

Center High School

2007-2008
Campus Improvement Plan



**Center High School
Mission
Statement**

Center High School will provide a safe, supportive, challenging learning environment where all students will acquire the skills necessary to become accomplished, productive members of society.

Center High School, in a 20-AAA District, educates some 655 students, grades 9-12 with a staff of sixty-seven.

The campus's ethnic composition profiles with 28.9% African American, 22% Hispanic, 48.1% Caucasian, .5% Native American, and .6% Asian/Pacific Islander.

The campus's teachers exceed state averages in years of teaching experience averaging 13.3 years compared to the state average of 9.7 years.

Academically, the campus's students exceed state performance in reading, writing, science, and social studies.

Not only are Center High School's students competitive as UIL Academic Champions, they also compete in the Junior Chamber of Commerce event.

This innovative campus, built in 2001, hosts a Distance Learning Lab and serves as a testing site for the SAT, and expects its students to participate in post secondary education as noted in its commitment to pursue PSAT testing for all 10th grade students.

The campus offers a variety of program opportunities for its students including:

- *Gifted And Talented Programs*
- *English As A Second Language Program*
- *State of the Art Science Labs*
- *Pre-AP and AP Courses*
- *Successful UIL Competitors*
- *Dual Credit Courses with Panola College*
- *Active Student Clubs and Organizations*
- *Diverse Career and Technology Programs*
- *Academic Teaming*
- *Plato Credit Recovery Lab*



**District
Mission
Statement**

Center ISD will provide a learning environment where the students will acquire skills necessary to lead productive lives in a society that is rapidly changing. Through an educational program based on equity and excellence, the District will ensure that all students have the opportunity to develop competency in the areas of:

- ❖ **Academic:** reading, writing, math, science, social studies, technology applications, other languages and career and college preparation
- ❖ **Human Relations:** responsibility, respect for others, honesty and communication
- ❖ **Physical Well Being:** knowledge of the components necessary in order to develop and maintain a healthy lifestyle

2007-2008 Campus Committee

Participant Name	Position
Rick Baker	Principal
Shanna Brittain	Teacher
Kathy Cuff	Teacher
Pam Franklin	Teacher
Leslie Hicks	Teacher
Dan Hodge	Teacher
Darla McFarland	Teacher
Mary Pigg	Teacher
Chris Watlington	Teacher
Ron Callahan	District Professional
Mickey Wulf	District Professional
Tracy Bolton	Non-Teaching Professional
Delilah Koonce	Non-Teaching Professional
Debbie Yetter	Parent
Tabitha Williams	Parent
Richard Hughes	Business
Shonda Clifton	Business
Gayle Coney	Community
David Koonce	Community

Vision and Purpose

Goal 1: The school establishes and communicates a shared purpose and direction for improving the performance of students and the effectiveness of the school.

In fulfillment of this goal, the school:

Quality School Indicators

- ❖ Establishes a vision for the school in collaboration with its stakeholders
- ❖ Communicates the vision and purpose to build stakeholder understanding and support
- ❖ Identifies goals to advance the vision
- ❖ Develops and continuously maintains a profile of the school, its students, and the community
- ❖ Ensures that the school's vision and purpose guide the teaching and learning process
- ❖ Reviews its vision and purpose systematically and revises them when appropriate

Vision

Goal 1

Objective: 1 Establish and communicate the common vision and purpose.

Selected Evaluation Measure(s):

Formative: Meetings with stakeholders

Summative: Revised Mission Statement, 100% of CHS staff will internalize campus vision and goals.

Specific Sequential Actions:

Action Step	Timeline	Responsibility	Resources
1.1.1 Meet with staff and revisit campus mission to set expectations.	December	Leadership Team/Accelerated Schools	'06-'07 Mission Statement
1.1.2 Brainstorm beliefs with all stakeholders to formulate vision.	December	Leadership Team/Accelerated Schools	Current Beliefs
1.1.3 Use vision to guide teaching and learning process.	December	Leadership Team/Accelerated Schools	'08 Mission Statement, 07-08 Goals

Governance and Leadership

Goal 2: The school provides governance and leadership that promote student performance and school effectiveness.

