognized, parents are contacted with a positive phone call or email, and students are entered for a chance to win a free pizza each month. Three students and one staff member are chosen each month to receive a free pizza.
- iFest -This event is held in the spring. iFest is an opportunity for our many ethnically oriented clubs and associations to showcase traditional dances and music. This is always a well-attended event held in the evening.
- Ranger of the week award for staff members-Each week faculty members have access to a link to nominate another faculty member for Ranger of the Week. This Ranger is highlighted in our CHS weekly staff bulletin. All winners for the month are voted on by the administrators to receive the recognition of Ranger of the Month. This is posted on our CHS social media site for them to receive public recognition.
- Ranger Ready (formerly PRIDE) Awards semi-annually-At the end of each semester; teachers nominate one student who exhibits one of our five core values (Pride, Respect, Integrity, Determination, and/or Engagement). This student receives a handwritten note from that teacher and a respective pride bracelet depending on which core value they were nominated for. These notes and bracelets are hand delivered to the students during review week by one of the administrators.
- Teachers observing teachers-Every 3 weeks, 6 teachers have an opportunity to engage in a structured approach to observe 3 different teachers in one class period. Teachers are selected at random and asked to participate in an introductory session from 7:00-7:30 am on the day they will be observing. They are provided a schedule they will follow during their assigned observation period. A substitute is assigned to their class for one period this day for them to visit 3 teachers' classrooms. At the end of the day, all 6 teachers who participated, are required to attend a debrief session to discuss their observations and different teaching strategies or classroom procedures they will take back to their own classroom.
- Observing Rangers In Action initiative: teachers will be encouraged to visit other teachers' classrooms throughout the day. We will use a bingo card to encourage them in to observe each other. At the end of each term, if their bingo card is complete, they will receive an initiative to celebrate this accomplishment. Our hope is to build teacher capacity and a sense of community sharing teaching strategies through culture building
- Social committee-The CHS Social Committee is comprised of faculty members who plan fun social events throughout the year to give staff opportunities to get to know one

another, have fun together, and build campus culture. Social events include on-campus events like potluck lunches, a Chili Cook-off, and Ranger Family Nights at CHS athletic events, as well as off-campus events like a trip to an Astros game, our annual holiday party and crawfish boil, and after-school happy hours.

- Promoting school spirit through visuals
- Senior events
 - Senior sunrise
 - Senior sunset
 - Winter fest during fall finals
 - Senior trip to Fiesta Texas
 - Senior walk to feeder pattern campuses
 - Senior send off
- Collaboration with feeder schools
- Elective fair at feeder schools
- Course Selection
- Open House

Safety and Wellness

Therapy dogs - Therapy dogs are brought to campus multiple times a year to help the students and staff alleviate stress

Obligatory fire drills, safety drills, safety audits, and exterior door checks

Weekly safety spotlight-Our administrator over safety provides a weekly safety spotlight via email to all staff. This highlights staff members who exhibited action to continue to promote safety as our top priority on campus.

School Processes & Programs Strengths

Clements High School is committed to excellence through highly qualified staff, strong recruitment, and robust teacher support. Our experienced teachers and dedicated mentorship program ensure new educators thrive. We prioritize student success by placing our best teachers with students who need them most and by providing meaningful, tailored professional development.

Beyond academics, we foster a positive, inclusive culture with 80+ clubs, Ranger Camp, Peer Mentorship, spirit weeks, and diverse student and staff recognition programs. Our counseling team supports mental health for students, parents, and staff through proactive education and one-on-one care. We celebrate our diversity with events like iFest and build community through senior traditions and partnerships with our feeder schools.

Safety and wellness are always top priorities, supported by routine drills and processes and ongoing staff engagement. At Clements, students and staff thrive together in a safe, supportive, and spirited environment.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Teacher attendance currently averages 83.5%. Improving attendance will enhance student learning and reduce reliance on substitutes. The root cause may include burnout, stress, or insufficient ongoing wellness supports for experienced staff.

Root Cause: Although Clements has strong hiring, mentorship, and professional development systems, day-to-day teacher attendance is lower than ideal, potentially due to burnout, workload, insufficient wellness supports, or gaps in sustainable work-life balance.

