

# CAMPUS IMPROVEMENT PLAN

## *Canton High School* **2015-2016**

*Canton ISD...Reaching for Excellence, Leading to Great Accomplishment*

### District Mission Statement

*In partnership with community and parents, Canton ISD will empower students  
to become lifelong learners committed to academic excellence, integrity,  
responsible citizenship and service to others.*

**CAMPUS DECISION-MAKING COMMITTEE**

**Jarrold Bitter, Principal**

**Chase Thomas, Assistant Principal**

**Prissy Sweat, Counselor**

**Theresa Oliver, Teacher**

**Shelia Aaron, Teacher**

**Carol Slider, Teacher**

**Paige James, Teacher**

**Catherine Irwin, Teacher**

**Susan Robbins, Paraprofessional**

**Angie Day, Parent**

**Paul Fike, Community Representative**

## THE STATE OF TEXAS PUBLIC EDUCATION MISSION AND ACADEMIC GOALS

The mission of the public education system of this state is to ensure that all Texas children have access to a quality education that enables them to achieve their potential and fully participate now and the future in the social, economic, and education opportunities of our state and nation. That mission is grounded on the conviction that a general diffusion of knowledge is essential for the welfare of this state and for the preservation of the liberties and rights of citizens. It is further grounded on the conviction that a successful public education system is directly related to a strong, dedicated, and supportive family; and that parental involvement in the school is essential for the maximum educational achievement of a child.

## THE STATE OF TEXAS PUBLIC EDUCATION GOALS

- GOAL #1: The student in the public education system will demonstrate exemplary performance in the reading and writing of the English language.
- GOAL #2: The students in the public education system will demonstrate exemplary performance in the understanding of mathematics.
- GOAL #3: The students in the public education system will demonstrate exemplary performance in the understanding of science.
- GOAL #4: The students in the public education system will demonstrate exemplary performance in the understanding of social studies.

## THE STATE OF TEXAS PUBLIC EDUCATION OBJECTIVES

- Objective #1: Parents will be full partners with educators in the education of their children.
- Objective #2: Students will be encouraged and challenged to meet their full educational potential.
- Objective #3: Through enhanced dropout prevention efforts, all students will remain in school until they obtain a high school diploma.
- Objective #4: A well-balanced and appropriate curriculum will be provided to all students.
- Objective #5: Qualified and highly effective personnel will be recruited, developed, and retained.
- Objective #6: The state's students will demonstrate exemplary performance in the comparison to national and international standards.
- Objective #7: School campuses will maintain a safe and disciplined environment conducive to student learning.
- Objective #8: Educators will keep abreast of the development of creative and innovative techniques as appropriate to improve student learning.
- Objective #9: Technology will be implemented and used to increase the effectiveness of student learning, instructional management, staff development, and administration.

