

Canton Independent School District
Canton High School
2018-2019 Campus Improvement Plan



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 Dusty Spencer, Principal Ashlee Lawson, Assistant Principal Prissy Sweat, Counselor Theresa Oliver, Teacher Brittani Fowler, Teacher Stacey Burns, Teacher Paige James, Teacher Catherine Irwin, Teacher Susan Robbins, Paraprofessional Kim Cade, Parent/Community Representative Mila Harrison, Student Representative

Comprehensive Needs Assessment

Revised/Approved: July 11, 2018

Demographics

Demographics Summary

Encourage and promote Distinguished Graduation plan for all students and student groups. Promote SAT/ACT completion. Support and encourage disaggregation of local as well as State assessment data and offer interventions and support to all students in need.

Demographics Strengths

Participation and passing rate at or above state level in every tested area

Problem Statements Identifying Demographics Needs

Problem Statement 1: Address low-scoring student groups in targeted areas **Root Cause:** Develop test taking strategies and provide more rigorous instruction

Student Academic Achievement

Student Academic Achievement Summary

Identification of students and objectives that require targeted instruction, use of data disaggregation to inform these decisions. Implementation of intervention/remediation tools for all core subjects with a special focus on ELL, Special Education, and At-Risk Students.

Student Academic Achievement Strengths

95% of students are on track to graduate in 4-years, multiple assistance opportunities, offered to students in passing required EOC test

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: Assisting struggling students before the end of the 1st grading period, challenging the top 20% of students **Root Cause:** Identify struggling students and begin intervention on week 2

School Processes & Programs

School Processes & Programs Summary

Grade level meetings to identify needs and relevant issues for students at all levels. Promote cultural/diversity awareness and acceptance

Incorporation of problem based learning and instruction within grade levels and content areas. Disaggregate testing data and make meaningful benchmarks that truly assess where students are and what needs to be done to fill in the gaps

Recruit and seek staff that are certified in their respective fields

School Processes & Programs Strengths

Teachers work together to identify struggling students

Scope and Sequence for every course taught aligns with TEKS, Assesstudents every 9-weeks and analyze the data

100% Highly Qualified Staff

Perceptions

Perceptions Summary

Create a sense of connectedness for all students and engage them in ownership of their education and future. Inform parents and students of their rights and responsibilities in regard to participation in programs as well as intervention opportunities showing there is no discrimination based on gender, race, or learning level. Offer courses to all students regardless of their gender or race if said course promotes student achievement.

Perceptions Strengths

Community atmosphere, students and staff are appreciated. The overall morale of students, staff, and community are very positive.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Finding ways to incorporate opportunities for 100 % of our student to be involved in in one or more activity **Root Cause:** Encourage that group to participate in at least one event (ie. athletics, Eagle Impact, Leo, Interact etc.)

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Domain 1 - Student Achievement
- Domain 2 - Student Progress
- Domain 3 - Closing the Gaps

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR Released Test Questions
- STAAR EL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Postsecondary college, career or military-ready graduates data
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- SAT and/or ACT assessment data
- PSAT and/or ASPIRE
- Local diagnostic math assessment data
- Local benchmark or common assessments data
- Student failure and/or retention rates

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress for each group
- Special Programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data,
- Special education population, including performance, discipline, progress, and participation data

- At-Risk population, including performance, progress, discipline, attendance, and mobility
- Career and Technical Education (CTE) data, including academic achievement, progress, program growth, race, ethnicity, gender, etc.
- Section 504 data
- Gifted and talented data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Class size averages by grade and subject

Employee Data

- Staff surveys and/or other feedback
- State certified and high quality staff data
- Teacher/Student Ratio
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- T-TESS

Parent/Community Data

- Parent Involvement Rate
- Community surveys and/or other feedback

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Study of best practices

Goals

Goal 1: All student groups taking the STAAR reading, writing, English-language arts, math, social studies, and science tests will meet or exceed state and Region 10 averages on each test section.





Performance Objective 1: Increase student achievement across student groups and testing objectives through data disaggregation, targeted instruction, and curriculum alignment.

Evaluation Data Source(s) 1: * TAPR

- * Summary Reports
- * Teacher observation
- * Lesson Plans
- * Eduphoria
- * Unit test, Quarterly Test

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>PBMAS Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 7</p> <p>1) Disaggregate EOC Reading English/Language Arts objectives for all students and focus instruction on weaknesses below 85% mastery or state and Region 10 averages.</p>	2.4, 2.5, 2.6	Principal Assistant Principal Subject Area Department Leaders Curriculum Director	Increased achievement on daily assignments and quarterly testing. Increased percentages in Approaches, Meets, and Advanced in STAAR EOC scores.				
Problem Statements: Demographics 1 - Student Academic Achievement 1							