GOVERNANCE

Quality School Indicators

In fulfillment of this goal, the school operates under the jurisdiction of a governing board that:

- ❖ Establishes policies and procedures that provide for the effective operation of the school
- ❖ Recognizes and preserves the executive, administrative, and leadership prerogatives of the administrative head of the school
- ❖ Ensures compliance with applicable local, state, and federal laws, standards, and regulations

LEADERSHIP

Quality School Indicators

In fulfillment of this goal, the school has leadership that:

- ❖ Employs a system that provides for analysis and review of student performance and school effectiveness
- ❖ Fosters a learning community
- ❖ Provides teachers and students opportunities to lead
- ❖ Provides stakeholders meaningful roles in the decision-making process that promote a culture of participation, responsibility, and ownership
- ❖ Controls curricular and extracurricular activities that are sponsored by the school
- ❖ Responds to community expectations and stakeholder satisfaction
- ❖ Implements an evaluation system that provides for the professional growth of all personnel

Governance

Goal 2

Objective: 1 Ensure compliance with applicable local, state, and federal laws, standards, and regulations.

Selected Evaluation Measure(s):

Formative: Review Highly Qualified status, Content benchmark scores, Leadership team meetings

Summative: 100% Highly Qualified and Certified Staff, Campus rating of Academically Acceptable or above, adjusted master schedule

Specific Sequential Actions:

Action Step	Timeline	Responsibility	Resources
2.1.1 Initiate a plan to raise 100% of the faculty to a highly qualified status in compliance with NCLB.	August - May	Principal/Nelda Liem	HQ Procedures
2.1.2 Maintain an accountability rating of Academically Acceptable or above.	August - May	HS Staff	Accountability Report
2.1.3 Remove the use of lockers and reduce passing period to 4 minutes to positively impact the overall effective operation of the school.	August	Principal	Local Funds
2.1.4 Leadership team is to review the master schedule to enhance effective operation of the campus: Tutorials, 4x4, Core teaming	August - March	Leadership Team/Central office	Time
2.1.5 The leader will implement tardy policy to raise expectations for student performance.	August-May	Principal	Policy
2.1.6 The leader will implement system to handle truancy issues in a timely manner.	August-May	Principal	Policy

Leadership

Goal 2

Objective: 2 Foster a environment that provides opportunity for leadership and systems for school effectiveness.

Selected Evaluation Measure(s):

Formative: Meetings, PDAS, Assessments and Benchmarks

Summative: Accelerated Schools yearly evaluation that reflects timely progress toward becoming an Accelerated School; Acceptable Accountability Rating; Direction for implementation of an effective High School model

Specific Sequential Actions:

Action Step	Timeline	Responsibility	Resources
2.2.1 Build leadership capacity by providing teachers and students opportunities to lead.	August-May	Leadership Team	Vision
2.2.1a Establish Core Team Leaders.	September	Core Teams	Stipend
2.2.1b Provide a common conference for core teams.	August	Principal	Master Schedule
2.2.1c Establish Principal Advisory Committee.	October	Principal	Student application
2.2.2 Establish consistent communication flow from Principal to Leadership Team, Leadership Team to Core Team Leaders, and Core Team Leaders to Core Team Teachers.	August-May	Principal	Meetings/Agendas
2.2.3 Campus leader will implement an evaluation system that provides for the professional growth of all personnel.	August-May	Principal	PDAS
2.2.4 Campus leader will monitor student performance for all teachers.	August-May	Leadership Team	Assessments/ Benchmarks/Failure reports
2.2.5 Campus leader will use data to positively impact student performance.	August-May	Leadership Team	Assessments/ Benchmarks/Failure reports

Action Step	Timeline	Responsibility	Resources
2.2.6 Coordinate with the District to provide research of effective High School Models to assess need for potential change at Center High School.	August-May	Leadership Team/Central Office	Travel, Research
2.2.7 Coordinate with the District in establishing a post-secondary initiative and raise campus expectations for appropriate post-secondary pathways .	August-May	Leadership Team/Central Office	Post Secondary Institutions
2.2.7a Coordinate with Panola College to establish pathway certification for CT program.	August-May	Principal/CATE Director	Panola JC.
2.2.8 Fully implement the Accelerated School process for school governance, promoting a culture of participation, responsibility, and ownership for all stakeholders.	August – May	Leadership Team	Accelerated Schools/Funding

Teaching and Learning

Goal 3: The school provides researched-based curriculum and instructional methods that facilitate achievement for all students.