**COMPREHENSIVE NEEDS ASSESSMENT SUMMARY**  
**SCHOOL YEAR: 2015/2016**

---

<b>Data Sources Reviewed:</b>			
<ul style="list-style-type: none"> <li>•</li> <li>•</li> </ul>			
<b>Area Reviewed</b>	<b>Summary of Strengths</b> What were the identified strengths?	<b>Summary of Needs</b> What were the identified needs?	<b>Priorities</b> What are the priorities for the campus, including how federal and state program funds will be used?
<b>Demographics</b>	Participation and passing rate at or above state level in every tested area	Address low-scoring student groups in targeted areas	
<b>Student Achievement</b>	95% of students are on track to graduate in 4-years, multiple assistance opportunities, offered to students in passing required EOC test	Assisting struggling students before the end of the 1 <sup>st</sup> grading period, challenging the top 20% of students	Identification of students and objectives that require targeted instruction, use of data disaggregation to inform these decisions
<b>School Culture and Climate</b>	Community atmosphere, students and staff are appreciated	finding ways to incorporate the middle 60% of students in community-service projects	Create a sense of connectedness for all students and engage them in ownership of their education and future
<b>Staff Quality/ Professional Development</b>	100% Highly Qualified Staff	Give teachers the opportunity to continue to learn and be able to use new technologies in the classroom	Google Drive and Google Apps for Education, Flipped instruction,
<b>Curriculum, Instruction, Assessment</b>	Scope and Sequence for every course taught aligns with TEKS, Assess students every 9-weeks and analyze the data	Planning time for teachers teaching same course and for same grade level teachers to meet and plan cross-curriculum projects	Incorporation of problem based learning and instruction within grade levels and content areas
<b>Family and Community Involvement</b>	Meet the Teacher, College Meetings, Extra-Curricular and Co-Curricular have high turnouts of family and community	Increase opportunity for two-way communication and interaction between school and community	Increase opportunity for informal family and community involvement throughout the year
<b>School Context and Organization</b>	Teachers work together to identify struggling students	Greater planning time and focus on curricular alignment, grade level meetings	Grade level meetings to identify needs and relevant issues for students at all levels
<b>Technology</b>	BYOD, 80 devices with access to online textbooks/resources, SMARTboards, wifi access	Increased access to devices, students ability to use Google accounts, increased wireless capacity	Continued incorporation of Chrome machines and increased access for all students

## **Title I, Part A**

### **Schoolwide Components:**

1. A comprehensive needs assessment of the entire school(including taking into account the needs of migratory children as defined in section 1309(2)) that is based on information which includes the achievement of children in relation to the State academic content standards and the State student academic achievement standards described in section 1111(b)(1).
2. Schoolwide reform strategies that provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement, use effective methods and instructional strategies that are based on scientifically based research, and that include strategies to address the needs of all children in the school, but particularly the needs of low-achieving children and those at risk of not meeting the State student academic achievement standards who are members of the target population of any program that is included in the schoolwide program.
3. Instruction by highly qualified teachers.
4. In accordance with section 1119 and subsection (a)(4), high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the State's student academic achievement standards.
5. Strategies to attract high-quality teachers to high-need schools.
6. Strategies to increase parental involvement in accordance with section 1118, such as family literary services.
7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.
8. Measures to include teachers in the decisions regarding the use of academic assessments described in section 1111(b)(3) in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.
9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of academic achievement standards required by section 1111(b) (1) shall be provided with effective, timely additional assistance which shall include measures to ensure that student difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.
10. Coordination and integration of Federal, State, and local services and programs, including programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

<b>Ideal State: Goal 1</b>							
All student groups taking the state standardized tests will meet or exceed state and Region 10 averages on each test administration. Increased achievement on daily assignments and quarterly testing							
<b>Objective(s):</b>							
Increase student achievement across student groups and testing objectives through data disaggregation, targeted instruction, and curriculum alignment.							
<b>Strategies and Action Steps</b>	<b>Person(s) Responsible</b>	<b>Resources</b>	<b>Timelines</b>	<b>Evidence of Implementation</b>	<b>Evidence of Impact</b>	<b>Formative/ Summative</b>	<b>Title I Schoolwide Components (Code by #)</b>
Disaggregate EOC Reading English/Language Arts objectives for all students and focus instruction on weaknesses below 85% mastery or state and Region 10 averages.	-Principal -Assistant Principal -English/ Language Arts Department -Classroom Teachers -Director of Curriculum and Assessment	-TAPR Summary Reports -Teacher observation	-Weekly -Quarterly -Fall 2015 -Spring 2016	- Lesson Plans -Daily Assignments -Walkthrough Observations	- Increased achievement on daily assignments and quarterly testing	-Unit Tests -Quarterly Tests -EOC Scores	<b>2, 8, 9</b>
Disaggregate EOC Math objectives for all students and focus instruction on weaknesses below 85% mastery or state and Region 10 averages.	-Principal -Assistant Principal -Math Department -Classroom Teachers -Director of Curriculum and Assessment	-TAPR Summary Reports -Teacher observation	-Weekly -Quarterly -Fall 2015 -Spring 2016	- Lesson Plans -Daily Assignments -Walkthrough Observations	- Increased achievement on daily assignments and quarterly testing	-Unit Tests -Quarterly Tests -EOC Scores	<b>2, 8, 9</b>
Disaggregate EOC Science objectives for all students and focus instruction on weaknesses below 85% mastery or state and Region	-Principal -Assistant Principal -Science	-TAPR Summary Reports -Teacher observation	-Weekly -Quarterly -Fall 2015 -Spring 2016	- Lesson Plans -Daily Assignments -Walkthrough	- Increased achievement on daily assignments and quarterly	-Unit Tests -Quarterly Tests -EOC Scores	<b>2, 8, 9</b>

