CARTHAGE H S

Campus Improvement Plan
2025/2026

Where Champions Are Educated!



Carthage High School
#1 Bulldog Dr.
903-693-2552

CARTHAGE H S

Mission

The mission of Carthage ISD is to work together to consistently provide an engaging and successful learning experience for all students.

Vision

CHS will provide quality classroom instruction, create an exceptional student experience, maintain a safe and secure environment, and demonstrate a commitment to professional growth.

Nondiscrimination Notice
CARTHAGE H S does not discriminate on the basis of race, color, national origin, sex, or disability in providing education services, activities, and programs, including vocational programs, in accordance with Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Educational Amendments of 1972; and section 504 of the rehabilitation Act of 1973; as amended.

CARTHAGE H S Site Base

Name	Position
Hadwin, Whitney	Science Teacher
Gunn, Annette	Teacher/Instructional Coach
LISTER, DARLA	English Teacher
Hammett, Tanya	CTE Teacher
Dejulian Alcala, Julissa	Spanish Teacher
Gray, Crystal	SPED Teacher
Pellon Cano, Ana	504/GCS
DAVIS, MARK	CTE Teacher
Jackson, Catherine	English Teacher
Royce, Shannon	Counselor
Gradberg, Rhonda	Counselor
Russell, Angela	Registrar
Milam, Brad	Assistant Principal
Collins, Clarinda	Assistant Principal
LaGrone, Lacie	Parent
Roberson, Sharon	Community Member
Edwards, Dr. Tony	Community Member
Wells, Sameatra	Parent
Cooke, Tonya	Parent
Manon, Adine	Teacher
Cocklin, Michelle	Teacher
PARKER, PHILLIP	Teacher
Ladymon, Misty	Parent
Salone, Charde	Community Member
Chambers, Chris	Community Member
Brown, Mark	Business rep.
Wells, Kimora	Student
Gunn, Madison	Student

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Goal 1. (Quality Tier 1 Instruction) Carthage High School will enhance Quality Tier 1 Instruction for Improved Student Learning Outcomes by increasing the number of students who make adequate yearly growth by 10% as demonstrated by scores on STAAR EOC 2024-2025.

Objective 1. CHS will foster a collaborative learning environment for students and professional staff.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. CHS will conduct professional development sessions, including but not limited to campus-led, teacher-led, and teacher choice, to train educators in evidence-based teaching strategies. (Title I SW Elements: 2.2) (Target Group: All) (Strategic Priorities: 2) (ESF: 5,5.1,5.2,5.3,5.4)	ARD Committee, Assistant Principal(s), Principal, Teacher(s)	Through May 2026	(F)Title IIA Principal and Teacher Improvement, (S)Local Funds	Criteria: TTESS, Informal Observations, Instructional Rounds

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Goal 1. (Quality Tier 1 Instruction) Carthage High School will enhance Quality Tier 1 Instruction for Improved Student Learning Outcomes by increasing the number of students who make adequate yearly growth by 10% as demonstrated by scores on STAAR EOC 2024-2025.

Objective 2. Carthage High School will develop and implement Evidence-Based Teaching Strategies.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Conduct regular department sessions to train educators in evidence-based teaching strategies. (Title I SW Elements: 1.1,2.2,2.5) (Target Group: All) (Strategic Priorities: 1) (ESF: 5,5.2)	Assistant Principal(s), Department Chair, Principal, Teacher(s)	Through May 2026	(F)Title IIA Principal and Teacher Improvement, (S)Local Funds	Criteria: Sign in sheets, certificate of completion
2. Carthage High School will provide the resources and support for educators to integrate evidence based-strategies into their instructional practices. (Title I SW Elements: 1.1,2.2) (Target Group: All) (Strategic Priorities: 1,2) (ESF: 5,5.1,5.2,5.3,5.4)	Assistant Principal(s), Principal, Support Room Aides, Teacher(s)	Through May 2026	(F)Title IIA Principal and Teacher Improvement, (L)Local	Criteria: TTESS, Informal Observations, Instructional Rounds
3. The CISD Leadership Team will monitor the implementation of evidence based strategies in classrooms and provide feedback for continuous improvement. (Title I SW Elements: 1.1,2.2,2.5) (Target Group: All) (Strategic Priorities: 1,2) (ESF: 1.1,5,5.1,5.2,5.3,5.4)	Assistant Principal(s), Principal, Teacher(s)	Through May 2026	(F)Title IIA Principal and Teacher Improvement, (L)Local	Criteria: TTESS, Informal Observations, Instructional Rounds
4. CHS will increase the rigor and relevance through the implementation of the Power of 5 specific to lesson framing and closing. (Title I SW Elements: 2.5) (Target Group: All) (Strategic Priorities: 1,2) (ESF: 4,5,5.1,5.2,5.3)	Assistant Principal(s), Principal, Teacher(s)	Through May 2026		

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Goal 1. (Quality Tier 1 Instruction) Carthage High School will enhance Quality Tier 1 Instruction for Improved Student Learning Outcomes by increasing the number of students who make adequate yearly growth by 10% as demonstrated by scores on STAAR EOC 2024-2025.