Quality School Indicators

In fulfillment of this goal, the school:

- ❖ Develops and implements curriculum based on clearly-defined expectations for student learning
- ❖ Promotes active involvement of students in the learning process, including opportunities for them to explore application of higher order thinking skills and investigate new approaches to applying their learning
- ❖ Gathers, analyzes, and uses data and research in making curricular and instructional choices
- ❖ Designs and uses instructional strategies, innovations, and activities that are research-based and reflective of best practice
- ❖ Offers a curriculum that challenges each student to excel, reflects a commitment to equity, and demonstrates an appreciation of diversity
- ❖ Allocates and protects instructional time to support student learning
- ❖ Provides for articulation and alignment between and among all levels of schools
- ❖ Implements interventions to help students meet expectations for student learning
- ❖ Monitors school climate and takes appropriate steps to ensure that it is conducive to student learning
- ❖ Provides comprehensive information and media services that support the curricular and instructional programs
- ❖ Ensures that all students and staff members have regular and ready access to instructional technology and a comprehensive materials collection that supports the curricular and instructional program

Curriculum

Goal 3

Objective: 1. The campus will implement curriculum based on clearly defined expectations for student learning.

Selected Evaluation Measure(s):

Formative: Walkthroughs, Core Team meetings, Lesson Plans

Summative: Assessment and Benchmark results; Completed curriculum documents; Pre AP/AP plan.

Specific Sequential Actions:

Action Step	Timeline	Responsibility	Resources
3.1.1 Center High School teachers will follow the district's instructional model including the implementation of the scope and sequence.	<ul style="list-style-type: none"> • Weekly Monitor by Principals 	<ul style="list-style-type: none"> • Campus Administrators 	<ul style="list-style-type: none"> • Curriculum Documents
3.1.2 The campus will continue to coordinate with the district's 2008 curriculum vertical alignment cycle. <ul style="list-style-type: none"> ▪ Complete Math ▪ Begin Science ▪ Begin Social Studies 	<ul style="list-style-type: none"> • May 08 • September 07 • Spring 08 	<ul style="list-style-type: none"> • Assistant Superintendent • District Curriculum Facilitator • Principals 	<ul style="list-style-type: none"> • Curriculum Documents
3.1.3 Provide rigorous Pre-AP, AP curricula so that students are prepared for AP exam. <ul style="list-style-type: none"> • Assess curricula • Assess benchmark results • Collaborate with Panola College • AP syllabus 	<ul style="list-style-type: none"> • Fall 07 • Board Report December 07 	<ul style="list-style-type: none"> • Central Office • AP Coordinator • Middle School and High School Principals • Consultant 	<ul style="list-style-type: none"> • Current Curricula • AP Results • College Board

Instruction- Math

Goal 3

Objective: 2a Designs and uses instructional strategies, innovations, and activities which are research-based and reflective of best practice

Selected Evaluation Measure(s):

Formative: Walkthroughs; Core Team Minutes

Summative: Academically Acceptable accountability for Math

Specific Sequential Actions:

Action Step	Timeline	Responsibility	Resources
3.2a.1 Math teachers will implement at-risk strategies as presented by Faye Whitlow.	August-May	Math Teachers, Mrs. Koonce	Materials
3.2a.2 Math teachers will implement what they have learned from the New Materials for Success workshops provided by ESC 7.	September-May	Math Teachers	Subs, Travel Coop Fee
3.2a.3 Teachers will implement the newly aligned curriculum.	August-May	Teachers	Supplies, Time, Training
3.2a.4 Implement Reading across the curriculum strategies into the math content.	August - May	Teachers	Training
3.2a.5 Imbed problem solving multiple step problems into daily lessons.	August - May	Teachers	Curriculum/Core Team time
3.2a.6 Fully implement the school improvement plan.	August – May	Teachers/Mrs. Koonce/ CIT team	School Improvement Plan

Instruction-Science

Goal 3

Objective: 2b Designs and uses instructional strategies, innovations, and activities which are research-based and reflective of best practice

Selected Evaluation Measure(s):

Formative: Walkthroughs; Core Team Minutes

Summative: Academically Acceptable accountability for Science

Specific Sequential Actions:

Action Step	Timeline	Responsibility	Resources
3.2b.1 Science teachers will implement strategies learned at TEXTEAMS training.	August-May	Science Teachers, Administration	\$1000 Consulting Fee
3.2b.2 Teachers will develop and implement a subject area improvement plan. incorporating high yield strategies, problem solving , critical thinking,	August-May	Teachers/Mrs. Koonce	Supplies, Time, Training
3.2b.2a Teachers will incorporate high yield strategies in daily lesson implementation.	August-May	Teachers	Planning
3.2b.2b Teachers will incorporate problem solving techniques in daily lesson planning.	August-May	Teachers	Planning
3.2b.2c Teachers will have students apply critical thinking skills in daily lesson implementation.	August-May	Teachers	Planning