10 averages.	Department -Classroom Teachers -Director of Curriculum and Assessment			Observations	testing		
Disaggregate EOC Social Studies objectives for all students and focus instruction on weaknesses below 85% mastery or state and Region 10 averages.	-Principal -Assistant Principal -Social Studies Department -Classroom Teachers -Director of Curriculum and Assessment	-TAPR Summary Reports -Teacher observation	-Weekly -Quarterly -Fall 2015 -Spring 2016	- Lesson Plans -Daily Assignments -Walkthrough Observations	- Increased achievement on daily assignments and quarterly testing	-Unit Tests -Quarterly Tests -EOC Scores	<b>2, 8, 9</b>

<b>Ideal State: Goal 2</b> Student attendance will meet or exceed the 94% state standard for attendance. The district dropout rate will meet the state standard of 1% or less.							
<b>Objective(s):</b> The student attendance rate will be maintained at or above 96%. The district dropout rate will be maintained at or below 1%.							
Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title I Schoolwide Components
Monitor attendance by: <ul style="list-style-type: none"> <li>• Parent notification</li> <li>• Telephone calls</li> <li>• Letters</li> <li>• Computerized attendance reports</li> <li>• Counseling</li> <li>• Home visits</li> <li>• Parent Portal</li> <li>• Incentives</li> </ul>	-Principal -Assistant Principal -Attendance Clerk - Counselors -Teachers	-Attendance Clerk -Teachers -Counselors	-Daily -Weekly -Quarterly -Semester	Documentation of strategies	Increased attendance, reduced truancy	-Attendance Reports -ADA Reports	<b>1, 2, 9, 10</b>
Provide dropout prevention and recovery through the following: <ul style="list-style-type: none"> <li>• Counseling services</li> <li>• Pregnancy-related services</li> <li>• Homebound services</li> <li>• Services for school-age pare</li> <li>• Saturday School</li> <li>• Summer School</li> <li>• Credit by Exam</li> <li>• Operation Graduation</li> <li>• Odyssey Lab</li> </ul>	-Principal -Assistant Principal - Counselors	-At-Risk Counselor	Per Occurrence: -Daily -Weekly -3 <sup>rd</sup> Weeks/6 Weeks -Quarterly	Documentation of strategies	Increased attendance, reduced truancy and dropout rates	-Withdrawal Tracking Record -Principal Contacts -Attendance -Progress Reports	<b>1, 2, 9, 10</b>



<b>Ideal State: Goal 3</b> The high school campus will increase the number of high school graduates that express college entrance intentions by increasing the number of students that participate and meet the state criteria for college entrance exams with scores of 1110 on SAT and 24 on ACT.							
<b>Objective(s):</b> The district will maintain the percent of students taking the SAT/ACT at or above 70%. The district will maintain the percent of students scoring at or above the criterion on the SAT/ACT at or above 50%. The high school campus will increase the number of graduates with college entrance intentions at least 10% annually.							
Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title I Schoolwide Components (Code by #)
Increase the number of students taking the SAT/ACT and the number scoring above the criterion through the following: <ul style="list-style-type: none"> <li>• Dual Credit</li> <li>• TSI</li> <li>• PSAT</li> <li>• FEE Waivers</li> <li>• Scholarship Notification deadline</li> <li>• Reward participants with GPA points</li> </ul>	-Principal -Assistant Principal -Counselors	-Counselors -Teachers -College High School Allotment Scholarship Opportunities	Fall 2015 Semester Weekly	Enrollment numbers and participation records	Increased participation	-Class Rosters -Registration Records -Scholarship Applications	1
Inform juniors and seniors that the top 10% of the graduating class receives automatic admissions to state college and universities	-Counselors	-Posters -Letters -Handbook	-Fall 2015	Meeting agendas	Increased achievement and competition among juniors and seniors	-Letters to parents	1
Maintain the number of students in the Recommended High School Program at or above 60% through the following: Counseling- Transcript Audits Parent Information Night	-Principal - Counselors	-College High School Allotment Scholarship Opportunities -Valedictorian/ Salutatorian Criteria	-Semester -Fall 2015 -Spring 2016	Recommended program data		-Credit Accrual -4 year plan -Class Rosters	1