Objective 3. CHS will use data to drive the instructional decision-making process.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. CHS will implement data-driven assessment tools such as DMAC and Lead4Ward to regularly assess student performance and identify areas of improvement with specific attention to student progress and student growth. (Title I SW Elements: 2.2,2.6) (Target Group: All) (Strategic Priorities: 2) (ESF: 1,1.2,4,4.1,5,5.1,5.2,5.3,5.4)	Assistant Principal(s), Core Subject Teachers, Department Chair, Principal	Through May 2026	(F)Title IID Technology, (L)Local, (S)State	Criteria: TTESS, Informal Observations, Instructional Rounds
2. CHS will provide training for educators on how to analyze and interpret assessment data effectively provided. (Title I SW Elements: 2.2) (Target Group: All) (Strategic Priorities: 2) (ESF: 4,4.1,5.3,5.4)	Assistant Principal(s), Core Subject Teachers, Curriculum Director, Principal	Through May 2026	(F)Title IIA Principal and Teacher Improvement, (L)Local	Criteria: State Assessment Results, DMAC, Benchmark Data, No Red Ink Data, IXL Data, TTESS, Informal Walkthroughs
3. CHS will use data insights, such as 504/ESL/SPED information and regular assessment scores, to assess student progress, adjust instruction, and differentiate teaching approaches to meet the needs of all students. (Title I SW Elements: 2.2,2.5,2.6) (Target Group: All) (Strategic Priorities: 2) (ESF: 1.2,4.1,5.1,5.2,5.3,5.4)	ARD Committee, Assistant Principal(s), Counselor(s), CTE Teachers, Instructional Coordinator, Principal, Teacher(s)	Through May 2026	(F)Title IIA Principal and Teacher Improvement, (L)Local	Criteria: State Assessment Results, DMAC, Benchmark Data, No Red Ink Data, IXL Data, TTESS, Informal Walkthroughs

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Goal 1. (Quality Tier 1 Instruction) Carthage High School will enhance Quality Tier 1 Instruction for Improved Student Learning Outcomes by increasing the number of students who make adequate yearly growth by 10% as demonstrated by scores on STAAR EOC 2024-2025.

Objective 4. CHS will support Professional growth and development for staff members.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. CHS will establish a mentorship program where experienced educators can mentor newer teachers. (Title I SW Elements: 1.1) (Target Group: All) (Strategic Priorities: 1) (ESF: 2.1)	Department Chair, Instructional Coordinator, New Beginnings Teacher, Principal	Through May 2026	(L)Local	Criteria: Team planning agenda and feedback
2. CHS will provide opportunities for teachers to attend conferences, workshops, and courses to stay updated on best practices for rigor and relevance. (Title I SW Elements: 1.1) (Target Group: All) (ESF: 2.1)	Assistant Principal(s), Principal, Region VII, Teacher(s)	Through May 2026	(F)Title IIA Principal and Teacher Improvement, (L)Local	Criteria: Certificate of completion, State Assessment Results, Benchmark Data, TTESS, Informal Walkthroughs
3. CHS will recognize and reward teachers who demonstrate exceptional commitment to improving Tier I instruction as well as teachers who exhibit exceptional attendance. (Title I SW Elements: 1.1,2.1) (Target Group: All) (Strategic Priorities: 1) (ESF: 2.1)	Assistant Principal(s), Principal, Teacher(s)	Through May 2026	(L)Local	Criteria: Teacher of the Week, Teacher of the Month, TIA, Education Foundation Grants, State Assessment Results, Benchmark Data, TTESS, Informal Walkthroughs, Student Performance
4. CHS will utilize the district's technology department to provide professional development on effectively using hardware, software, district programs, and new technology tools, along with time to prepare and implement them. (Title I SW Elements: 1.1,2.4) (Target Group: All) (Strategic Priorities: 1) (ESF: 1.2)	Assistant Principal(s), Principal, Teacher(s), Technology Coordinator/Personnel	Through May 2026	(F)Title IID Technology, (L)Local	Criteria: Informal Walkthroughs, TTESS

