

**Charlotte Independent School District**  
**Charlotte High School**  
**2024-2025 Campus Improvement Plan**

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# Comprehensive Needs Assessment

## Needs Assessment Overview

### Needs Assessment Overview Summary

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data Campus goals HB3 CCMR goals Planning and decision making committee(s) meeting data

Accountability Data Texas Academic Performance Report (TAPR) data Student Achievement Domain Student Progress Domain

Student Data: Assessments STAAR current and longitudinal results, including all versions STAAR End-of-Course current and longitudinal results, including all versions Student failure and/or retention rates Running Records results

Student Data: Student Groups Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group 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 Section 504 data

Student Data: Behavior and Other Indicators Completion rates and/or graduation rates data Attendance data

Employee Data Professional learning communities (PLC) data Teacher/Student Ratio State certified and high quality staff data

Parent/Community Data Parent surveys and/or other feedback Community surveys and/or other feedback

Support Systems and Other Data

# Demographics

## Demographics Summary

Charlotte High School consists of 28 -504 students and 14 LEP students. There are 26 Special Education students and 4 of those are Life Skills students There is not a large number of discipline issues other than vaping and a few physical altercations. CCMR was at 51.4% for 2021-22 Graduates. 134 total enrolled student population. 68 males 66 females. The graduation rates are good but the CCMR seems to be low due to the number of programs offered. However, if we offer too many it is not going to mean more certifications will be produced. There are 26 special education students and 28 504 students or 60% of the population is in a special program.

## Demographics Strengths

Students are involved in multiple programs due to the offerings and size of the campus. The majority of the students participate in extra curricular activities which means there are not a lot of discipline issues.

## Problem Statements Identifying Demographics Needs

**Problem Statement 1:** There are several 9th graders that need supplemental instruction due to not being successful on their 8th grade STAAR assessments. **Root Cause:** There has been a turnover in administration and staff at the middle school causing gaps in vertical alignment.

**Problem Statement 2:** HB1416 is needed for those students not successful on STAAR in multiple areas of English I, English II, and Algebra and must be met without Trojan Time. **Root Cause:** Students are in special programs and are not receiving differentional instruction that is rigorous.

**Problem Statement 3:** CCMR continues to be a small percentage of students receiving certifications. **Root Cause:** Certifications are not emphasized across the board in all CTE programs.

# Student Learning

## Student Learning Summary

Students improved in multiple areas of the STAAR with increases in meets and masters. The following are the STAAR scores in the spring of 2024 compared to 2023.

Tested Subject	2023 Scores	2024 Scores
Algebra I	71%-Appr., 32% Met, 6% Masters	79%-Appr., 18% Met, 3% Masters
English I	67%-Appr, 49% Met, 5% Masters	63%-Appr, 51% Met, 12% Masters
English II	86%-Appr., 59% Met, 5% Masters	74%-Appr., 55% Met, 2% Masters
Biology	85% Appr., 33% Met, 9% Masters	93% Appr., 45% Met, 10% Masters
US History	93% Appr., 40% Met, 7% Masters	97% Appr., 55% Met, 19% Masters

## Student Learning Strengths

Students showed growth in Algebra but more in Biology and US History in both approaches and meets and a slight growth in English I meets and masters. There were some special education students that were successful on the Biology STAAR test in the summer administration.

## Problem Statements Identifying Student Learning Needs

**Problem Statement 1:** Students struggle with vocabulary causing them to be deficient on their English I and II STAAR tests. **Root Cause:** Students rely solely on the teacher and textbook for the definitions and often use technology to look up meanings and not context clues.

# School Processes & Programs

## School Processes & Programs Summary

We have a list of curriculum and instruction programs that were provided to the campuses by the district instructional coach. This allowed for veteran teachers to train other teachers during staff development at the beginning of the school year prior to school starting to allow all new staff to become familiar with the existing programs.

## School Processes & Programs Strengths

During staff development, teachers are given the opportunity to plan with their core teacher and provide training for all teachers during summer staff development and throughout the year during PLCs.

## Problem Statements Identifying School Processes & Programs Needs

**Problem Statement 1:** Some of the teachers are not strong in the area of technology. **Root Cause:** Teachers are not wanting to adjust to change in the use of new programs being implemented.

# Perceptions

## Perceptions Summary

Student, staff, and parent surveys are sent out twice yearly to receive feedback on the culture, climate, and value beliefs

## Perceptions Strengths

The staff and community are 100% devoted to improving scores and are supportive of the district. The parents mostly support the school when it comes to instruction and discipline.

## Problem Statements Identifying Perceptions Needs

**Problem Statement 1:** Not all parents are involved with the school and their child's education. **Root Cause:** Parents are having to work to maintain the household or have a language or education barrier making it difficult to assist their child.