<b>Ideal State: Goal 4</b>							
The high school campus will recruit, retain, and train fully certified and highly qualified principals, teachers, and staff							
<b>Objective(s):</b> All teachers will meet NCLB highly qualified standards. All teachers will be certified in assigned areas. All teachers will participate in high quality staff development (NCLB Indicator 3.2). All classes in high poverty schools will be taught by highly qualified teachers (NCLB Indicator 3.1). [Canton High is not a high-poverty school]							
<b>Strategies and Action Steps</b>	<b>Person(s) Responsible</b>	<b>Resources</b>	<b>Timelines</b>	<b>Evidence of Implementation</b>	<b>Evidence of Impact</b>	<b>Formative/ Summative</b>	<b>Title I Schoolwide Components</b>
The district will utilize alternate certification programs for teachers that are not certified/highly qualified in core areas.	-Superintendent	-Region X ESC -Director of Curriculum and Assessment	-As Hired	-Enrollment as needed	-Teachers certified through alternative certification programs	-Enrollment Verification	<b>3, 4</b>
High quality staff development will be provided to facilitate the implementation of instructional strategies that focus on improving the achievement of all students, including special program students. Topics include: <ul style="list-style-type: none"> <li>• Campus Planning</li> <li>• Motivation</li> <li>• Information Sessions/Conferences</li> <li>• GT certification/updates</li> <li>• Content specific workshop</li> <li>• Technology</li> <li>• Conflict Resolution</li> </ul>	-Superintendent -Principals	-Region X ESC -Internal and External Consultants -GT Funds -Title II -Director of Curriculum and Assessment	-August 2015 -As Scheduled -Weekly -Upon Completion	Staff Development Records	Increased student achievement and effective administration of programs	-Staff Development -Agenda, sign-In Sheets -Lesson Plans -Certificates	<b>3, 4</b>
High quality staff development for teachers to maintain 100% of classes taught by highly qualified teachers in core academic subject areas.	-Superintendent -Principals	-Region X ESC -Consultants -Workshops -Title II	-August 2015 -As Scheduled -Weekly	Staff Development Records	Increased student achievement and effective	-Staff Development -Agenda, sign-In Sheets	<b>3, 4</b>