Perceptions

Perceptions Summary

Summary

Clements High School fosters strong community connections through active parent volunteers (VIPS), booster clubs, and business partners. VIPS support staff with monthly events and assist with daily tasks. Community partners engage students with programs like Freshman Experience, guest speakers, volunteer fairs, and toy drives. Fine arts and athletic events draw large community crowds, with multiple state and national qualifiers in academics, sports, and extracurriculars. Local businesses generously donate resources and gifts for staff. Student volunteerism thrives through 80+ clubs and teams supporting local causes and feeder schools. Communication is strengthened by an increased social media presence and the campus weekly newsletter, keeping parents and the community informed and connected. Results from the district's culture and climate survey demonstrates positive attitudes and perceptions toward the campus by staff, parents, and students. Unfortunately there is gap in perceptions regarding student support and family involvement between staff and parents.

More detailed information

At Clements High School, we pride ourselves on being fully engaged with our community throughout the year.

Parents

We have a very active VIPs program that offers numerous volunteer opportunities for our parents and community members. Each month, the VIPS representatives meet with administration. In addition, we have numerous booster clubs who provide support to our various programs at CHS. Our parent volunteers are incredibly supportive of our staff and host monthly events for us, including lunches, breakfasts, and treats within the day. Our VIPS also volunteer in many capacities, including selling pizza and working in our copy room.

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Community and Business Partners

- Freshman Experience--Each month, we provide a freshman experience event for students to attend. For the month of March, CHS welcomed Leandra Henderson, a Prevention Program Director at Fort Bend Regional Council, to discuss Cyber Safety with our students. Approximately 100 students attended lunch sessions and learned about how to protect their personal data and avoid cyberbullying. Another highly attended and successful event was the Freshman experience volunteer fair – Through the Freshman Experience program, 11 local non-profits attended the Volunteer Fair at CHS in April. Approximately 300 freshman and sophomore students attended the fair to learn more about these non-profits and their volunteer opportunities. CHS Staff Toy Drive – Through the CHS Social Committee's Secret Santa program, staff donated approximately 30 toys to a local charity.
- Student Mentorship Program Toy Drive – The CHS Student Mentorship Program hosted a toy drive in conjunction with our campus Social Worker. Students collected and wrapped holiday gifts for McKinney-Vento students at CHS and in the CHS feeder schools.
- CHS Fine Arts Events – CHS Fine Arts programs hosted 24 performances open to the public during the 2023-2024 school year. These range from music concerts, dance and color guard performances, an art show, and theater productions.
- CHS Athletic Events – CHS Athletics have welcomed many community members to athletic events throughout the year. Our playoff runs in basketball and girls' soccer had impressive turn outs and support from our community. Girls' golf, swim, and team tennis were state qualifiers. Cheerleading qualified for nationals.
- CHS Extracurricular--CHS UIL academics were state qualifiers. NJROTC, JETS, DECA, TSA qualified for nationals.
- Various establishments throughout the community have provided donations which include the following:
 - Brazos Valley Schools donated calendars

- Pepsi donated energy drinks to our staff
- Epique Realty provided gift bags for staff
- Lopez provided lunch to administrators, office staff, SRO, and counselors
- Spring Creek donated coupons to staff
- Shell Oil provided cash donations
- Prime Car Care

Student Volunteerism

With over eighty clubs and organizations, Clements has a significant number of student groups that place tremendous support for our students and community. CHS football team spends time throughout the year volunteering at Brookdale Assisted Living. CHS football and baseball teams assist with morning drop off at our feeder elementary schools on all game days. During this volunteer opportunity, they represented CHS by wearing their jerseys.

Communication

Increased social media presence – CHS Admin has made a concerted effort to make more use of CHS social media platforms on X, Instagram, and Facebook to promote the wonderful people and events at CHS. Posts focus on recognizing students for outstanding efforts, teachers engaging with students in and out of the classroom, and special events around campus.

Weekly CHS Newsletter: A weekly newsletter is sent to parents, students, and staff, highlighting CHS during the previous week and what's coming in the week ahead.