Instruction-Language Arts

Goal 3

Objective: 2c Designs and uses instructional strategies, innovations, and activities which are research-based and reflective of best practice

Selected Evaluation Measure(s):

Formative: Walkthroughs; Core Team Minutes

Summative: Recognized accountability for Language Arts

Specific Sequential Actions:

Action Step	Timeline	Responsibility	Resources
3.2c.1 Teachers will develop strategies to increase student success on open-ended questions.	August-May	ELA Teachers	Time, Training
3.2c.2 Upon release of the new ELA TEKS, implement changes in curriculum alignment and scope and sequence.	August-May	Teachers/Central Office	Supplies, Time, Training
3.2c.3 Teachers will develop and implement a subject area improvement plan. incorporating high yield strategies, problem solving , critical thinking,	August-May	Teachers	Planning
3.2c.3a Teachers will incorporate high yield strategies in daily lesson implementation.	August-May	Teachers	Planning
3.2c.3b Teachers will incorporate problem solving techniques in daily lesson planning.	August-May	Teachers	Planning
3.2c.3c Teachers will have students apply critical thinking skills in daily lesson implementation.	August-May	Teachers	Planning

Instruction-Social Studies

Goal 3

Objective: 2d Designs and uses instructional strategies, innovations, and activities which are research-based and reflective of best practice

Selected Evaluation Measure(s):

Formative: Walkthroughs; Core Team Minutes

Summative: Recognized accountability for Social Studies

Specific Sequential Actions:

Action Step	Timeline	Responsibility	Resources
3.2d.1 Teachers will develop and implement a subject area improvement plan. incorporating high yield strategies, problem solving , critical thinking,	August-May	Teachers	Supplies, Time, Training
3.2d.1a Teachers will incorporate high yield strategies in daily lesson implementation.	August-May	Teachers	Planning
3.2d.1b Teachers will incorporate problem solving techniques in daily lesson planning.	August-May	Teachers	Planning
3.2d.1c Teachers will have students apply critical thinking skills in daily lesson implementation.	August-May	Teachers	Planning

Programs and Interventions

Goal 3

Objective: 3 Implements interventions to help students meet expectations for student learning

Selected Evaluation Measure(s):

Formative: Grade reports, Benchmarks, Assessments

Summative: TAKS results and Credit acquisition

Specific Sequential Actions:

Action Step	Timeline	Responsibility	Resources
3.3.1 The campus will review and revise intervention strategies prior to referral to special ed. and determine the effectiveness of these strategies.	September	Intervention Team	Time
3.3.2 The campus will continue to provide before and after school tutorials for all students who need additional assistance.	August-May	Teachers	Time, Materials
3.3.3 Math and Science improvement classes will be utilized to assist students in need of acceleration or acquiring basic skills necessary for success on TAKS.	August-May	David Cassell, Paul Rivard, Micah Parks, Admin., Counselors	State Comp Ed. Funds
3.3.4 The PLATO software will be used to provide prescriptive tutorial guides for each student and to assist students who need an opportunity to regain credit.	September-May	HS Staff, Plato Assistant	Plato Software
3.3.5 The campus/CATE dept. will partner with Panola College to further develop the Tech-Prep Program.	August-May	Admin., Counselors, CATE Teachers	Panola

Pre AP/AP

Goal 3

Objective: 4 Offer an effective accelerated program

Selected Evaluation Measure(s):

Formative: Class enrollment, lesson plans, walkthroughs

Summative: AP exam results, approved syllabus

Specific Sequential Actions:

Action Step	Timeline	Responsibility	Resources
3.4.1 All students in AP classes will take AP exams	September-May	AP Teachers, Counselor, AP Coordinator, Admin.	Test Fees
3.4.2 Teachers will identify potential students and recruit for AP and PreAP classes utilizing PSAT and PLAN results	September-May	AP Teachers, Counselor, AP Coordinator, Admin.	AP Potential Reports
3.4.3 All 10 th graders will take PSAT. Potential 9 th grade AP students will be identified with an 8 th grade PSSS test.	September-May	HS Staff	Test Fees
3.4.4 AP and PreAP teachers will attend AP conferences and implement strategies in advanced classes.	Summer September-May	AP Teachers, Counselor, AP Coordinator, Admin.	Conference Fees, Travel, Subs
3.4.5 Offers a curriculum in-line with AP standards	May	AP Coordinator	AP curriculum