<ul style="list-style-type: none"> <li>Needs of minority students</li> <li>Diverse populations</li> <li>Gender and racial bias</li> <li>Instructional strategies for special needs students</li> <li>STAAR objectives</li> <li>Integration of technology into curriculum</li> <li>Curriculum alignment</li> <li>Curriculum scope and sequence</li> <li>GT/AP certification training</li> <li>Dyslexia</li> <li>Motivational Speakers/workshop</li> <li>TEKS/STAAR</li> <li>Training for instructional aides</li> <li>Discipline</li> </ul>		<ul style="list-style-type: none"> <li>Director of Curriculum and Assessment</li> <li>GT Coordinator</li> <li>504/Dyslexia Coordinator</li> </ul>			administration of programs	<ul style="list-style-type: none"> <li>Lesson Plans</li> <li>Certificates</li> </ul>	
<p>Recruit and retain 100% highly qualified staff for instruction.</p> <ul style="list-style-type: none"> <li>Incentives</li> <li>Motivational speakers/workshops</li> <li>Competitive salaries</li> <li>Supportive work environment</li> <li>Certification fee reimbursement</li> <li>Post vacancies with various organizations</li> <li>Maintain active website</li> <li>Induction/mentoring for new teachers</li> </ul>	<ul style="list-style-type: none"> <li>Superintendent</li> <li>Principals</li> </ul>	<ul style="list-style-type: none"> <li>UT Tyler job fair</li> <li>Texas A&amp;M Commerce job fair</li> <li>Newspaper ad</li> <li>Region X ESC</li> <li>Title II</li> <li>Director of Curriculum and Assessment</li> </ul>	<ul style="list-style-type: none"> <li>October 2015</li> <li>As Needed</li> <li>Semester</li> </ul>	Documentation of initiatives and recruitment/retention efforts, job postings	<ul style="list-style-type: none"> <li>Low turnover rate</li> <li>Increase in number of highly qualified applicants</li> </ul>	<ul style="list-style-type: none"> <li>Vacancy notices</li> <li>Newspaper publications</li> <li>Interview schedules</li> <li>Highly Qualified Report</li> </ul>	<b>3, 4</b>
<p>Ensure that low-income students and minority students are not taught at high rates than other</p>	<ul style="list-style-type: none"> <li>Principals</li> <li>Counselors</li> </ul>	<ul style="list-style-type: none"> <li>Student schedules</li> </ul>	<ul style="list-style-type: none"> <li>August 2015</li> <li>January 2016</li> </ul>	<ul style="list-style-type: none"> <li>Lesson plans</li> <li>Student</li> </ul>	<ul style="list-style-type: none"> <li>Progress reports</li> <li>Report cards</li> </ul>	<ul style="list-style-type: none"> <li>Student schedules</li> </ul>	<b>3, 4</b>

students groups by teachers who are not highly qualified.			Quarterly Testing Calendar	schedules assessments	Quarterly assessment scores State Mandated Testing Scores		
Provide assistance with ESL certification fees to increase the number of fully certified and highly qualified ESL teachers	-Superintendent -Principals -ESL Coordinator	-Title II -Title III	-Ongoing	Increase in number of ESL certified teachers	District Reports	-Certification Records	<b>3, 4</b>

<b>Ideal State: Goal 5</b>							
Provide a safe and orderly school climate conducive to learning.							
<b>Objective(s):</b>							
Implement Discipline Management Plan including Drug, Alcohol, and Violence prevention							
Implement Crisis Management Plan							
Implement Energy Conservation Plan							
DAEP student evaluation data will include student groups served, attendance rates, assessment results, dropout rates, graduation rates, and recidivism rates.							
Implement Bullying Prevention and Intervention Plan							
Implement Eagle Vision Leadership Program							
Implement Personal Technology Use Program							
Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title I Schoolwide Components (Code by #)
Implement a discipline management plan that provides for prevention and education concerning unwanted physical and verbal aggression, sexual harassment, and other forms of bullying.  CISD Student Code of Conduct	Superintendent Principals	DEIC Committee  Local Budget  CISD Student Code of Conduct	August 2015	Student Handbook  Meetings with counselors and administrators	Reduced occurrences of bullying and harassment.	Discipline and attendance records	2
Implement the district and campus Emergency Plans (Crisis Management Plan). <ul style="list-style-type: none"> <li>• Emergency Drills</li> <li>• Staff Training</li> <li>• Emergency Preparedness Reviews</li> </ul>	Principals Teachers	-Faculty and staff Safety Checklist -Decision-Making Committees -School Resource Officer -Nurse	August 2015  Ongoing/as needed	Staff meetings  Plans posted  Records of Drills	Efficient execution of drills  Student Safety	Review of plans and drill records	2



**Ideal State: Goal 5**

Provide a safe and orderly school climate conducive to learning.

**Objective(s):**

Implement Discipline Management Plan including Drug, Alcohol, and Violence prevention

Implement Crisis Management Plan

Implement Energy Conservation Plan

DAEP student evaluation data will include student groups served, attendance rates, assessment results, dropout rates, graduation rates, and recidivism rates.

