

# Comfort High School Campus Improvement Plan

## 2015-2016

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Date of School Board Approval

## Legal References

- *Each school **district** shall have a district improvement plan that is developed, evaluated, and revised annually, in accordance with district policy, by the superintendent with the assistance of the district-level committee. (Section 11.251 of the Texas Education Code)*
- *Each school year, the principal of each school **campus**, with the assistance of the campus-level committee, shall develop, review, and revise the campus improvement plan for the purpose of improving student performance for all student populations, including students in special education programs under Subchapter A, Chapter 29, with respect to the academic excellence indicators adopted under Section 39.051 and any other appropriate performance measures for special needs populations. (Section 11.253 of the Texas Education Code)*

## Planning and Decision Making Committee

Name	Position Parent, Business, Community, Teacher, etc	Signature
Elaine Bohnert	Science CTE Teacher	
DeAnna Brummett	Counselor	
Leia Webb	Social Studies Teacher	
Renee White	SPED Teacher	
Katherine Kuentler	Principal	
Kathryn Spinks	Aide	
Brandon Mihalec	Teacher	
Ron Krobot	CTE Teacher	

## Comprehensive Needs Assessment

A Comprehensive Needs Assessment was conducted with the Committee on 9/4/13.

Campus Site Based Committee	Data Sources Examined
<i>Brad Kinney</i>	<i>AEIS Data            STAAR data            HQ report            PEIMS records            STAR Chart input from teachers</i>
<i>George Edwards</i>	
<i>Deanna Brummett</i>	
<i>Victor Ramirez</i>	
<i>Renee White</i>	
<i>Paul Panktratz</i>	
<i>Wes Atkisson</i>	
<i>Rolf Smith</i>	

**Comprehensive Needs Assessment:  
Summary of Findings**

<b>Prioritized Areas of Concern</b>	
<b>Areas of Concern</b>	<b>Data Source</b>
<i>Overall Writing Scores</i>	<i>State Accountability (STAAR)</i>
<i>ELL Reading Scores</i>	<i>State Accountability (STAAR)</i>
<i>All Subject SPED scores</i>	<i>State Accountability (STAAR)</i>
<i>Economically Disadvantaged Writing</i>	<i>State Accountability (STAAR)</i>
<i>Low Extracurricular Participation</i>	<i>Program Data</i>

## CHS Performance Objectives

1. The percentage of students in the aggregate and each subgroup that meet or exceed the proficiency level in STAAR Reading will maintain or exceed met standard criteria on state mandated tests. We will continue to Meet or Exceed Standard on Performance Index Report in Index 1 current target score of 60.

Target Areas:

ELL students will meet or exceed met standard criteria on state mandated tests.

Special Education students will meet or exceed met standard criteria on state mandated tests.

2. The percentage of students in the aggregate and each subgroup that maintain or exceed the proficiency level in STAAR Mathematics will maintain or exceed met standard criteria on state mandated tests.
3. The percentage of students in the aggregate and each subgroup that maintain or exceed the proficiency level in STAAR Science will maintain or exceed met standard criteria on state mandated tests.

Target Areas:

ELL students will meet or exceed met standard criteria on state mandated tests.

4. The percentage of students in the aggregate and each subgroup that maintain or exceed the proficiency level in STAAR Social Studies will maintain or exceed met standard criteria on state mandated tests.

**District Goal #1: Continued progress toward district-wide state assessments and to experience higher levels of achievement in math and science.**

**Campus Goal #1:** Comfort High School will continue progress toward higher levels of achievement in the classroom and on state assessments.

Objective 1.1: The percentage of students in the aggregate and each subgroup will meet the proficiency level at or above the state average.

<b>Activity/Strategy</b>	<b>Person(s) Responsible</b>	<b>Timeline</b>	<b>Resources</b>	<b>Formative Evaluation</b>
<b>1.1.1</b> Students will have access to credit recovery to assist them in obtaining credit in order to obtain a high school diploma and to assist LEP students to ensure on time graduation.	Campus Administrators Counselors ESL campus coordinator	Daily	Title I Funds, Study Island software EDOptions software	Improved benchmark scores  Improved scores on computerized remediation software  Improved graduation rates
<b>1.1.2</b> Use disaggregated data obtained through computer analysis	Core subject teachers	Once each semester	Computer software obtained data	Improved benchmark scores
<b>1.1.3</b> Implement an accelerated instruction pull out program for students who have not yet passed an EOC.	Teachers Principal	Once a week	Project Share On Track courses	Improved benchmark scores Improved STAAR results
<b>1.1.4</b> Provide high quality Professional Development to Teachers	Principal Selected Teachers	Ongoing	ESC Region Centers, AP Summer Institutes	Improved STAAR Scores, Improved AP Scores,

**Campus Goal #2: In Comfort High School will maintain a low dropout rate.**

Objective 2.1: Comfort High School will continue to work with students to provide flexible solutions and paths to graduation.