Post Secondary

Goal 3

Objective: 5 The campus will develop a culture of post secondary expectations

Selected Evaluation Measure(s):

Formative: Meetings, number of students choosing post secondary pathways

Summative: Number of students acquiring post secondary credit or certification

Specific Sequential Actions:

Action Step	Timeline	Responsibility	Resources
3.5.1 The campus will provide a plan to increase opportunities for students to gain college credit through AP exams, dual credit, internet courses, Tech-Prep or articulation agreements.	August-May	Teachers, Admin., Counselors, Panola	College Tuition, Fees
3.5.2 The campus will provide written information to students in 9 th through 12 th grades concerning “Apply Texas” in both English and Spanish.	August-May	Counselor	Information pamphlets and info. provided locally and by state
3.5.3 The campus will provide financial aid workshops for students and parents.	December	Counselor	College Financial Aid Rep.
3.5.4 The campus will host a College Day and provide a day for Seniors to visit colleges of their choice.	TACRO Approved date	HS staff	Colleges, University liaisons, transportation
3.5.5 Implement the GEAR UP program for post secondary awareness beginning the class of 2011	August-May	GEAR UP Coordinator	GEAR UP funds
3.5.6 Provide information and develop pathways to align with the “Achieve Texas” CATE program	August-May	Counselor/CATE Director	Achieve Texas material

Documenting and Using

Goal 4: The school enacts a comprehensive assessment system that monitors and documents performance and uses these results to improve student performance and school effectiveness.

Quality School Indicators

In fulfillment of this goal, the school:

- ❖ Establishes performance measures for student learning that yield information that is reliable, valid, and bias free
- ❖ Develops and implements a comprehensive assessment system for assessing progress toward meeting the expectations for student learning
- ❖ Uses student assessment data for making decisions for continuous improvement of teaching and learning processes
- ❖ Conducts a systematic analysis of instructional and organizational effectiveness and uses the results to improve student performance
- ❖ Communicates the results of student performance and school effectiveness to all stakeholders
- ❖ Uses comparison and trend data of student performance from comparable schools in evaluating its effectiveness
- ❖ Demonstrates verifiable growth in student performance
- ❖ Maintains a secure, accurate, and complete student record system in accordance with state and federal regulations

Goal 4**Objective:** 1 Use student assessment data for making decisions for continuous improvement of the teaching and learning process.**Selected Evaluation Measure(s):****Formative:** Periodic Assessments, TAP Data**Summative:** 2008 TAKS results, AEIS Report, AYP Report**Specific Sequential Actions:**

Action Step	Timeline	Responsibility	Resources
4.1.1 The campus will use and interpret three weeks and six weeks assessment and benchmark testing to identify areas of concern and modify instruction based on student needs.	September-May	CHS Staff, Administrators	Time, Release time, TAP
4.1.2 Teachers in all subjects will analyze and disaggregate TAKS data, analyze item analysis of release tests, and provide individualized assistance of students.	August-April	Teachers, Admin.	Released tests, Item Analysis, TAKS information

Resources and Support Systems

Goal 5: The school has the resources and services necessary to support its vision and purpose and to ensure achievement for all students.

Quality School Indicators

In fulfillment of this goal, the school:

- ❖ Recruits, employs, and mentors qualified professional staff that are capable of fulfilling assigned roles and responsibilities
- ❖ Assigns professional staff responsibilities based on their qualifications (i.e., professional preparation, ability, knowledge, and experience)
- ❖ Ensures that all staff participate in a continuous program of professional development
- ❖ Provides and assigns staff that are sufficient in number to meet the vision and purpose of the school
- ❖ Budgets sufficient resources to support its educational programs and to implement its plans for improvement
- ❖ Monitors all financial transactions through a recognized, regularly audited accounting system
- ❖ Maintains the site, facilities, services, and equipment to provide an environment that is safe and orderly for all occupants
- ❖ Possesses a written security and crisis management plan with appropriate training for stakeholders
- ❖ Ensures that each student has access to guidance services that include, but are not limited to, counseling, appraisal, mentoring, staff consulting, referral, and educational and career planning
- ❖ Provides appropriate support for students with special needs

Highly Qualified Staff

Goal 5

Objective: 1 Recruits, employs and mentors qualified professional staff that is capable of fulfilling assigned roles and responsibilities.