2025 District Culture and Climate surveys

- Students overwhelmingly feel safe (92%), supported by peers (90%), and comfortable being themselves (86%).
- 81–89% of students report positive connections with teachers, counselors, and other adults.
- Staff overwhelmingly rate the school quality as “Excellent” or “Good” (98%).
- Parents also lean positive: 71% rate the school as “Excellent” or “Good.”
- Parents and staff both show mixed responses about family involvement:
 - Notably lower agreement on families feeling informed about what their child is learning, community resources, or meaningful input opportunities.
 - Family involvement questions have a large percentage of “Disagree” or “Don’t Know” — many items cluster around ~40–60% agreement, which is lower than safety and peer support data.
- From the student side, the Behavioral Engagement dimension shows only 53% feel motivated by teachers — which connects to how families perceive curriculum relevance and communication.
- It appears that parents want more meaningful information about academics, student support, and input into decisions.

Perceptions Strengths

Clements High School thrives on meaningful connections with parents, community partners, and local businesses. Our active VIPS program and booster clubs show unwavering support for students and staff, creating a family atmosphere through events and daily help. Community leaders enrich student experiences through programs like Freshman Experience and volunteer fairs, while student groups and athletes give back through year-round volunteer work. Our fine arts and athletic programs unite the community with performances, competitions, and championship runs. Local businesses generously contribute to staff appreciation efforts, strengthening our ties beyond campus. With an improved social media presence and a weekly newsletter, we celebrate successes and keep families engaged. At Clements, our partnerships build pride, spirit, and a deep sense of community.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: While we are making positive progress regarding school culture, some families don't feel fully connected to what students are learning or how to support them. We need to increase meaningful family engagement and communication to ensure all families feel informed, welcome, and able to contribute to their child's success.

Root Cause: While Clements has strong internal relationships among students and staff, some families feel only partially informed or included due to limited two-way communication, few clear opportunities to give input, or barriers to accessing timely information about academics, student support, and community resources.

Priority Problem Statements

Goals

Goal 1: Priority 1: Increase successful student outcomes through enhanced learning opportunities

Performance Objective 1: By June 2026 CHS will increase the percentage of students meeting expected growth in math and reading NWEA MAP by 2% between BOY, MOY, and EOY.

Evaluation Data Sources: Campus walk-through tool
Unit plans
PD documentation and reports
NWEA MAP data

Strategy 1 Details	Reviews			
Strategy 1: Teacher involvement in the planning and execution of professional development. PD opportunities with a focus on student ownership of learning, student engagement, rigor, and PLC effectiveness. Strategy's Expected Result/Impact: Enhanced instructional practices and collaboration will increase student engagement and academic growth, reflected in higher NWEA MAP scores. Staff Responsible for Monitoring: Campus Administrators TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
	Oct	Dec	Feb	June

Strategy 2 Details		Reviews			
Strategy 2: Structured campus walk-through plan by campus administrators. 5 weekly walk-throughs per administrator with the goal to simply observe and provide constructive feedback. Debrief sessions will be held on Fridays. Strategy's Expected Result/Impact: Consistent classroom observations and feedback will strengthen instructional practices and alignment to campus goals, resulting in improved student engagement and growth on NWEA MAP assessments. Staff Responsible for Monitoring: Campus Administrators TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction		Formative			Summative
		Oct	Dec	Feb	June
Strategy 3 Details		Reviews			
Strategy 3: Observing Rangers in Action (ORIA) - Incentivized program to encourage teachers utilizing time to observe other teachers' classrooms. Teachers will be recognized through a Instructional Spotlight of the Week initiative. Strategy's Expected Result/Impact: Increased peer observation and sharing of best practices will enhance instructional quality and student engagement, leading to greater student growth on NWEA MAP assessments. Staff Responsible for Monitoring: Campus Administrators, Department Heads TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction		Formative			Summative
		Oct	Dec	Feb	June