<b>Activity/Strategy</b>	<b>Person(s) Responsible</b>	<b>Timeline</b>	<b>Resources</b>	<b>Formative Evaluation</b>
<b>2.1.1</b> Career and Technology courses will be offered to allow students to achieve licensures and certifications	Principal, CTE Director, CTE Teachers	End of each semester	ESC XX, Local Funds, State Funds, Allotment Funds, Articulated Dual— Credit courses, Grants, Perkins Funding	Increased student participation and licensure
<b>2.1.2</b> Students who are significantly behind their age-peers in number of credits will be provided alternative means of achieving high school credit	Principal, Counselor, EDOptions Teachers	Beginning of year	Local Funds, State Funds, Allotment Funds, Technology Grants, EDOptions Software	Students will successfully participate in and achieve credit through a credit recovery program
<b>2.1.3</b> Students identified as at-risk will be provided flexible scheduling to permit them to work during the school day	Principal, Counselor	Beginning of Year	Personal Interviews, AEIS data	Students participating in these programs remain in school
<b>2.1.4</b> Current and potential dropouts will be identified and counseled	Principal, Registrar, Counselor, School Nurse	Each quarter	PEIMS data	Dropouts return to school and successfully resume their progress towards graduation

**District Goal # 2: To improve the quality of special programs, such as bilingual/ESL classes, career and technology classes, dropout recovery and advanced classes at all grade levels.**

**Campus Goal #3: Comfort High School will implement and maintain programs which provide excellence in the areas of Career and Technology, Dropout Recovery, Gifted and Talented Education, and ELL education.**

Objective 3.1: Maintain and enhance classes which will assist in dropout recovery

Objective 3.2: Comfort High School will provide enhanced educational opportunities to ELL learners.

<b>Activity/Strategy</b>	<b>Person(s) Responsible</b>	<b>Timeline</b>	<b>Resources</b>	<b>Formative Evaluation</b>
<b>3.1.1</b> Learner Centered Academy Personnel will be fully trained	Administration and paraprofessional	Ongoing	Local professional development funds.	Students will complete more credits in LCA and will be in step academically with their age peers in regular education.

Objective 3.2: Comfort High School will provide enhanced educational opportunities to ELL learners

<b>Activity/Strategy</b>	<b>Person(s) Responsible</b>	<b>Timeline</b>	<b>Resources</b>	<b>Formative Evaluation</b>
<b>3.2.1</b> ESL students will be served in a small group, individualized setting as needed through the use of the CM room.	Administration, ELL Coordinator , CM Teachers	Ongoing	Local salary funds	ESL students will pass the state assessments and their courses at a higher rate.
<b>3.2.2</b> District ELL coordinator will be utilized to serve students in acquiring English language proficiency and mastering academic content	Administration, ELL Coordinator	Ongoing	Salary funds	Higher percentage of ELL students passing state assessment exams.

<b>3.2.3</b> Utilization of TEKS Resource System curriculum for instruction.	Administration Teachers	Human Resources IMA	Grade level and department meeting minutes. Walkthrough logs. Lesson Plans	Higher percentage of students including ELL and SPED passing state assessment exams.
<b>3.2.4</b> Restructure of SPED resources to utilize a new SPED teacher at the high school level.	Administration	Ongoing	Salary funds	Higher percentage of SPED students meeting proficiency on state assessment exams.
<b>3.2.5</b> Utilize a inclusionary co-teach model for serving SPED students	Administration SPED teachers	Strategy for the 2015-2016 school year	Salary funds	Higher percentage of SPED students meeting proficiency on state assessment exams.
<b>3.2.6</b> Language programs to reduce/eliminate the language barrier for ESL/LEP students.	Reading Teachers CM Teacher Counselor	Human Resources ESL Reading Software – Rosetta Stone as supplemental instruction	Monitoring of progress on Rosetta Stone weekly.	Annual review of each ESL and LEP student to assess progress and needs.
<b>3.2.7</b> Ensure that at-risk students receive support by monitoring the implementation of IEPs and /or instructional modifications described in 504 plans, RTI plans, and LPAC notes.	Principal Counselor Teachers CM teachers ELL district Coordinator 504 district coordinator	Time and scheduling of observations and follow up conferences	Teachers will submit lesson plans each week, indicating modifications for special population students.	Maintain or exceed met standard criteria on state mandated tests for all sub pops.

**District Goal #3: To employ, develop, and retain personnel who are motivated and driven to provide classroom environment conducive to quality teaching.**

**Campus Goal #4: To employ, develop and retain personnel who are motivated and driven to provide classroom environments conducive to quality teaching.**

