

Center Independent School District
Center High School
2017-2018 Campus Improvement Plan

Mission Statement

Center ISD recognizes that each student has individual needs and that all students are diverse learners. As a result, the mission of Center ISD is to challenge each student to reach his or her intellectual, creative, and physical potential by providing a fully integrated curriculum and rigorous instruction. In doing so, Center ISD will provide a nurturing learning environment that empowers all stakeholders to become confident, creative designers of their future and will provide opportunities for collaboration to develop respect for individual differences and community values.

Vision

Preparing Students for Their Future

Core Beliefs

WE BELIEVE that with the proper instruction and support, all students will meet or exceed learning expectations.

WE BELIEVE adult learning is a lifelong commitment essential to student success.

WE BELIEVE diversity should be respected, appreciated, and valued in order to strengthen learning for all.

WE BELIEVE everyone is accountable and responsible for the success of every student.

WE BELIEVE active leadership is essential and everyone's responsibility

WE BELIEVE meaningful change will be necessary to ensure all students succeed.

WE BELIEVE all parts of a system must work together for our vision to become a reality.

Comprehensive Needs Assessment

Demographics

Demographics Summary

The following are the demographics of Center High School. Our ethnic distribution as reported on the 2012-2013 Academic Excellence Indicator System is 19.7% African American, 35.2% Hispanic, 43.1% White, .2% American Indian, 1.7% Asian, and .2 % two or more races. The campus currently has 61.2% Economically Disadvantaged.

2017/2018

According to the data CHS is a school with a diverse population of students. We have a number of students enrolled in the CTE program here. The data suggest that our students are interested in careers in technical and medical fields. We believe that if we reduce the student to teacher ratio we could improve the success rate of all students and thus reducing the dropout rate from 3% to closer to 0%. We believe that this would also help our large number of at risk and economically disadvantaged students. According to TEA we have upwards of 70% of our students that are economically disadvantaged. We would need to assess this situation and modify instruction to aid these students as much as possible. We also believe that if we increased our number of teachers that were Spanish speaking that we could increase our success rate of students.

Demographics Strengths

We have a great CTE program and many students that are interested in careers in the technical fields. Next year we are going to be opening up the academy which is going to bring down our dropout rate from two to three percent per year to closer to zero percent. We have a large population of hispanic students here in Center. We have a number of different teachers who are bilingual and are able to communicate with these students in Spanish.

Problem Statements Identifying Demographics Needs

Problem Statement 1: We need to assess our schedule and the number of students in each classroom. We need to be able to reduce the teacher to students ratio.

Student Achievement

Student Achievement Summary

Data Sources Used.

Academic Planning Guide; Enrollment Data; State Assessment Data; Final Grades; Teacher Interviews/Observations; State Markers and Index Scores

Summary of Needs

1- Transitional placement for LEP subpop 2 - More reading resources (and funding for reading resources)

Student Achievement Strengths

CTE certification programs; dual-credit opportunities/success; credit by exam opportunities; Teachers who are flexible and passionate about student success; administrative support; Technology available

School Culture and Climate

School Culture and Climate Summary

Some parents want a PTO established at the high school level, increase participation in clubs, Incorporate mentors into Flex Lunch w/community involvement, Student Advisory Board, more diversity on staff, School spirit-more students need to be involved in different aspects of the school

School Culture and Climate Strengths

Numerous extra-curricular activities, Dual credit, TLC Lab, District Media

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

The biggest need on our campus is a stipend provided for English teachers that are comparable to Math and Science. There is a significant decline in the number of teachers coming into the field of education with an extreme decline in English teachers across the state. Class sizes need to be reduced, also.

Staff Quality, Recruitment, and Retention Strengths

1. The district pays significantly above state base. The pay is high for teachers early in their career (roughly \$8,000) and tapers off for more experienced teachers (\$5,000). 2. We have a very supportive administration at the High School. 3. There is great compassion for our student body and staff from our principals. 4. Roughly 80% of our staff are certified teachers. 5. We have resources for classroom learning. Each room is equipped with projectors, and students have daily access to technology via their iPad and multiple computer rooms on campus. 6. Teachers have positive interactions with peers.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Content Mastery is understaffed/needs better organization and full of students LEP students who enter the district should spend more time in a sheltered learning environment to aid in catching up the student in the content before putting them in grade - level courses = Edgenuity could be used A standardized scope and sequence for physical education