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Objective 5. CHS will engage families and the community in a way that impacts student learning.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. CHS will promote family involvement in the learning process through regular communication and parent-teacher conferences. (Title I SW Elements: 1.1,2.1,2.3,3.1) (Target Group: All) (Strategic Priorities: 2) (ESF: 3.4)	Assistant Principal(s), Parents, Principal, Students, Teacher(s)	Through May 2026	(F)Title I, (L)Local, (S)State	Criteria: Sign in sheets, Promotion of activities, Rooms, Parent-teacher conferences, Parent opportunities
2. CISD will organize community events and workshops to involve external stakeholders in supporting quality instruction and life skills needed for students to succeed beyond high school. (Ex: Adulting 101, CTE Advisory Board, Nuestros Padres.) (Title I SW Elements: 3.1) (Target Group: All) (ESF: 3.4)	Assistant Principal(s), Community Partners, Community Volunteers, Counselor(s), Parents, Principal, Students, Teacher(s)	Through May 2026	(L)Local	Criteria: Sign in sheets Adulting 101 CTE Advisory Board
3. CHS will actively seek feedback from parents and community members to gauge the effectiveness of instruction and make improvements accordingly. (Title I SW Elements: 2.1) (Target Group: All) (ESF: 3.2,3.3,3.4)	Assistant Principal(s), Counselor(s), Parents, Principal, Teacher(s)	Through May 2026	(L)Local	Criteria: Surveys, Sign in sheets Campus Improvement Plan Committee
4. CHS will host various academic activities, such as club meetings, a parent night for STAAR testing, study nights for students, and academic bootcamps to help increase parent and community involvement. (Title I SW Elements: 3.1) (Target Group: All) (ESF: 3.2,3.3,3.4)	Assistant Principal(s), Community Volunteers, Counselor(s), Librarian, Parents, Principal, STUCO, Students, Teacher(s), UIL Coaches	Through May 2026	(F)Title I, (L)Local	Criteria: Sign in sheets Promoting activities
5. CHS will continue implementing strategies to provide assistance for students and parents that struggle with technology etiquette such as a Technology Training Parent Night. (Title I SW Elements: 1.1,2.1) (Target Group: All) (ESF: 3.4)	Counselor(s), Parents, Principal, Students, Technology Coordinator/Personnel	Through May 2026	(L)Local	Criteria: FAFSA night Senior night Translator available

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Objective 6. CHS will monitor progress and adjust instructional strategies based on vetted quality data to impact student achievement.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. CISD will establish regular assessment cycles to monitor the impact of instructional improvements on student outcomes, aiming to move beyond approaches to meets and masters, and to close the achievement gap. (Title I SW Elements: 2.2) (Target Group: All) (Strategic Priorities: 2) (ESF: 5.3,5.4)	Assistant Principal(s), Principal, Teacher(s)	Through May 2026	(F)Title I, (L)Local	Criteria: State Assessment Results, Benchmark Data, TTESS, Informal Walkthroughs, Progress notices, Report Cards, Dropout Detective
2. CHS will use formative assessment data to make timely adjustments to instructional strategies. (Title I SW Elements: 2.2) (Target Group: All) (Strategic Priorities: 2) (ESF: 1.2)	Assistant Principal(s), Department Chair, Instructional Coordinator, Principal, Teacher(s)	Through May 2026	(L)Local	Criteria: Criteria: State Assessment Results, Benchmark Data, TTESS, Informal Walkthroughs, Student performance

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Goal 2. (Exceptional Student Experiences and CCMR Readiness) During 2024-2025 school year, Carthage High School will provide Exceptional Student Experiences through engaging experiences in the classroom and through promoting meaningful College, Career, and Military Readiness experiences for students by increasing the number of quality opportunities students have to engage in exploring options for their future.