Selected Evaluation Measure(s):

Formative: Hiring process

Summative: Percent of Highly Qualified

Specific Sequential Actions:

Action Step	Timeline	Responsibility	Resources
5.1.1 Continue New Teacher Mentoring Program	August-May	Debra Holder, Mentor Teachers	Time, Materials
5.1.2 Continue efforts to aid teachers in becoming highly qualified and ultimately certified.	August-May	Principal/Central office	Highly Qualified/Certified requirements
5.1.3 Encourage teachers to obtain Masters Degree to build maintain and build the dual credit program.	August-May	Principal	Degree programs
5.1.4 Actively recruit qualified and certified teachers through attendance at University job Fairs	August-May	Principal	Travel/Salary scale/Incentives

Facilities

Goal 5

Objective: 2 Maintains the site, facilities, services, and equipment to provide an environment that is safe and orderly for all occupants.

Selected Evaluation Measure(s):

Formative: Student numbers, master schedule

Summative: Facilities meet our curriculum needs

Specific Sequential Actions:

Action Step	Timeline	Responsibility	Resources
5.2.1 Research the effects of 4x4 as it relates to facility needs.	September-March	Leadership Team	Time
5.2.1a Potential for an additional Science Lab	September-March	Leadership Team	Time/Population numbers
5.2.2 Consider facility needs resulting from future changes with Career Tech courses that lead to certification.	August-May	CATE Director/Principal/Central office	Action Plan
5.2.3 IP Phone system installed in all offices and classrooms.	August-May	Technology	Funding

Crisis Management

Goal 5

Objective: 3 Possess a written security and crisis management plan with appropriate training for stakeholders.

Selected Evaluation Measure(s):

Formative: Implementation of programs and equipment need met.

Summative: Staff and students feel safe at Center High School

Specific Sequential Actions:

Action Step	Timeline	Responsibility	Resources
5.3.1 Consistently enforce the campus dress code.	August-May	Faculty	Policy
5.3.2 Upgrade and add 6 surveillance cameras to our current system.	December	Central Office	Funding
5.3.3 Upgrade to a multi-channel radio system that connects all campuses.	December	Central Office	Funding
5.3.4 Install a series of entry gates that restrict unauthorized access to campus.	August-May	Principal, Maintenance Director	Funding
5.3.5 Tornado, fire drills, shelter in place, and building evacuations will be conducted to prepare students and staff for emergency situations.	August-May	Campus Administrator, Staff	Time
5.3.6 Emergency Operations flip-charts will be displayed in every classroom and office	August-May	All Staff	Materials

Action Step	Timeline	Responsibility	Resources
5.3.7 CHS will implement recommendations from the District Safety committee on the campus.	August-May	All Staff	Time, Materials
5.3.8 Campus will continue to implement programs to decrease the incidents of drugs, violence, and crime including Campus Crime Stopper, K-9 Detection Services, DAEP Coop, metal detection searches and drug testing.	August-May	Campus Admin., Campus Police	Donations, Interquest K-9 Detection, Drug lab, Metal detectors
5.3.9 A Safety and Discipline Presentation will be held for students in each grade level to inform students of disciplinary consequences and safety drills and procedures.	August	Principal	Powerpoint presentation
5.3.10 A bullying program and date violence program will be implemented to reduce and prevent incidences of bullying and date violence on campus.	August-June	Counselors, ISS Teacher, Admin. Asst.	Time

Support

Goal 5

Objective: 4 Provide appropriate support for all students.

Selected Evaluation Measure(s):

Formative: Monitoring special populations

Summative: PBMAS report, discipline referrals, performance of at-risk students

Specific Sequential Actions:

Action Step	Timeline	Responsibility	Resources
5.4.1 Coordinate and monitor strategies to provide instruction in least restrictive environment	August-May	Local Spec. Ed. personnel	Time
5.4.2 Review all environments to determine how additional support staff is needed to impact instruction.	August-May	Leadership Team	Time
5.4.3 Establish Redirection Program to modify student behavior, reducing discipline referrals and maintaining more time on task.	August-May	Redirect Team	Time, Training
5.4.4 Campus will continue to provide support services for non-identified at-risk students as appropriate.	August-May	Campus Administrator, Staff	Local Funds
5.4.5 CHS staff will implement motivational incentives to encourage students' efforts on benchmarks and TAKS results.	September-April	Teachers, Administrators	Time, Subs, Travel, Local Funds
5.3.6 At-Risk Counselor will monitor the grades, attendance, and progress of each of the students.	August-May	At-Risk Counselor	Funding/Win school
5.3.7 Continue to provide ESL classes as well as support for second language students in the regular classroom.	August-May	ESL Coordinator	ESL Funding

Stakeholders Communication and Relationship

Goal 6: The school fosters effective communications and relationships with and among its stakeholders.