Strategy 4 Details	Reviews			
Strategy 4: Teachers utilize backward planning strategies to create unit planning guides that follow FBISD curriculum and provide students practice assignments that scaffold to major grade assignments while including intentional feedback opportunities and maintaining rigor. Strategy's Expected Result/Impact: Intentional backward planning and aligned instructional design will increase rigor, provide meaningful feedback opportunities, and improve student mastery and growth on NWEA MAP assessments. Staff Responsible for Monitoring: Campus Administrators, Department Heads, and Team Leads. TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
	Oct	Dec	Feb	June
Strategy 5 Details	Reviews			
Strategy 5: Teams will use the 4 essential questions of PLCs to drive collaborative efforts to improve student learning outcomes. Strategy's Expected Result/Impact: Collaborative PLC practices focused on the four essential questions will strengthen instructional decision-making and intervention efforts, resulting in improved student learning outcomes and growth on NWEA MAP assessments. Staff Responsible for Monitoring: Campus Administrators, Department Heads, Team Leads TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
	Oct	Dec	Feb	June

Strategy 6 Details	Reviews			
Strategy 6: Regular meetings led by the Responsive Instruction liaison with MAP subject teams to review data and identify students needing additional support. Strategy's Expected Result/Impact: Ongoing data reviews and targeted support planning will enable timely interventions and differentiation, leading to increased student growth on NWEA MAP assessments. Staff Responsible for Monitoring: Responsive Instruction liaison, Team Leads TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
	Oct	Dec	Feb	June
No Progress Accomplished Continue/Modify Discontinue				

Goal 1: Priority 1: Increase successful student outcomes through enhanced learning opportunities

Performance Objective 2: By June 2026 CHS will increase the percentage of students achieving Approaches, Meets, and Masters on the Algebra 1 STAAR EOC by 2% and Masters on the Biology and English 2 STAAR EOC by 2%.

Evaluation Data Sources: Campus walk-through tool
Unit plans
PD documentation and reports
STAAR EOC data

Strategy 1 Details		Reviews			
Strategy 1: Teacher involvement in the planning and execution of professional development. PD opportunities with a focus on student ownership of learning, student engagement, rigor, and PLC effectiveness. Strategy's Expected Result/Impact: Teacher-led professional development focused on engagement, rigor, and collaboration will strengthen instructional practices and increase student achievement levels on Algebra I, Biology, and English II STAAR EOC assessments. Staff Responsible for Monitoring: Campus Administrators TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction		Formative			Summative
		Oct	Dec	Feb	June
Strategy 2 Details		Reviews			
Strategy 2: Structured campus walk-through plan by campus administrators. 5 weekly walk-throughs per administrator with the goal to simply observe and provide constructive feedback. Debrief sessions will be held on Fridays. Strategy's Expected Result/Impact: Consistent classroom walk-throughs and timely feedback will enhance instructional effectiveness and alignment to curriculum standards, leading to improved student performance on Algebra I, Biology, and English II STAAR EOC assessments. Staff Responsible for Monitoring: Campus Administrators TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction		Formative			Summative
		Oct	Dec	Feb	June

Strategy 3 Details		Reviews			
Strategy 3: Observing Rangers in Action (ORIA) - Incentivized program to encourage teachers utilizing time to observe other teachers' classrooms. Teachers will be recognized through an Instructional Spotlight of the Week initiative. Strategy's Expected Result/Impact: Increased peer observation and recognition of effective teaching practices will foster collaboration, enhance instructional quality, and lead to higher student achievement on Algebra I, Biology, and English II STAAR EOC assessments. Staff Responsible for Monitoring: Campus Administrators, Department Heads TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction		Formative			Summative
		Oct	Dec	Feb	June
Strategy 4 Details		Reviews			
Strategy 4: Teachers utilize backward planning strategies to create unit planning guides that follow FBISD curriculum and provide students practice assignments that scaffold to major grade assignments while including intentional feedback opportunities and maintaining rigor. Strategy's Expected Result/Impact: Intentional backward planning and alignment to the FBISD curriculum will ensure rigorous, scaffolded instruction and meaningful feedback, resulting in improved student mastery and higher performance on Algebra I, Biology, and English II STAAR EOC assessments. Staff Responsible for Monitoring: Campus Administrators, Department Heads, Team Leads TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction		Formative			Summative
		Oct	Dec	Feb	June

