

Electra High School Campus Improvement Plan 2009-2010



Teaching
Individual
Goal-setting
Effective
Relevant
Strategies



Comprehensive Needs Assessment Summary



Data Reviewed

I. Preliminary TAKS/ State Assessments Results

II. Evaluation of 2008-2009 Campus Improvement Plan

III. District Goals

IV. Program Evaluations

- State Compensatory
- Character Education
- Supplemental Counseling Services
- Discipline Reports, ISS, & DAEP
- Career and Technology Education
- Gifted/Talented
- Dyslexia
- Credit Recovery
- Parent and Community Involvement
- Surveys
- Parent, Graduate, & Things To Think About
- Random Drug Testing
- TAKS Preparation Classes

Significant Findings:

Concerns

- **Low Math and Science TAKS scores**
- **Low Attendance**
- **Achievement gap between All Students and At Risk Students**
- **Number of students with repeating placements**
- **Need to improve technology proficiencies levels of staff**

Goal 1: Electra High School students will meet or exceed the high state and federal standards.

Performance Measures:

1. NCLB Performance Indicator: A 2% increase in the percentage of students in the aggregate and for each student group, who are at or above the proficient level in reading on the State's assessment.
2. NCLB Performance Indicator: A 2% increase in the percentage of students in the aggregate and for each student group, who are at or above the proficient level in mathematics on the State's assessment.
3. NCLB Performance Indicator: A 2% increase in the percentage of students in the aggregate and for each student group, who are at or above the proficient level in science on the State's assessment.
4. Electra High School will meet the 2010 State standards at 70% for ELA and Social Studies, 60% for mathematics and 55% for science.

Summative Evaluations: The percentage of the TAKS benchmark results of students in the aggregate and for each subgroup who meet the proficient level in all areas of state mandated assessments.

Strategies/Activities	Person Responsible	Budget/Resources	Formative Assessments	Benchmark Timelines	Target Populations
1. Benchmarking will be utilized to identify students for changes in instruction, etc.	1. Frieling	1. Local	1. Comparative analysis between benchmark results	1. Oct. 09, Dec. 09 & Feb 2010	1. All Students
2. Staff development for successful RTI implementation Forms & Processes Training Identify targets & subjects	2. Frieling	2. Local	2. Sign-in sheets Documentation	2. October 2009	2. All students
3. EHS will continue to provide TAKS math classes in addition to double block math classes.	3. Frieling, Math Teachers	3. Local	3. Previous year's TAKS scores/ benchmarks	3. August 2009	3. At-risk Students
4. Implementation of flexible optional schedule as incentive	4. Frieling / Staff	4. Local	4. Benchmark test results	4. 1 st Week of Jan '10 1 st Week of	4. All Students

for passing TAKS.				June 2010	
5. Close the gaps – target the affected populations Analyze data for targeted populations	5. Frieling	5. Local	5. Checkpoint/Cscope Unit Test	5. August 2009-June 2010	5. Staff
6. Share TAKS data with staff	6. Teachers	6. Local	6. Sign-in sheet	6. August 2009	6. Staff
7. Teachers will incorporate higher level TAKS formatted questions in the classroom instruction and on teacher developed assessment instruments.	7. Core teachers	7. Local	7. Benchmark, Checkpoints/Cscope Unit Test	7. October 2009, December 2009, February 2010	7. Students
8. Core teachers will use individual TAKS/benchmark data to drive classroom instruction.	8. Core teachers	8. Local	8. Benchmark results	8. October 2009, December 2009, February 2010	8. All stude
9. Provide each teacher with a list of students identified as ESL, Special Education, Gifted and Talented At risk, 504, Dyslexic, or Medically related circumstances in order to better serve their needs. Confidentiality training will be provided to ensure appropriate use of information.	9. Freiling, Collins, Anzaluda	9. Local	9. Documentation	9. September 2009	9. Teachers, special populations

Goal 2: EHS will Increase math and science TAKS scores for all students and student groups.

Performance Measures:

1. NCLB Performance Indicator: A 2% increase in the percentage of students in the aggregate and for each student group, who are at or above the proficient level in mathematics on the State's assessment.
2. NCLB Performance Indicator: A 2% increase in the percentage of students in the aggregate and for each student group, who are at or above the proficient level in science on the State's assessment.
3. Recognize 5% increase between each benchmarking tests.