Curriculum, Instruction, and Assessment Strengths

* Regardless of whether people teach a core subject or an extracurricular subject, teachers across the board have a curriculum that provides a scope and sequence - TEKS RESOURCE SYSTEM (CORE) Vertical Alignment and keeps teachers within the same content consistent ICEV Provides flexibility to Building Trades courses Texas Virtual Schools Keeps the instructor up to date on each student - emails, motivational strategies, etc.... Classes are mapped out well, and are user-friendly The I.T. people are very quick and diligent when helping with computer infrastructure. Johnny Can Spell DMAC Data shows growth in every course taught by Diana Stanford DMAC local and state assessment shows increases Edgenuity data shows improvement in Reading scores of those identified as low readers. Availability to do work at home for both credit recovery and EOC tutorials Digitized textbooks give access to needed resources

School Context and Organization

School Context and Organization Summary

#1 We need a Counselor available for all students (not just special needs). #2 We need an advanced notice of changes & happenings. #3 We need a better supervision of students and their whereabouts. #4 We need to have a time limit on how long a student can be held in a class from going to another. #5 We need better role checking for flex lunch. #6 We need higher student accountability for flex lunch. #7 We need a more efficient flex lunch schedule. #8 We need less transition time between classes & lunch #9 We need to have more accountability for teachers missing duty (or a reminder to make duty) #10 Air condition controls need to be more easily adaptable.

School Context and Organization Strengths

Flex Lunch, Homeroom, Leadership (very approachable), Master Schedule, Physical Environment, Planning time available, Program Support, Mentor Teachers, Various Trainings available.

Comprehensive Needs Assessment Data Documentation

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


Goals

Goal 1: Emphasize, sustain, and improve upon systemic instructional initiatives in literacy.

Performance Objective 1: By the end of the year, in grades K-10, all students will show at least one year's growth in reading as indicated by local STAAR Reading assessments.

Evaluation Data Source(s) 1: Light sail Reading program, Edgenuity Reading Assessments, 2017/2018 STAAR Results.

Summative Evaluation 1:


Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	May
1) Edgenuity Reading Assessment of all English 1 and English 2 students.	CHS Administration, English 1 and English 2, Special Services.	All students tested by September 2nd 2016.				
2) 6 weeks Data Review Meeting of first six weeks ELA, DMAC (One unit assessment Minimum) Progress.	CHS Administration, English 1, English 2, Special Services.					
3) Reading emphasized campus wide as evidenced in lesson plans by coding all literacy activities with red font, and noted in walk thru scripting.	CHS Campus Administration.					
4) Reading and writing classes on weekly rotation will allow students to make deeper connections across the curriculum, receive personalized writing instruction, and dig deeper into reading selections. Students will receive lessons from both ELA teachers in the areas within their ELAR specialization.	CHS Administration, English 1, English 2, Special Services					
						

Goal 1: Emphasize, sustain, and improve upon systemic instructional initiatives in literacy.

Performance Objective 2: In Grades K-10, Students will improve in writing as indicated not he appropriate STAAR Writing Rubric in English 1 and English 2 EOC.

Evaluation Data Source(s) 2: STAAR EOC Results.

Summative Evaluation 2:


Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	May
1) Initial Writing assessment evaluated using the EOC rubric for all English 1 and English 2 Students. Results discussed with students individually. Develop a plan for improvement in writing for each student.	English 1 and English 2, CHS Administration.					
2) Writing emphasized campus wide as evidenced in Lesson plans by coding all literacy activities with red font, and noted in walk thru scripting.	CHS Teachers, CHS Administration					
						

Goal 1: Emphasize, sustain, and improve upon systemic instructional initiatives in literacy.

Performance Objective 3: In Grades K-12 Academic achievement of all students in all content areas will increase and the achievement gap among student groups will close 2 points as indicated in the unit assessment data, STAAR Exams, and index 3 of the State Accountability system.

Evaluation Data Source(s) 3: Unit Assessment Data, STAAR EOC Data.

Summative Evaluation 3:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	May
1) Post unit assessment worksheets will be completed by all core content areas.	CHS Teachers, CHS Instructional Coach, CHS Administration.					
2) Lesson Plan adjustments and tutorial groups of 7 for intervention.	CHS Teachers, CHS Administration.					
3) District Level Vertical alignment Meetings.						
						

Goal 2: CISD will establish a learning environment that promotes the physical, mental and emotional well-being of all staff and students.