Strategy 5 Details	Reviews			
Strategy 5: Teams will use the 4 essential questions of PLCs to drive collaborative efforts to improve student learning outcomes. Strategy's Expected Result/Impact: Collaborative PLC practices focused on the four essential questions will strengthen instructional decision-making and targeted interventions, leading to increased student achievement on Algebra I, Biology, and English II STAAR EOC assessments. Staff Responsible for Monitoring: Campus Administrators, Department Heads, Team Leads TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
	Oct	Dec	Feb	June
Strategy 6 Details	Reviews			
Strategy 6: Regular meetings led by Responsive Instruction liaison with EOC subject teams to review data and identify students needing additional support. Strategy's Expected Result/Impact: Regular data review meetings and targeted support planning will enable timely interventions and differentiated instruction, resulting in higher student achievement on Algebra I, Biology, and English II STAAR EOC assessments. Staff Responsible for Monitoring: Responsive Instruction liaison and Team Leads TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
	Oct	Dec	Feb	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 1: Priority 1: Increase successful student outcomes through enhanced learning opportunities

Performance Objective 3: By June 2026 CHS will increase the percentage of graduating seniors meeting CCMR from 77% to 82%.

Evaluation Data Sources: OnData
Campus CCMR spreadsheet

Strategy 1 Details	Reviews			
Strategy 1: Maximize the number of students meeting CCMR via the TSIA2 exam by providing opportunities for students to take the exam during the school day. Strategy's Expected Result/Impact: Providing in-school TSIA2 testing opportunities will increase student access and participation, leading to a higher percentage of seniors meeting CCMR requirements by graduation. Staff Responsible for Monitoring: Associate Principal, CCRA TEA Priorities: Build a foundation of reading and math, Connect high school to career and college - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments	Formative			Summative
	Oct	Dec	Feb	June
Strategy 2 Details	Reviews			
Strategy 2: Collaboration between the admin team, registrar, and SPED regarding the appropriate PEIMS coding for our graduating seniors. Strategy's Expected Result/Impact: Accurate PEIMS coding through collaboration between administration, the registrar, and SPED staff will ensure all eligible seniors are correctly recognized as meeting CCMR, contributing to an increased percentage of graduates meeting readiness requirements. Staff Responsible for Monitoring: Campus Administrators, SPED case managers, registrar TEA Priorities: Connect high school to career and college - ESF Levers: Lever 1: Strong School Leadership and Planning	Formative			Summative
	Oct	Dec	Feb	June

Strategy 3 Details	Reviews			
Strategy 3: Educate and equip staff with knowledge of CCMR and the state accountability system to strengthen their role in supporting student success. Strategy's Expected Result/Impact: Increased staff understanding of CCMR and the state accountability system will enhance guidance and instructional support, helping more seniors meet CCMR requirements. Staff Responsible for Monitoring: Campus Administrators, CAC TEA Priorities: Recruit, support, retain teachers and principals, Connect high school to career and college - ESF Levers: Lever 1: Strong School Leadership and Planning	Formative			Summative
	Oct	Dec	Feb	June
Strategy 4 Details	Reviews			
Strategy 4: Expand student participation in OnRamps, AP exams, and College Bridge through targeted promotion and scheduling. Strategy's Expected Result/Impact: Increased student participation in OnRamps, AP exams, and College Bridge will provide more opportunities to earn college credit and meet rigorous academic benchmarks, resulting in a higher percentage of seniors achieving CCMR. Staff Responsible for Monitoring: Campus Administrators, Counselors 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 Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
	Oct	Dec	Feb	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 2: Priority 2: Create and sustain a culture and climate of professionalism, accountability, and communication (PAC) where stakeholders (student, parents, and staff) are valued, inspired, and engaged.

Performance Objective 1: By June 2026, CHS will increase the average score in the Cognitive, Emotional, and Behavioral dimensions of the district Culture and Climate survey by .1 of a point.