Summative Evaluations: The percentage of the TAKS benchmark results of students in the aggregate and for each subgroup who meet the proficient level in all areas of state mandated assessments.

Strategies/Activities	Person Responsible	Budget/Resources	Formative Assessments	Benchmark Timelines	Target Populations
1. Curriculum alignment – implementing C-scope targeting math/science	1. Frieling	1. Local	1. Sign-in sheet	1. August 2009	1. All Staff
2. Encourage a variety of teaching styles in the classrooms including the use of manipulatives.	2. Frieling	2. Local	2. Lesson plans	2. Each 6 weeks	2. All Students
3. Conduct meetings to utilize C-scope to target lessons and initiatives	3. Frieling/Departmental Meeting	3. Local	3. Sign-in sheet	3. Aug./Sept./Oct./Nov.	3. All Students
4. Region 9 science specialist meeting with science teachers	4. Frieling/Shafer	4. Local	4. Sign-in sheet	4. September-October 2010	4. Science Teachers
5. High school students/teachers will demonstrate science experiments to elementary students.	5. Shafer	5. Local	5. Teacher documentation	5. November 2009	5. Elementary Students

Goal 3: Electra High School will actively engage parents and the community in the educational process.

Performance Measures:

1. There will be a 70% in positive responses to parent surveys.

Summative Evaluations: Positive comments on parent surveys

Strategies/Activities	Person Responsible	Budget/Resources	Formative Assessments	Benchmark Timelines	Target Populations
1. Improve communication with parents via teachers contacting parents by email, phone or regular mail to communicate student progress or to express concerns.	1. Frieling/Staff	1. Local	1. Parent-Contact logs	1. December 2009/May 2010	1. Parents
2. Share parent surveys with the entire staff	2. Frieling	2. Local	2. In-service agenda	2. August 2009	2. Staff
3. Establish an informative mailing with upcoming events or projects	3. Frieling/Staff	3. Local	3. Mail-out documentation	3. Every Three Weeks	3. Students, Parents/ Guardians
4. Establishing a mentor program for senior students to assist in pre/post graduation needs.	4. Collins	4. Local	4. Mentor assignments	4. September 2009	4. Students, adult volunteers
5. Continue dissemination of information pertaining post-high school education and provide small group assistance to complete paperwork, forms, and applications pertaining to careers and college <ul style="list-style-type: none"> • College and Financial Aid Nights 	5. Collins	5. Local	5. Documentation/ sign-in sheets	5. September 2009-Feb 2010	5. Parents, students

<ul style="list-style-type: none"> • ACT exam twice yearly 					
<p>Goal 4: EHS will ensure all teachers and students to be technologically proficient.</p> <p>Performance Measures:</p> <p>1. There will be a 75% favorable response on staff surveys regarding technology proficiency.</p> <p>Summative Evaluations: Teacher surveys will indicate a favorable response.</p>					
Strategies/Activities	Person Responsible	Budget/Resources	Formative Assessments	Benchmark Timelines	Target Populations
<p>1. Have technology coordinator provide training on software throughout the year in small groups</p> <ul style="list-style-type: none"> • Basic Word, Excel and PowerPoint training • Provide hardware training as needed. 	1. Reed	1. Local	1. Sign-in sheets	1. Aug. 2009/Dec. 2009/ May 2010	1. All Staff
2. Gradebook updates and supports for all teachers including new staff	2. Frieling, Reed	2. Local	2. Sign-in sheets	2. August 2009	2. All Staff

3. Investigate the use of the IPOD, E-books and other technology devices in the classroom, etc.	3. Frieling, Reed	3. Local	3. Informal Survey/Cost analysis	3. December 2009	3. All Staff
4. Parent training for online gradebook access.	5. Frieling, Reed, Perez	4. Local	4. Check sheet of parent receiving access codes	4. Sept. 2009/Dec. 2009	4. Parents

Goal 5: EHS students will be educated in a safe and engaging classroom environment relevant to learning in a climate of mutual respect.