Quality School Indicators

In fulfillment of this goal, the school:

- ❖ Fosters collaboration with community stakeholders to support student learning
- ❖ Has formal channels to listen to and communicate with stakeholders
- ❖ Solicits the knowledge and skills of stakeholders to enhance the work of the school
- ❖ Communicates the expectations for student learning and goals for improvement to all stakeholders
- ❖ Provides information about students, their performance, and school effectiveness that is meaningful and useful to stakeholders

Parental Involvement

Goal 6

Objective: 1 Communicate the expectations for student learning and goals for improvement to all stakeholders.

Selected Evaluation Measure(s):

Formative: Meetings, Open house, parent contacts

Summative: Parent involvement survey results

Specific Sequential Actions:

Action Step	Timeline	Responsibility	Resources
6.1.1 CHS will host a Meet the Teachers Night before school starts.	August	All staff	Time, Materials
6.1.2 CHS will provide information to media so that parents and community are better informed of school activities.	August-May	Principal, Counselor, Billie Sue Payne	Radio Newspaper
6.1.3 Meetings will be held with parents of 8 th graders for information about scheduling, transition to high school, and to promote participation in advanced, college preparatory courses.	February '08	Principal, Counselor, Teachers	Information Materials
6.1.4 Parent information meetings will be held regularly to discuss individual student progress and needs. (SIP)	August-May	Principal, Counselor, Teachers	Time and Materials
6.1.5 CHS will host an open house in the first six weeks of the spring semester for parent/teacher contact and for parent information on classes and programs before scheduling begins in the Spring.	January '08	Administration, Counselor, Teachers	Time and Materials
6.1.6 At-Risk Counselor will contact parents of each student who is failing any class to discuss grades and progress and also to make them aware of parental involvement activities.	September-May	Principal, At-Risk Counselor	Time/Phone Calls
6.1.7 CHS will utilize Shelby County Today and District website to make information available to parents and the community.	August-July	All CHS Staff, Mrs. Payne	Time
6.1.8 Establish a faculty calendar of events.	October-May	Principal	Time, Materials

Commitment to Continuous Improvement

Goal 7: The school establishes, implements, and monitors a continuous process of improvement that focuses on student performance.

Quality School Indicators

In fulfillment of this goal, the school:

- ❖ Engages in a continuous process of improvement that articulates the vision and purpose the school is pursuing (Vision); maintains a rich and current description of students, their performance, school effectiveness, and the school community (Profile); employs goals and interventions to improve student performance (Plan); and documents and uses the results to inform what happens next (Results)
- ❖ Engages stakeholders in the processes of continuous improvement
- ❖ Ensures that plans for continuous improvement are aligned with the vision and purpose of the school and expectations for student learning
- ❖ Provides professional development for school personnel to help them implement improvement interventions to achieve improvement goals
- ❖ Monitors and communicates the results of improvement efforts to stakeholders
- ❖ Evaluates and documents the effectiveness and impact of its continuous process of improvement

Goal 7**Objective:** 1 Engages in continuous process of improvement**Selected Evaluation Measure(s):****Formative:** Leadership Team Meetings**Summative:** Vision statement, Profile, CIP adjustments**Specific Sequential Actions:**

Action Step	Timeline	Responsibility	Resources
7.1.1 Establish the Vision and Purpose of the school	September-December	Leadership Team/Cadres	Time
7.1.2 Establish a profile of our school to include student description, performance, school effectiveness and school community	September-May	Leadership Team/Cadres	Historical data
7.1.3 Develop a Plan to employ goals and interventions to improve student performance	September-May	Leadership Team/Cadres	Student data
7.1.4 Utilize results to drive what happens next	September-May	Leadership Team/Cadres	Student data