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Formative Evaluation
<p><b>4.1.1</b> Restructure staff development by implementing a collaborative learning environment in which teachers study data, assess needs, and analyze lessons, assignments, and student work to improve instruction.</p>	<p>Campus Principal</p>	<p>May December</p>	<p><u>Title I, A</u>-\$32,044 <u>Title II, A</u>-\$2,884 <u>Title III, A</u>- \$ 225 <u>Local Funds</u> \$5,050</p>	<p>Student test scores</p> <p>Time devoted by teachers to professional learning community structure</p> <p>Teacher feedback regarding staff development format</p>
<p><b>4.1.2</b> Provide all staff with ongoing training opportunities in working with students of diverse needs, such as cultural diversity training, ESL certification support, Spanish language instruction, and inclusion training.</p>	<p>District and Campus Administrators</p>	<p>Each semester</p>	<p>-Strategies for differentiating instruction will be included as part of the district's staff development plan. -Comprehensive Needs Assessment conducted by DWC - SST training will be provided for all instructional staff.</p>	<p>Comparison of student achievement by diverse groups</p> <p>Participation of staff in training opportunities</p> <p>Number of ESL certified teachers</p> <p>Trends in complaints and feedback attained</p>
<p><b>4.1.3</b> CTE teachers will participate in specific professional development workshops to prepare for the implementation of the</p>	<p>Superintendent Curriculum and Instruction Director  Campus</p>	<p>2015-2016 school year</p>	<p><u>CTE-SSA</u> with Region 13. Project Share</p>	<p>Certifications of completion in teacher's personnel folder.</p>

new CTE TEKS and courses.	Principal			
<b>4.1.4</b> Secondary Teachers and Elementary teachers will participate in specific professional development activities to prepare for the implementation of the new core TEKS.	Superintendent Curriculum and Instruction Director  Campus Principals	2015-2016 school year	<b><u>Title IA</u></b> - \$32,044 <b><u>Title IIA</u></b> - \$2,884 <b><u>Local funds</u></b> \$N/A	Certifications of completion in teacher's personnel folder.
<b>4.1.5</b> School district will reimburse teachers for certification fees for additional certification tests passed in district designated high need areas.	Campus Principals Business Manager	2015-2016 school year	<b><u>Local Funds</u></b>	Certifications denoted on TEA website.
<b>4.1.5</b> Provide high quality, focused, and sustained PD that is aligned to the State's academic content standards (TEKS), especially as they relate to the implementation of end-of-course (EOC) assessments and as recommended by the campus site based team.	CMS and CHS Campus Principals	2015-2016	<b><u>Title IA</u></b> - \$ 32,044 <b><u>Title IIA</u></b> - \$ 2,884 <b><u>Local Funds</u></b> - \$N/A	Certifications of completion in teacher's personnel folder

**District Goal #4: To maintain consistent discipline throughout district. The District will strive to be fair, honest and open concerning discipline.**

**Campus Goal #5: To maintain consistent discipline throughout the campus that is fair, honest and open.**

Objective 5.1: To change student behaviors that interferes with student learning.

<b>Activity/Strategy</b>	<b>Person(s) Responsible</b>	<b>Timeline</b>	<b>Resources</b>	<b>Formative Evaluation</b>
<b>5.1.1</b> Improve student behavior through the use of a positive behavioral management plan that utilizes a behavior/consequence progression, frequent communication with the home regarding concerns and progress, incorporating behavior contracts/plans when appropriate.	Principal Assist. Principal Counselor Teachers/Staff	Human Resources	January evaluation of discipline trends. Modifications will be made if data indicates a need. Discipline referrals records will be kept by the office as a means of monitoring individual student behavior.	Student academic and behavior success data  Analysis of discipline program using data related to detention, ISS, and DAEP assignment.
<b>5.1.2</b> CHS will continue to use the FOCUS program as proactive step to lower discipline referrals of SPED students.	SPED FOCUS teachers	Human Resources	Discipline referral documents	Reduced ISS placements for SPED students.

**District Goal #5: Establish productive communication and involvement between the community and school.**

**Campus Goal #6: To improve communications with all segments of our population.**

Objective. 6.1: Increase parental involvement

<b>Activity/Strategy</b>	<b>Person(s) Responsible</b>	<b>Timeline</b>	<b>Resources</b>	<b>Formative Evaluation</b>
6.1.1 CHS will staff will be required to make parent contact for any student failing a subject six weeks.	CHS faculty	Each six weeks	Human Resources	Increased parental involvement in student academic progress.

Objective 6.2: Increase communication with our Hispanic population

<b>Activity/Strategy</b>	<b>Person(s) Responsible</b>	<b>Timeline</b>	<b>Resources</b>	<b>Formative Evaluation</b>
6.2.1 ELL coordinator will conduct meetings with a Bilingual Advisory Council.	ELL Coordinator	2015-2016 school year	Human Resources	BAC will meet no less than four times within the school year.

**District Goal # 6: Continue to emphasize the importance of teaching students’ morals, respect, ethics and self-discipline.**

**Campus Goal #7: To ensure that all students will be educated in learning environments that is safe, drug-free, and conducive to learning.**

Objective 7.1: Inform students about appropriate internet safety.

<b>Activity/Strategy</b>	<b>Person(s) Responsible</b>	<b>Timeline</b>	<b>Resources</b>	<b>Formative Evaluation</b>
7.1.1 CHS will post internet safety guidelines on the website and in computer labs to bring raise student’s level of awareness about internet	Administration Teachers	Beginning of each year	Local Funds	Administrative walkthroughs

safety.				
<b>7.1.2</b> Teachers will review district technology policy with students within the first week of school.	Administration Faculty	Payroll	All CHS students will have understanding of the district's technology rules.	Decrease the rate of office referrals for inappropriate use of computers.