Objective 1. CHS will create an enriching and inclusive environment that empowers Carthage High School students with the knowledge, skills, and exposure necessary for a successful transition into post-secondary education,careers, or military service.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. CHS teachers will integrate real-world applications, problem-solving, and critical thinking into the curriculum. (Title I SW Elements: 1.1,2.1,2.5) (Target Group: All) (Strategic Priorities: 2) (ESF: 5.1)	Assistant Principal(s), Core Subject Teachers, CTE Teachers, Principal	Through May 2026	(F)Title I, (L)Local	Criteria: CHS Instructional Framework, TTESS, Informal Walkthroughs, Adulting 101
2. CHS will establish partnerships with local colleges, businesses, and military organizations to provide students with hands-on learning experiences. (Title I SW Elements: 2.1) (Target Group: All) (Strategic Priorities: 3) (ESF: 3.4,4.1,5.1)	Counselor(s), CTE Teachers, Librarian, Principal, Teacher(s)	Through May 2026	(F)CTE, (L)Local	Criteria: CHS Instructional Framework College Fair Military Recruiters Civil Partnership with Panola Courthouse Guest speakers for the CTE programs
3. CHS will arrange visits to college campuses and trade schools, interactive tours of industry and businesses, and schedule informational seminars to introduce students to higher education options as well as making it applicable to real life. (Title I SW Elements: 1.1,2.1) (Target Group: All) (Strategic Priorities: 3) (ESF: 3.1)	Counselor(s), CTE Teachers, Principal, Teacher(s)	Through May 2026	(F)CTE, (L)Local	Criteria: CHS Instructional Framework College Fair Military Recruiters Civil Partnership with Panola Courthouse Guest speakers for the CTE programs TSTC partnership
4. CHS will design a career and technical education program in a way that aligns with industry standards and increases our students ability to obtain industry based certifications in their respective areas of interest. (Title I SW Elements: 1.1) (Target Group: All) (Strategic Priorities: 3)	Assistant Principal(s), Counselor(s), CTE Teachers, Curriculum Director, Instructional Leadership Teams, Principal	Through May 2026	(F)CTE, (L)Local	Criteria: Industry Based Certification Partnership with Panola College TSTC partnership
5. CHS will promote the number of students with industry recognized credentials in	Assistant Principal(s), Core Subject Teachers, Counselor(s),	Through May 2026	(F)CTE, (L)Local	Criteria: CHS Instructional Framework, Industry Based

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Objective 1. CHS will create an enriching and inclusive environment that empowers Carthage High School students with the knowledge, skills, and exposure necessary for a successful transition into post-secondary education,careers, or military service.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
computer science, health, welding, and culinary. (Target Group: All) (Strategic Priorities: 3)	CTE Teachers, Principal			Certificates, Partnership with Panola College

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Objective 2. CHS will expand the guidance counseling department to offer personalized career and college counseling to all students, while promoting opportunities that exist in the dual credit program at Panola College.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. The CHS Counseling department will implement and promote regular workshops and seminars on financial aid at least twice a year. (Title I SW Elements: 1.1) (Target Group: All) (Strategic Priorities: 3)	Assistant Principal(s), Counselor(s), Principal	Through May 2026	(L)Local	Criteria: Senior Parent night FAFSA night Rooms for scholarship information Panola Promise night
2. CHS will tailor course offerings based on student interest and that align with career and technical education programs. (Title I SW Elements: 1.1) (Target Group: All) (Strategic Priorities: 3)	Assistant Principal(s), Counselor(s), CTE Teachers, Principal	Through May 2026	(L)Local	Criteria: Counselor student meetings one-on-one

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Objective 3. CHS will organize regular meetings and workshops for parents to understand and support their child's postsecondary readiness journey.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. CHS will organize regular meetings and workshops such as college days and FAFSA information nights for parents to understand and support their child's post-secondary readiness journey. (Title I SW Elements: 1.1,2.1,2.3,2.6) (Target Group: All) (Strategic Priorities: 3) (ESF: 3.4)	Assistant Principal(s), Club Sponsors, Counselor(s), Instructional Leadership Teams, Parents, Principal, Students, Teacher(s)	Through May 2026	(L)Local	Criteria: Sign in sheets TACRAO(Texas Association of Collegiate Registrars and Admission Officers) night
2. CHS will involve community leaders and professionals in activities such as Boys to Men, career days and panels to inspire students. (Title I SW Elements: 1.1,2.1,2.3,3.1,3.2) (Target Group: All) (Strategic Priorities: 3) (ESF: 3.4)	Assistant Principal(s), Community Partners, Community Volunteers, Counselor(s), Parents, Principal, Students, Teacher(s)	Through May 2026	(L)Local	Criteria: Sign in sheets

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Objective 4. CHS will promote a culture of post-secondary readiness through promotion and highlighting success stories.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. CHS will launch a school-wide campaign during the 2024-2025 school year to foster a culture of readiness, highlighting success stories of alumni with activities such as newsletters, homecoming speakers, luncheons, veteran speakers, etc. with those who have excelled in college, careers, or the military. (Title I SW Elements: 2.1,2.3,3.1) (Target Group: All) (Strategic Priorities: 3) (ESF: 3.4)	Assistant Principal(s), Community Partners, Community Volunteers, Counselor(s), Parents, Principal, Students	Through May 2026	(L)Local	Criteria: Ongoing

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Goal 3. (Safe, Secure, Consistent, and Positive School Culture) During the 2024-2025 school year, Carthage High School will implement continuous improvement in the area of providing a safe, secure, consistent, and positive school culture environment.