Needs Assessment

2007 TAKS Needs Assessment

TAKS Reading/ELA	9th	10th	11th
<u>Gender</u> Male	87%	87%	95%
Female	94%	97%	88%
<u>Ethnicity</u> African Am.	77 %	92%	84%
Hispanic	94%	81%	86%
White	97%	97%	96%
<u>Low SES</u> Yes	85%	88%	92%
No	96%	96%	90%
<u>All students</u>	90%	92%	91%
<u>Commended</u>	18%	11%	27%

Math	9th	10th	11th
<u>Gender</u> Male	56%	70%	98%
Female	62%	72%	91%
<u>Ethnicity</u> African Am.	41%	48%	89%
Hispanic	61%	75%	100%
White	70%	83%	93%
<u>Low SES</u> Yes	52%	60%	92%
No	67%	81%	95%
<u>All students</u>	60%	71%	94%
<u>Commended</u>	13%	15%	24%

2007 TAKS Needs Assessment

TAKS Science	10th	11th
<u>Gender</u> Male	68%	93%
Female	67%	82%
<u>Ethnicity</u> African Am	52%	70%
Hispanic	59%	90%
White	81%	91%
<u>Low SES</u> Yes	53%	86%
No	83%	87%
<u>All students</u>	68%	87%
<u>Commended</u>	9%	10%

TAKS Social Studies	10th	11th
<u>Gender</u> Male	94%	98%
Female	84%	93%
<u>Ethnicity</u> African Am	79%	80%
Hispanic	94%	95%
White	92%	100%
<u>Low SES</u> Yes	82%	89%
No	95%	98%
<u>All students</u>	89%	95%
<u>Gender</u> Male	35%	29%

**Needs Assessment
AEIS Information**

2006-2007 AP Results (99 students tested)	Number of Scores Reported	% of Total
Score of 1	105	73%
Score of 2	26	18%
Score of 3	10	7%
Score of 4	3	2%
Score of 5	0	0%
Total	144	100%

2005-2006 High School Dropout Summary (Grades 7-12)	Dropout Rate %
All Students	2.2%

High School Completion Summary (Class of 2006)	Graduates		Completion without GED		Completion with GED	
	Number	Rate	Number	Rate	Number	Rate
All Students	134	89.3%	136	90.7%	140	93.3%

Compensatory Education Funding

2007-2008 Compensatory Education Funding

Location	Staff Development Funding Number	DIP Obj.	Funding Amount
High School	199-11-6249-00-001-824120	3.2a-3.2c	\$4600
	199-11-6299-SI-001-824000	3.2a-3.2c	\$6000
	199-11-6499-SI-001-824000	3.2a-3.2c	\$12580
	199-13-6216-00-001-824000	3.2a-3.2c	\$1600
	199-13-6216-SI-001-824000	3.2a-3.2c	\$13000
	199-13-6411-00-001-824000	3.2a-3.2c	\$1000
	199-13-6411-SI-001-824000	3.2a-3.2c	\$2000

Location	Materials and Supplies Funding Number	DIP Obj.	Funding Amount
High School	199-11-6395-00-001-824000	3.2a1,3.2a.3,3.2b.1,3.2c.2,3.2b.2,3.2d.1	\$7670
	199-11-6395-DX-001-824000	3.2a1,3.2a.3,3.2b.1,3.2c.2,3.2b.2,3.2d.1	\$1835
	199-11-6395-SI-001-824000	3.2a1,3.2a.3,3.2b.1,3.2c.2,3.2b.2,3.2d.1	\$600
	199-11-6398-00-001-824000	3.2a1,3.2a.3,3.2b.1,3.2c.2,3.2b.2,3.2d.1	\$5000
	199-11-6398-SI-001-824000	3.2a1,3.2a.3,3.2b.1,3.2c.2,3.2b.2,3.2d.1	\$5600
	199-13-6395-00-001-824000	3.2a1,3.2a.3,3.2b.1,3.2c.2,3.2b.2,3.2d.1	\$500

Campus	ESL Program Funding Number	DIP Obj.	Funding Amount
High School	199-11-6118-XX-00-001-824000	5.3.7	\$220924.00

Campus	Tutorials Funding Number	DIP Obj.	Funding Amount
High School	199-11-6118-00-001-824000	3.3.1-3.3.5	\$22089
	199-11-6118-SI-001-824000	3.3.1-3.3.5	\$7295
	199-11-6118-SI-001-83000	3.3.1-3.3.5	\$30353
	199-13-6118-00-001-824000	3.3.1-3.3.5	\$34184