Evaluation Data Sources: Documentation and reports
District Culture and Climate survey data

Strategy 1 Details		Reviews			
Strategy 1: Teachers will receive regular PBIS refreshers and support and will improve engagement through building positive relationships (PBIS) within their classroom, providing feedback opportunities, and maintaining an effective and rigorous learning environment. Strategy's Expected Result/Impact: Regular PBIS training and classroom support will strengthen teacher-student relationships, enhance student engagement, and promote a positive, rigorous learning environment, leading to higher scores on the Cognitive, Emotional, and Behavioral dimensions of the district Culture and Climate survey. Staff Responsible for Monitoring: Campus Administrators TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture		Formative			Summative
		Oct	Dec	Feb	June
Strategy 2 Details		Reviews			
Strategy 2: The counseling team will increase visibility and create opportunities to engage with students, parents, and staff. Strategy's Expected Result/Impact: Increased visibility and proactive engagement by the counseling team will strengthen relationships with students, parents, and staff, fostering a positive school climate and contributing to higher scores on the Cognitive, Emotional, and Behavioral dimensions of the Culture and Climate survey. Staff Responsible for Monitoring: Campus Administrators, Counselors TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture		Formative			Summative
		Oct	Dec	Feb	June

Strategy 3 Details	Reviews			
Strategy 3: Throughout the school year, develop opportunities to create positive interactions between students/parents and the school (staff, other students, building). Brainstorm ideas in department head meetings, department meetings, and other stakeholder meetings. Strategy's Expected Result/Impact: Creating structured opportunities for positive interactions between students, parents, and the school community will strengthen relationships, foster a supportive school culture, and lead to higher scores on the Cognitive, Emotional, and Behavioral dimensions of the Culture and Climate survey. Staff Responsible for Monitoring: Campus Administrators, Department Heads, Counselors TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Formative			Summative
	Oct	Dec	Feb	June
Strategy 4 Details	Reviews			
Strategy 4: Structured campus walk-through plan by campus administrators. 5 weekly walk-throughs per administrator with the goal to simply observe and provide constructive feedback. Debrief sessions will be held on Fridays. Strategy's Expected Result/Impact: Regular campus walk-throughs and constructive feedback from administrators will promote positive classroom environments, support teacher growth, and contribute to higher scores on the Cognitive, Emotional, and Behavioral dimensions of the Culture and Climate survey. Staff Responsible for Monitoring: Campus Administrators TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
	Oct	Dec	Feb	June

Strategy 5 Details	Reviews			
Strategy 5: Observing Rangers in Action (ORIA) - Incentivized program to encourage teachers utilizing time to observe other teachers' classrooms. Teachers will be recognized through an Instructional Spotlight of the Week initiative. Strategy's Expected Result/Impact: Increased peer observation and recognition through ORIA will promote collaboration, share effective classroom practices, and foster a positive school culture, leading to higher scores on the Cognitive, Emotional, and Behavioral dimensions of the Culture and Climate survey. Staff Responsible for Monitoring: Campus Administrators, Department Heads TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
	Oct	Dec	Feb	June
No Progress Accomplished Continue/Modify Discontinue				

Goal 3: Priority 3: Exhibit financial responsibility through transparent budgeting processes and effective management of resources aligned to the district strategic plan.

Performance Objective 1: By June 2026 CHS will demonstrate financial responsibility by implementing a transparent budgeting practice with all campus stakeholders and ensuring all campus expenditures are aligned with the district strategic plan and campus priorities.

Evaluation Data Sources: Budget reports
CPAC minutes
Department Head Meeting minutes

Strategy 1 Details	Reviews			
Strategy 1: Conduct regular budget reviews with executive assistant, bookkeeper, and department heads to ensure collaborative planning and optimize resources to meet current campus needs. Strategy's Expected Result/Impact: Regular collaborative budget reviews will ensure resources are allocated effectively, align spending with campus priorities, and promote transparency and fiscal responsibility across all stakeholders. Staff Responsible for Monitoring: Principal, executive assistant, bookkeeper, and department heads TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments	Formative			Summative
	Oct	Dec	Feb	June
Strategy 2 Details	Reviews			
Strategy 2: Funds will be allocated based on current campus needs rather than historical patterns, with low-impact expenditures discontinued or scaled back to redirect resources toward priorities identified through STAAR, AP, OnRamps, and Climate Survey results. Strategy's Expected Result/Impact: Redirecting funds from low-impact expenditures to current campus priorities will ensure resources are used strategically, support data-driven decision-making, and align spending with initiatives that directly enhance student outcomes and campus goals. TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments	Formative			Summative
	Oct	Dec	Feb	June
 No Progress  Accomplished  Continue/Modify  Discontinue				