Objective 1. CHS will have a highly skilled and trained School Guardian Program ready to protect the integrity of our campus safety and security.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. CISD will identify and train qualified staff members and security personnel to serve as school guardians through a rigorous selection process, including background checks and psychological evaluations.(Ex: Quarterly Guardian Qualification Training, CSAT) (Title I SW Elements: 1.1) (Target Group: All) (ESF: 1.1,3.1)	Assistant Superintendent, Principal, Safety Director	Through May 2026	(L)Local	Criteria: Certificates, Sign in sheets
2. CHS will provide regular emergency response training to school guardians including scenarios related to active threats. CHS will also conduct simulated emergency drills involving school guardians, staff, and local law enforcement. (Title I SW Elements: 1.1) (Target Group: All) (ESF: 3.1)	Assistant Principal(s), Principal, Safety Director, Teacher(s)	Through May 2026	(L)Local, (S)State	Criteria: Drill logs, drill feedback Requalify yearly

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Goal 3. (Safe, Secure, Consistent, and Positive School Culture) During the 2024-2025 school year, Carthage High School will implement continuous improvement in the area of providing a safe, secure, consistent, and positive school culture environment.

Objective 2. CHS will implement an Anti-Vaping Program aimed at educational awareness concerning the use of electronic cigarettes.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. CHS will develop and implement age appropriate anti-vaping curriculum with a focus on educating students about the harmful effects of electronic cigarettes. (Title I SW Elements: 1.1,2.1,2.3,3.1,3.2) (Target Group: All) (ESF: 3.1,3.3,3.4)	Assistant Principal(s), Principal, Safety Director, School Nurse	Through May 2026	(L)Education Foundation, (S)Local Funds	Criteria: Sign in sheets, certificate of completion

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Goal 3. (Safe, Secure, Consistent, and Positive School Culture) During the 2024-2025 school year, Carthage High School will implement continuous improvement in the area of providing a safe, secure, consistent, and positive school culture environment.

Objective 3. CHS will integrate character development modules into the curriculum across all grade levels and involve CISD Community members to engage in the rollout and implementation of these strategies.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. CHS will promote community involvement by engaging students in community service projects that foster positive character traits through various on-campus clubs, such as Key Club and NHS. Additionally, CHS will encourage parent and community involvement in character-building activities. (Title I SW Elements: 2.1,3.1) (Target Group: All) (ESF: 3.3,3.4)	Assistant Principal(s), Club Sponsors, Community Partners, Counselor(s), Parents, Principal, Students, Teacher(s)	Through May 2026	(L)Education Foundation, (L)Local	Criteria: Sign in sheets Panola Promise hour logs

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Goal 3. (Safe, Secure, Consistent, and Positive School Culture) During the 2024-2025 school year, Carthage High School will implement continuous improvement in the area of providing a safe, secure, consistent, and positive school culture environment.

Objective 4. CHS will conduct safety drills to ensure everyone knows the evacuation procedures.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Conduct quarterly fire drills to ensure everyone knows the evacuation procedures. (Title I SW Elements: 2.1,2.2,3.1) (Target Group: All) (ESF: 3.1,3.2,3.3,3.4)	Assistant Principal(s), Principal, Safety Director	Through May 2026	(L)Local, (S)State	Criteria: Drill logs, drill feedback, Record response time
2. CHS will evaluate the effectiveness of safety drills and revise procedures as needed. CHS will also provide feedback and training to staff and students based on drill outcomes. (Title I SW Elements: 1.1,2.2) (Target Group: All) (ESF: 3.1,3.2,3.3,3.4)	Assistant Principal(s), Principal, Safety Director	Through May 2026	(L)Local, (S)State	Criteria: Drill logs, drill feedback, record response time

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Goal 3. (Safe, Secure, Consistent, and Positive School Culture) During the 2024-2025 school year, Carthage High School will implement continuous improvement in the area of providing a safe, secure, consistent, and positive school culture environment.