Implement Bullying Prevention and Intervention Plan

Implement Eagle Vision Leadership Program

Implement Personal Technology Use Program

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title I Schoolwide Components (Code by #)
Provide and implement a Comprehensive Guidance Plan aligned with the State plan. <ul style="list-style-type: none"> <li>• Character education</li> <li>• Decision making</li> <li>• Self-esteem</li> <li>• Private and group counseling</li> <li>• Scholarship acquisition</li> <li>• Testing</li> <li>• Dating violence</li> </ul>	Principals  Counselor	Teachers  Staff Development  Local Budget HS Allotment  School Resource Officer  Counselors	Weekly  Semester  Yearly	Lesson Plans  Assembly	Increased Student Achievement	Discipline Records	<b>2, 7, 9</b>

<b>Ideal State: Goal 5</b>							
Provide a safe and orderly school climate conducive to learning.							
<b>Objective(s):</b>							
Implement Discipline Management Plan including Drug, Alcohol, and Violence prevention							
Implement Crisis Management Plan							
Implement Energy Conservation Plan							
DAEP student evaluation data will include student groups served, attendance rates, assessment results, dropout rates, graduation rates, and recidivism rates.							
Implement Bullying Prevention and Intervention Plan							
Implement Eagle Vision Leadership Program							
Implement Personal Technology Use Program							
Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title I Schoolwide Components (Code by #)
Implement visitor identification/sex offender search on each campus.	Principals Technology Coordinator	Local Budget	Annual	Hardware installed and in use	Student Safety Identification of visitors	Visitor Log	10
Implement Eagle Vision Leadership Program <ul style="list-style-type: none"> <li>• Characteristics</li> <li>• Quotes</li> <li>• Themes</li> <li>• Announcements</li> </ul> Implement Personal Technology Use Program <ul style="list-style-type: none"> <li>• PTU Devices used to enhance learning</li> <li>• Teacher discretion</li> <li>• Guidelines in PTU Handbook</li> </ul> Enhance Wi-Fi	Principals Counselors	Local Budget Class Sponsors Student Council Parents Community Technology Coordinator	Ongoing	Visible throughout building	Increased achievement, positive behavior, student leadership	Student and teacher feedback Surveys	1, 2



<b>Ideal State: Goal 5</b>							
Provide a safe and orderly school climate conducive to learning.							
<b>Objective(s):</b>							
Implement Discipline Management Plan including Drug, Alcohol, and Violence prevention							
Implement Crisis Management Plan							
Implement Energy Conservation Plan							
DAEP student evaluation data will include student groups served, attendance rates, assessment results, dropout rates, graduation rates, and recidivism rates.							
Implement Bullying Prevention and Intervention Plan							
Implement Eagle Vision Leadership Program							
Implement Personal Technology Use Program							
Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title I Schoolwide Components (Code by #)
Dating violence policies and procedures will be enforced.	Principal	School Resource Officer	Annually	Discipline and counseling records	Reduced instances of dating violence among students	Annual Report	<b>2, 10</b>
Awareness program for students, staff, and parents.	Assistant Principal	Canton Police Department	Ongoing				
Counseling services for affected students.	Counselors	VZC Sheriff's Department					
Enforcement of legal protective orders and campus.							
Alternatives to protective orders							
Implement and monitor the district energy plan <ul style="list-style-type: none"> <li>Staff Awareness</li> <li>Maintain thermostat at recommended settings after hour shutdowns</li> </ul>	Principal Teachers  Custodians	Energy Manager  Teachers  Staff	Ongoing	Observed practices	Reduced costs	Expenses incurred	<b>2, 4, 10</b>