# 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
- Campus goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- State and federal planning requirements

## Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Closing the Gaps Domain
- Federal Report Card and accountability data

## Student Data: Assessments

- State and federally required assessment information
- STAAR End-of-Course current and longitudinal results, including all versions
- Student failure and/or retention rates
- State-developed online interim assessments
- Grades that measure student performance based on the TEKS

## Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- 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
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant achievements by race, ethnicity, gender, etc.
- Section 504 data
- Response to Intervention (RtI) student achievement data
- Dual-credit and/or college prep course completion data

## Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data

- Student surveys and/or other feedback
- School safety data

### **Employee Data**

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Professional development needs assessment data
- T-TESS data

### **Parent/Community Data**

- Parent surveys and/or other feedback
- Community surveys and/or other feedback

### **Support Systems and Other Data**

- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Budgets/entitlements and expenditures data

# Goals


**Goal 1:** Meets will increase by 5% in all STAAR tested subjects from 63% in approaches in English I to 66%, 51% in meets to 54%, and 12% to 12.6% in masters. English II will increase from 74% in approaches to 78%, 55% meets to 58%, and 6% to 6.3% in masters. Algebra will increase from 79% in approaches to 83%, 18% in meets to 19%, and masters will remain at 3%. Biology will increase from 93% approaches to 98%, 45% in meets to 47%, and 10% to 11% in masters. US History will increase from 97% approaches to 100%, 55% to 58% in meets, and 19% to 20% in masters.






**Performance Objective 1:** Teachers will use Costa's Level Questioning or Higher Order Questioning during instruction in every classroom.

**High Priority**

**Evaluation Data Sources:** Lesson Plans and Tiered Cards being utilized

**Summative Evaluation:** Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Lowman materials will be used for tutoring students with deficits.</p> <p><b>Strategy's Expected Result/Impact:</b> Student's understanding of the learning standards will become stronger.</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> IXL curriculum will be used for those students in a small setting in Math and ELAR.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will be successful on the STAAR test in December in Math and ELAR.</p> <p><b>Staff Responsible for Monitoring:</b> Math and English teachers. Principal</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	June
				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				

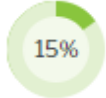




**Goal 2:** Special population students will improve by 3% of students meeting approaches on combined tested subjects 37% to 40%.

**Performance Objective 1:** Teachers will look at the data after every CBA and identify the one to two lowest holes and determine the root cause of the problem, determine how and when to reteach this concept.

**High Priority**

**Evaluation Data Sources:** Data Analysis Forms, Exit and Warm -Up Tickets

**Summative Evaluation:** Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> A plan will be formulated to determine when and how the concept will be taught in the future and how to correct any problems related to teaching the concept in the future.</p> <p><b>Strategy's Expected Result/Impact:</b> Less amount of students that are struggling with specific concepts.</p> <p><b>Staff Responsible for Monitoring:</b> Principal and teachers</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
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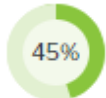




**Goal 2:** Special population students will improve by 3% of students meeting approaches on combined tested subjects 37% to 40%.

**Performance Objective 2:** Teachers will Close Like a Boss 2+2+1

**High Priority**

**Evaluation Data Sources:** Writing CBA data or Exit Tickets

**Summative Evaluation:** Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Teachers will begin to also incorporate 2+2+1 in their closing of every lesson to get students to write critically.  <b>Strategy's Expected Result/Impact:</b> Students writing will improve and they will increase the ELAR scores.  <b>Staff Responsible for Monitoring:</b> Principal and teachers</p> <p><b>Title I:</b> 2.4, 2.6  <b>- TEA Priorities:</b> Build a foundation of reading and math  <b>- ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
				
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> New hire that is sped and ESL certified is pushing into the classrooms  <b>Strategy's Expected Result/Impact:</b> Increase in scores for special education and Emergent Bilingual Students  <b>Staff Responsible for Monitoring:</b> Principal and teachers</p> <p><b>Title I:</b> 2.4, 2.6  <b>- TEA Priorities:</b> Build a foundation of reading and math</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
				
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**Goal 3:** CCMR will have 1 student receive certifications in technology from no students last year and show an increase of at least 2 more students in both Ag and Culinary. Ag will have 8 students compared to 6 students last year receive certifications and 5 students in culinary receive certifications compared to 3 last year.

**Performance Objective 1:** New technology and curriculum with practice tests will be purchased to assist the teacher in obtaining certifications.

**High Priority**

**Evaluation Data Sources:** Adobe Illustrator and Photoshop Certifications

**Summative Evaluation:** Significant progress made toward meeting Objective





Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Teacher will use the new curriculum and technology to produce certifications and allowing students practice tests to prepare for the actual certification exam.</p> <p><b>Strategy's Expected Result/Impact:</b> Certification in photoshop and/or illustrator</p> <p><b>Staff Responsible for Monitoring:</b> Teacher</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> Connect high school to career and college</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
				
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Teachers attending two or more professional development for CTE content based instruction and certification.</p> <p><b>Strategy's Expected Result/Impact:</b> Professional Development certificates or hours</p> <p><b>Staff Responsible for Monitoring:</b> Teachers and Principal</p> <p><b>Title I:</b> 2.4, 2.6</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
	N/A			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				

**Goal 4:** Charlotte High School will retain 90% of all staff or 23 of 25 staff members.

**Performance Objective 1:** New teachers will be provided instructional support by the principal and be assigned a mentor for the school year.

**High Priority**

**Evaluation Data Sources:** Walkthroughs

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Mentors will meet with their mentee at least once weekly throughout the school year.</p> <p><b>Strategy's Expected Result/Impact:</b> Improvement in the delivery of instruction and classroom management.</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p> <p><b>Title I:</b> 2.4, 2.6</p> <p>- <b>TEA Priorities:</b> Recruit, support, retain teachers and principals</p> <p>- <b>ESF Levers:</b> Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				