Objective 5. CHS will implement policies that promote school-wide consistency.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. CHS will use various committees: C4(Campus, Climate and Culture Committee), Site Based, Instructional Leadership team, and Campus Safety Committee to oversee the implementation of safety and security strategies and review incident reports, surveys, and feedback from students, staff, and parents. Safety needs will be continually adjusted based on data to help ensure and bolster a positive culture. (Title I SW Elements: 1.1) (Target Group: All) (ESF: 3.1)	Assistant Principal(s), Counselor(s), Instructional Leadership Teams, Principal, Safety Director	Through May 2026	(L)Local, (S)State	Criteria: Survey results, Agendas, Sign in sheets
2. CHS is committed to improving student attendance by offering incentives and maintaining consistent communication through phone calls, emails, and letters. (Title I SW Elements: 1.1,2.3) (Target Group: All) (ESF: 1.2,3.2,3.3,3.4)	Assistant Principal(s), Counselor(s), Principal, Teacher(s)	Through May 2026	(L)Local	Criteria: Attendance Report # of truancy letters

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Objective 6. Regularly assess the school's organizational health and act on feedback to improve culture and climate.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Clarify staff roles, expectations, and success indicators across departments with Accountability Teams. (Title I SW Elements: 1.1,2.1) (Target Group: All) (Strategic Priorities: 1) (ESF: 3)	Assistant Principal(s), Core Subject Teachers, CTE Teachers, Custodial staff, Nurse, Paraprofessionals, Principal	Through May 2026	(S)Local Funds, (S)State	Criteria: Sign in sheets, surveys
2. CHS will encourage teacher leaders and department chairs to cascade communication to their teams. (Title I SW Elements: 1.1,2.1) (Target Group: All) (Strategic Priorities: 1) (ESF: 1,1.1,1.2,3,3.1,3.2)	Assistant Principal(s), Department Chair, Instructional Leadership Teams, Principal	Through 2026		Criteria: Surveys, Team meeting sign in sheets and Agendas
3. CHS is dedicated to maintaining and promoting an innovative, resilient, and proactive campus, which in turn creates a positive school environment. (Title I SW Elements: 1.1) (Target Group: All) (Strategic Priorities: 1) (ESF: 3,3.1,3.3)	Assistant Principal(s), Principal, Teacher(s)	Through May 2026		

Resources

Resource	Source
No rows defined.	

Comprehensive Needs Assessment

Demographics

Focus Area Responses

Each Focus Area Group should complete this form to submit their group's findings. Please also submit the completed probing questions document as well. Probing questions for each focus area can be found below:

1. Demographics- Probing Questions
2. Student Achievement- Probing Questions
3. School Culture and Climate- Probing Questions
4. Staff Quality, Recruitment, and Retention- Probing Questions
5. Curriculum, Instruction, and Assessment- Probing Questions
6. Parent, Family, and Community Engagement- Probing Questions
7. School Context and Organization- Probing Questions
8. Technology- Probing Questions

The respondent's email (**ccollins@carthageisd.org**) was recorded on submission of this form.

Which focus area was your group responsible for? *

- (●) Demographics
- ( ) Student Achievement
- ( ) School Culture and Climate
- ( ) Staff Quality, Recruitment, and Retention
- ( ) Curriculum, Instruction, and Assessment
- ( ) Parent, Family, and Community Engagement
- ( ) School Context and Organization
- ( ) Technology

Who were the members of your group? *

Russell, Collins, Royce

For your focus area, write a summary of your findings below. Please note that this should not be a recitation of the data, but inferences your group drew as a result of the data. *

Although we have students transferring to our district from their home districts for various reasons, student attendance is area of focus.

What strengths did your group identify within this focus area? *

Student interest, Some parents and students make it a priority

What areas for improvement did your group identify within this focus area? *

Communication to the parents and students, incentives for attendance as well as consequences

What problem statement (prioritized need) did your group identify within this focus area? (Be specific while just stating the problem identified.) *

Carthage High School enrollment is increasing each year with transfer students, but attendance overall needs improvement.

What are the root cause(s) for the identified problem statement (prioritized need)? Be sure to dig deep to find the deepest underlying cause for the problem. *

Lak of motivation for parents and students, priority, students can access curriculum online instead of school

Please include any other information your group would like to share regarding your focus area.

This form was created inside of Carthage ISD.