<b>Ideal State: Goal 5</b>							
Provide a safe and orderly school climate conducive to learning.							
<b>Objective(s):</b>							
Implement Discipline Management Plan including Drug, Alcohol, and Violence prevention							
Implement Crisis Management Plan							
Implement Energy Conservation Plan							
DAEP student evaluation data will include student groups served, attendance rates, assessment results, dropout rates, graduation rates, and recidivism rates.							
Implement Bullying Prevention and Intervention Plan							
Implement Eagle Vision Leadership Program							
Implement Personal Technology Use Program							
Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title I Schoolwide Components (Code by #)
Utilize Fitnessgram to monitor student wellness.	Assistant Principal  Athletic Director	Fitnessgram Software  Coaches  PE Teachers  Para-professionals  Technology Coordinator	Yearly	Fitnessgram Data	Raised student performance	Fitnessgram Data	<b>2, 10</b>

<b>Ideal State: Goal 6</b> Increase parent and community involvement.							
<b>Objective(s):</b> Conduct parent and community awareness and outreach activities							
<b>Strategies and Action Steps</b>	<b>Person(s) Responsible</b>	<b>Resources</b>	<b>Timelines</b>	<b>Evidence of Implementation</b>	<b>Evidence of Impact</b>	<b>Formative/ Summative</b>	<b>Title I Schoolwide Components</b>
Provide opportunities to increase parental involvement: <ul style="list-style-type: none"> <li>• Parent conferences</li> <li>• Open House</li> <li>• Volunteer Activities</li> <li>• Booster Organizations</li> <li>• Campus website, newspaper articles, mailouts</li> <li>• Informational Events (i.e., student registration, financial aid.)</li> <li>• SBDM meetings</li> </ul>	Principal Assistant Principal Counselors Sponsors Technology Coordinator	PTO Parents SBDM members	Ongoing	Increased parent involvement  Student performances  Copies of campus website, newspaper articles, mailouts	Increased student achievement	Parent sign-in sheets  Newsletter publications  Blog visitors  Social Media Contacts	<b>2, 6, 9</b>
Promote business/community involvement through the following : <ul style="list-style-type: none"> <li>• District and campus committee membership</li> <li>• District/Campus Web site</li> <li>• Guest speakers</li> </ul>	Principal	PTO Counselors Teachers Decision making committee	Monthly	Increased interaction between school and business and community leaders	Increased student achievement	Business and community participation records  Newsletter publications	<b>2, 6, 9</b>
Conduct parent meetings for all federal Title programs.  Bullet agenda items to be discussed at these meetings  <ul style="list-style-type: none"> <li>• Program requirements</li> </ul>	Principal Program Coordinator	Counselor Decision-Making Committee  Teachers	May 2016	Sign-in sheets  Meeting agendas and minutes	Increased student achievement	Parent sign-in sheets  Board Agenda  Newspaper publications	<b>2, 6, 9, 10</b>

**Ideal State: Goal 6**

Increase parent and community involvement.

**Objective(s):**

Conduct parent and community awareness and outreach activities

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title I Schoolwide Components (Code by #)
<ul style="list-style-type: none"> <li>Parental rights</li> <li>Input in parental involvement activities</li> </ul>							
<p>All students and parents will participate in a school/parent compact.</p> <p>** Note: CHS does not participate in Title I</p>	Counselors Principal	Counselors	August 2016 Ongoing as students enroll	Copies of signed school/parent compact	Increased student achievement	List of students with signed forms	6
<p>Provide students, parents, and staff with information concerning higher Ed admissions, financial aid opportunities, grant programs, and curriculum choices.</p> <p>Post TEXAS grant and Teach for Texas information on bulletin boards</p> <p>Publish course guide</p>	Principal Counselors Librarian	Counselors Colleges Course Guide Texas Grant Teach for Texas Local newspaper	Ongoing February 2016	Documentation of information provided Meeting agendas and sign-in sheets Access to information via	Increase in students applying for higher education programs and financial aid	Meeting agendas Scholarship and financial aid awards Higher ed applications	2, 4, 6, 10

<p><b>Ideal State: Goal 6</b> Increase parent and community involvement.</p>
<p><b>Objective(s):</b> Conduct parent and community awareness and outreach activities</p>