Performance Measures:

1. There will be a 5% increase in favorable comments responding dealing with respect on parent, students, and staff surveys.
2. There will be a 5% decrease in the number of repeat offenders to ISS and AEP.

Summative Evaluations: Annual discipline reports disaggregated by campus, grade level, and student group in addition to surveys.

Strategies/Activities	Person Responsible	Budget/Resources	Formative Assessments	Benchmark Timelines	Target Populations
1. EHS will continue sending staff to Capturing Kids Hearts	1. Frieling	1. Local	1. Registration	1. July 2009	1. All Staff
2. Implement Teen Leadership classes and/or activities	2. Frieling, Pack	2. Local	2. Master schedule	2. August 2009	2. Students

3. Continue incentive programs to promote student attendance.	3. Frieling, CIT	3. Local	3. Student attendance records	3. Each 6 weeks	3. All students
4. Ensure consistent enforcement of discipline.	4. Frieling	4. Local	4. PEIMS	4. May 2010	4. Students
5. Continue Roundtable program and investigate expansion	5. Collins	5. Local	5. Students survey	5. May 2010	5. Students
6. Develop activities such as Words of encouragement to increase staff morale.	6. Collins	6. Local	6. Email	6. Weekly	6. Staff

Goal 6: EHS students will be taught by highly qualified teachers who are assisted by highly qualified paraprofessionals.

Performance Measures:

1. 100% of core area teachers will be highly qualified.
2. 100% of instructional paraprofessionals will meet the highly qualified standards.
3. 100% of new hires will meet highly qualified status prior to employment.
4. NCLB Performance Indicator 3.1: The percentage of classes being taught by highly qualified teachers in the aggregate and in high poverty schools will be 100%.
5. NCLB Performance Indicator 3.2: The percentage of teachers receiving high quality professional development will be 100%.
6. NCLB Performance Indicator 3.3: The percentage of instructional paraprofessionals who are highly qualified will be 100%.

Summative Evaluations: Personnel files, highly qualified worksheets and principal attestations.

Strategies/Activities	Person Responsible	Budget/Resources	Formative Assessments	Benchmark Timelines	Target Populations
1. Conduct recruitment activities to ensure highly qualified personnel in all positions. Activities include posting vacancies in multiple sites and maintaining an active webpage.	1. Frieling	1. Local funds	1. 1a. Number of positions posted 1b. Number of applications completed	1. September 2, 2009	1. All staff members
2. Continue teacher mentoring system to retain highly qualified staff.	2. Campus principals	2. Local funds	2. 2a. Mentor assignments 2b. Mentor conferences with Campus Principals	2. 2a. Aug. 14, 2009 2b. Each six weeks	2. All teachers
3. Analyze data from all teachers' certifications, testing, staff development, and service records to ensure that all meet high qualified status.	3. Curry	3. Local funds	3. 3a. Personnel files 3b. Professional development records 3c. Conferences with teachers	3. July 20, 2009	3. All teachers
4. Assist teachers in maintaining or attaining certification through alternative programs, GT certification, ESL certification, and TExES	4. Nightingale Curry Frieling	4. Local funds	4. 4a. Number of teachers in alternative certification programs 4b. Professional development records	4. 4a. Aug. 15, 2009 4b. Jan. 9, 2010	4. All teachers

testing in order to assure all staff is highly qualified. The district will pay teachers who take test for additional certification and the cost for having it placed on certificates.			4c. number of teachers requesting reimburse for adding areas of certification.	4c. May 22, 2010	
5. Analyze data from paraprofessionals' files to ensure all instructional aides are highly qualified	5. N. Curry	5. Local funds	5. 5a. Personnel files 5b. Professional development certificates	5. Aug. 15, 2009	5. All Instructional Paraprofessionals
6. Continue requiring that any instructional aides not considered highly qualified complete TOP training at ESC9.	6. Nightingale / Frieling	6. Local funds	6. 6a. Professional development records 6b. Number attending TOP training	6. a/b. May 22, 2010	6. All Instructional Paraprofessionals
7. Continue providing incentives for teachers to attend training to obtain additional certifications such as ESL and Gifted & Talented	7. G. Nightingale	7. Local funds	7. 7a. Number who attain new certifications 7b. Stipends paid 7c. Personnel files	7. May 22, 2010	7. All teachers