Google Forms

Comprehensive Needs Assessment

Student Achievement

Focus Area Responses

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2. Student Achievement- Probing Questions
3. School Culture and Climate- Probing Questions
4. Staff Quality, Recruitment, and Retention- Probing Questions
5. Curriculum, Instruction, and Assessment- Probing Questions
6. Parent, Family, and Community Engagement- Probing Questions
7. School Context and Organization- Probing Questions
8. Technology- Probing Questions

The respondent's email (**agunn@carthageisd.org**) was recorded on submission of this form.

Which focus area was your group responsible for? *

- ○ Demographics
- ◉ Student Achievement
- ○ School Culture and Climate
- ○ Staff Quality, Recruitment, and Retention
- ○ Curriculum, Instruction, and Assessment
- ○ Parent, Family, and Community Engagement
- ○ School Context and Organization
- ○ Technology

Who were the members of your group? *

Rhonda Gradberg/Annette Gunn

For your focus area, write a summary of your findings below. Please note that this should not be a recitation of the data, but inferences your group drew as a result of the data. *

While CHS students are highly successful as indicated by the TAPR report and other data, there is room for improvement in the area of technology-based learning. By reducing student/teacher reliance on online learning, CHS can provide a more engaging experience for students while simultaneously increasing student achievement and attendance.

What strengths did your group identify within this focus area? *

TAPR report indicates that CHS is highly successful on EOC assessments for the majority of sub populations.

What areas for improvement did your group identify within this focus area? *

Attendance is a growth area for our campus. In order to increase student achievement, students must be present in class.

What problem statement (prioritized need) did your group identify within this focus area? (Be specific while just stating the problem identified.) *

Overreliance on technology-based lessons can create a false sense of student achievement. This may affect attendance, as students do not see the need to be present to complete online work.

What are the root cause(s) for the identified problem statement (prioritized need)? Be sure to dig deep to find the deepest underlying cause for the problem. *

During COVID, teachers were encouraged to utilize Google Classroom and other technology-based lessons in lieu of paper/pencil. This created an overreliance on technology on a daily basis.

Please include any other information your group would like to share regarding your focus area.

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Comprehensive Needs Assessment

School Culture and Climate

Focus Area Responses

Each Focus Area Group should complete this form to submit their group's findings. Please also submit the completed probing questions document as well. Probing questions for each focus area can be found below:

1. Demographics- Probing Questions
2. Student Achievement- Probing Questions
3. School Culture and Climate- Probing Questions
4. Staff Quality, Recruitment, and Retention- Probing Questions
5. Curriculum, Instruction, and Assessment- Probing Questions
6. Parent, Family, and Community Engagement- Probing Questions
7. School Context and Organization- Probing Questions
8. Technology- Probing Questions

The respondent's email (**cgray@carthageisd.org**) was recorded on submission of this form.

Which focus area was your group responsible for? *

- ○ Demographics
- ○ Student Achievement
- ◉ School Culture and Climate
- ○ Staff Quality, Recruitment, and Retention
- ○ Curriculum, Instruction, and Assessment
- ○ Parent, Family, and Community Engagement
- ○ School Context and Organization
- ○ Technology

Who were the members of your group? *

Crystal Gray and Sharon Jones; Adine Manon & Philip Parker

For your focus area, write a summary of your findings below. Please note that this should not be a recitation of the data, but inferences your group drew as a result of the data. *

The school climate is safe for most students and staff. They aware of Guardian program and constant presence of the police officers. The active and involved students attendance is better than the less involved students.

What strengths did your group identify within this focus area? *

The vision statement of providing a safe and secure environment and opportunities for growth for both students/staff while adapting to the future opportunities.

What areas for improvement did your group identify within this focus area? *

We have no issues with gangs but substance abuse (vaping) is a major concern.

What problem statement (prioritized need) did your group identify within this focus area? (Be specific while just stating the problem identified.) *

The students with low motivation and other behaviors demonstrate poor attendance and behavior concerns.

What are the root cause(s) for the identified problem statement (prioritized need)? Be sure to dig deep to find the deepest underlying cause for the problem. *

Their are no rules provided at the home front , no self-motivation or respect for themselves.

Please include any other information your group would like to share regarding your focus area.

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Comprehensive Needs Assessment

Curriculum, Instruction and Assessment

Focus Area Responses

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6. Parent, Family, and Community Engagement- Probing Questions
7. School Context and Organization- Probing Questions
8. Technology- Probing Questions

The respondent's email (**whadwin@carthageisd.org**) was recorded on submission of this form.