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title I Schoolwide Components (Code by #)
<p>Make higher ed and financial aid information available in counseling offices and libraries.</p> <p>Conduct parent information meetings.</p> <p>Disseminate information via newspapers, announcements, correspondence.</p>		<p>Colleges</p> <p>Librarian</p>		campus and district website			

<b>Ideal State: Goal 7</b>							
To increase STAAR/EOC participation among special education students.							
<b>Objective(s):</b>							
Conduct the necessary procedures to prepare special education students to transition to a higher level of rigor included in the STAAR/EOC assessment.							
<b>Strategies and Action Steps</b>	<b>Person(s) Responsible</b>	<b>Resources</b>	<b>Timelines</b>	<b>Evidence of Implementation</b>	<b>Evidence of Impact</b>	<b>Formative/ Summative</b>	<b>Title I Schoolwide Components (Code by #)</b>
Teacher participation in assessment decisions	Principal General Ed Teachers Special Ed Teachers Counselors Inclusion Aides Diagnostician	Teachers	2015/2016 school year annually	Staff development records	Increased rigor	STAAR results	<b>2, 4, 8, 9</b>
Professional development for transition and rigor		Director of Curriculum and Assessment	annually/as needed	Use of special programs	Increased student achievement	PBMAS	
Student schedules/master schedule for LRE		Counselors	4.5 weeks			ARD/IEP	
PLAAFP/IEP/FIE modifications & audits		Director of Special Programs	9 weeks			IPR	
Co-teaching classrooms				Quarterly		Report Card	
Station and Think Through Math						Audits	
IPR and Nine Week Assessment							

**Ideal State: Goal 8**

To transition SPED students to a Least Restrictive Environment(40/41 setting)

**Objective(s):**

Prepare students for higher level of rigor and conduct required ARD meetings to make necessary changes.

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title I Schoolwide Components
<ul style="list-style-type: none"> <li>• Teacher participation in assessment decisions</li> <li>• Professional development for inclusion</li> <li>• Student schedules/master schedule</li> <li>• PLAAFP/IEP/FIE modifications and audits</li> <li>• Co-teaching classrooms to transition to LRE</li> <li>• Increase 40/41 instructional environments</li> <li>• IPR and Nine Week Assessment Assessments</li> </ul>	Principal General Ed Teachers Special Ed Teachers Counselors Inclusion Aides Diagnostician	Teachers  Student grades and work  Student schedules  Master schedule	2015/2016 school year  annually/as needed  4.5 weeks  9 weeks  Quarterly	Student schedules  ARD paperwork	ARD decisions  Student course assigned  inclusion	STAAR results PBMAS  ARD/IEP  IPR Report Card  Audits	<b>4,8,9</b>

**Ideal State: Goal 9**

To transition SPED and CTE from a minimum graduation plan to an RHSP/DAP/Foundation w/Endorsement

**Objective(s):**

Prepare students for higher level of rigor and conduct required ARD and CTE meetings to make necessary changes.  
Adjust master schedule to include extended curriculum for SPED and CTE students in the area of Science and a platform for foreign language.

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title I Schoolwide Components (Code by #)
<ul style="list-style-type: none"> <li>• Transition SPED and CTE students to RHSP/DAP (TIA 1) (TIA 9)</li> <li>• Adjust/monitor Personal Graduation Plans (PGP) and CTE Coding in TxEIS</li> <li>• Master Schedule in Science and Foreign Language</li> <li>• ARD to transition student and reflect in IEP</li> <li>• Professional Development on Inclusion/ Implementation; HB 5 Graduation Endorsements and Stems</li> <li>• Audit student transition and success in additional classes for RHSP/DAP</li> <li>• Lesson Plans and Differentiated instruction in science and foreign language to bridge the gap in graduation programs</li> </ul>	Principal General Ed Teachers Special Ed Teachers Counselors CTE Director CTE Teachers Diagnostician	Course guide Counselors ARD Committee Lesson plans Modified instruction plans	2015/2016 school year annually annually/as needed 4.5 weeks 9 weeks Quarterly	Graduation Plans	Graduation Status	STAAR results PBMAS ARD/IEP IPR Report Card Audits	