Which focus area was your group responsible for? *

- ○ Demographics
- ○ Student Achievement
- ○ School Culture and Climate
- ○ Staff Quality, Recruitment, and Retention
- ◉ Curriculum, Instruction, and Assessment
- ○ Parent, Family, and Community Engagement
- ○ School Context and Organization
- ○ Technology

Who were the members of your group? *

Hadwin, Jackson, Salone, Braxton, Reagan,Pellon

For your focus area, write a summary of your findings below. Please note that this should not be a recitation of the data, but inferences your group drew as a result of the data. *

Teachers are doing a great job of aligning their lessons to the TEKs. We need to remember to scaffold and differentiate for ALL learners. This would be evidenced in our lesson plans and daily walk-throughs.

What strengths did your group identify within this focus area? *

TEKs-based curriculum, data-driven instruction, logically sequenced units

What areas for improvement did your group identify within this focus area? *

Differentiation amongst all learning levels including honors

What problem statement (prioritized need) did your group identify within this focus area? (Be specific while just stating the problem identified.) *

All students need to be challenged and helped in the classroom from struggling learners all of the way to honors. Teachers are eager to help lower and general level kids but sometimes not the higher level kids. Teachers forget that they are also learning.

What are the root cause(s) for the identified problem statement (prioritized need)? Be sure to dig deep to find the deepest underlying cause for the problem. *

Over-assumption of students knowledge and skills at the honors level and under-assumption of student needs.

Please include any other information your group would like to share regarding your focus area.

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Family and Community Involvement

Focus Area Responses

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8. Technology- Probing Questions

The respondent's email (**ccollins@carthageisd.org**) was recorded on submission of this form.

Which focus area was your group responsible for? *

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- ○ School Culture and Climate
- ○ Staff Quality, Recruitment, and Retention
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- ◉ Parent, Family, and Community Engagement
- ○ School Context and Organization
- ○ Technology

Who were the members of your group? *

Royce, Davis, Collins

For your focus area, write a summary of your findings below. Please note that this should not be a recitation of the data, but inferences your group drew as a result of the data. *

We have a lot of support for our extracurricular like Boosters for TSA,FFA,Athletics and band. When it comes to academics it is not as much.

What strengths did your group identify within this focus area? *

Parental support in sports and Fine Arts

What areas for improvement did your group identify within this focus area? *

Utilizing business organizations sponsor events to focus on needs academics and to understand the why.
Lack of parental support for academic events such as 5 at the Panola Promise

What problem statement (prioritized need) did your group identify within this focus area? (Be specific while just stating the problem identified.) *

We need to encourage a higher percentage that reflects our non traditional student body when sponsoring academic events.

What are the root cause(s) for the identified problem statement (prioritized need)? Be sure to dig deep to find the deepest underlying cause for the problem. *

complacency , apathy, victim to the cause, not a priority, lack of importance, understanding the why

Please include any other information your group would like to share regarding your focus area.

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Comprehensive Needs Assessment

School Context and Organization

Focus Area Responses

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- ○ Technology

Who were the members of your group? *

Mark Brown, Justin Smith, Brad Milam

For your focus area, write a summary of your findings below. Please note that this should not be a recitation of the data, but inferences your group drew as a result of the data. *

The campus OHI indicated that adaptation is an area of improvement. These challenges could negatively impacting staff trust, collaboration, and overall school effectiveness.

What strengths did your group identify within this focus area? *

Various ways of communication is in place. Some teachers feel that their voice is heard.

What areas for improvement did your group identify within this focus area? *

Protocol for disseminating information leads to confusion and frustration. Teachers understanding the why.

What problem statement (prioritized need) did your group identify within this focus area? (Be specific while just stating the problem identified.) *

Organizational Health Inventory (OHI) results suggest opportunities for growth in areas such as communication, collaboration, and goal alignment.

What are the root cause(s) for the identified problem statement (prioritized need)? Be sure to dig deep to find the deepest underlying cause for the problem. *

Miscommunication leads to frustration and reduced engagement.
Professional learning communities (PLCs) are underutilized or inconsistent.
Some teachers are unclear on how their work aligns with long-term goals

Please include any other information your group would like to share regarding your focus area.

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Comprehensive Needs Assessment

Technology

Focus Area Responses

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Please include any other information your group would like to share regarding your focus area.

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Comprehensive Needs Assessment Data Sources

Community Input
Disaggregated STAAR Data
Discipline Referrals
District Policies
Federal Program Guidelines
Highly Qualified Staff
Parent Participation
PEIMS Reports
Promotion/Retention Rates
Staff Development
Staff/Parents/Community/ Business members involved w/SBDM