<p align="center">PBMAS Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4</p> <p>2) Disaggregate EOC Math objectives for all students and focus instruction on weaknesses below 85% mastery or state and Region 10 averages.</p>	2.4, 2.5, 2.6	Principal	<p>Increased achievement on daily assignments and quarterly testing.</p> <p>Increased percentages in Approaches, Meets, and Advanced in STAAR EOC scores.</p>				
		Assistant Principal					
		Subject Area					
		Department Leaders					
		Curriculum Director					
Problem Statements: Demographics 1 - Student Academic Achievement 1							
<p align="center">PBMAS Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 7</p> <p>3) Disaggregate EOC Science objectives for all students and focus instruction on weaknesses below 85% mastery or state and Region averages.</p>	2.4, 2.5, 2.6	Principal	<p>Increased achievement on daily assignments and quarterly testing.</p> <p>Increased percentages in Approaches, Meets, and Advanced in STAAR EOC scores.</p>				
		Assistant Principal					
		Subject Area					
		Department Leaders					
		Curriculum Director					
Problem Statements: Demographics 1 - Student Academic Achievement 1							
<p align="center">PBMAS Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 7</p> <p>4) Disaggregate EOC Social Studies objectives for all students and focus instruction on weaknesses below 85% mastery or state and Region 10 averages.</p>	2.4, 2.5, 2.6	Principal	<p>Increased achievement on daily assignments and quarterly testing.</p> <p>Increased percentages in Approaches, Meets, and Advanced in STAAR EOC scores.</p>				
		Assistant Principal					
		Subject Area					
		Department Leaders					
		Curriculum Director					
Problem Statements: Demographics 1 - Student Academic Achievement 1							
<p align="center">PBMAS Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 7</p> <p>5) Disaggregate EOC Math objectives for all students and focus instruction on weaknesses below 85% mastery or state and Region 10 averages.</p>	2.4, 2.5, 2.6	Principal	<p>Increased achievement on daily assignments and quarterly testing.</p> <p>Increased percentages in Approaches, Meets, and Advanced in STAAR EOC scores.</p>				
		Assistant Principal					
		Subject Area					
		Department Leaders					
		Curriculum Director					
Problem Statements: Demographics 1 - Student Academic Achievement 1							
<p align="center">  = Accomplished  = Continue/Modify  = No Progress  = Discontinue </p>							

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: Address low-scoring student groups in targeted areas Root Cause 1: Develop test taking strategies and provide more rigorous instruction
Student Academic Achievement
Problem Statement 1: Assisting struggling students before the end of the 1st grading period, challenging the top 20% of students Root Cause 1: Identify struggling students and begin intervention on week 2

Goal 2: Work to close gaps in Mathematics and ELA, Science, and Social Studies across the grade levels and addressing all student groups and subgroups while using high rigor curriculum throughout the school year to promote meets and mastery levels in all grade levels.

Performance Objective 1: Increase student achievement across student groups and testing objectives through data disaggregation, targeted instruction, and curriculum alignment.

Evaluation Data Source(s) 1: Quarter Test

- Unit Test
- Progress Reports
- Report Cards
- Tutoring Schedules
- STAAR scores

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>PBMAS</p> <p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 7</p> <p>1) Teachers will disaggregate data through Eduphoria to determine student weaknesses and strenghts in order to target needs and guide instruction.</p>	2.4, 2.5, 2.6	Teachers Principal Assistant Principal	Progress Reports Report Cards Quarterly test results STAAR EOC test results with increase in Approaches, Meets and Advanced. Tutorial schedules				
Problem Statements: Demographics 1 - Student Academic Achievement 1							

Performance Objective 1 Problem Statements:

Demographics

Problem Statement 1: Address low-scoring student groups in targeted areas Root Cause 1: Develop test taking strategies and provide more rigorous instruction
Student Academic Achievement
Problem Statement 1: Assisting struggling students before the end of the 1st grading period, challenging the top 20% of students Root Cause 1: Identify struggling students and begin intervention on week 2





Goal 3: Increase the number of high school graduates that express college entrance intentions by increasing the number of students who participate and meet the state criteria for college entrance exams, and to promote college and career readiness through a variety of programs and offerings throughout the district in all student groups.

Performance Objective 1: 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.

Evaluation Data Source(s) 1: Counselors,
Teachers, College
High School
Allotment
Scholarship
Opportunities

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>PBMAS</p> <p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 5 CSF 6 CSF 7</p> <p>1) Increase the number of students taking the SAT/ACT and the number scoring above the criterion through the following: *Dual Credit *TSI *PSAT *FEE Waivers *Scholarship Notification deadline * Reward participants with *GPA points *Parent communication *Specific and added detail to including SPED, ELL, 504, Dyslexia and other special program parents</p>	2.6, 3.2	Counselors Teachers Decision Making Committee Principal	Increased participation Increased student achievement surveys				
Problem Statements: Demographics 1							

<p align="center">PBMAS Critical Success Factors CSF 1 CSF 3 CSF 5</p> <p>2) Inform juniors and seniors that the top 10% of the graduating class receives automatic admissions to state college and universities.</p> <p>Involve parents and communities by providing meetings and newsletters.</p>	3.1, 3.2	Counselors	Increased achievement and competition among juniors and seniors				
<p align="center">PBMAS Critical Success Factors CSF 1 CSF 3 CSF 5 CSF 7</p> <p>3) Maintain the number of students in the Recommended High School Program at or above 60% through the following: Counseling- Transcript Audits Parent Information Night</p>	2.5, 2.6	Counselors	Increased numbers				
<p align="center">  = Accomplished  = Continue/Modify  = No Progress  = Discontinue </p>							

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: Address low-scoring student groups in targeted areas Root Cause 1: Develop test taking strategies and provide more rigorous instruction

Goal 4: Provide a safe and orderly school environment which promotes a climate conducive to learning while promoting highly qualified teachers, staff, and administration.

Performance Objective 1: Implement Discipline Management Plan including Drug, Alcohol, and Violenceprevention 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

Evaluation Data Source(s) 1: DEIC
 Committee,
 Local
 Budget,
 CISD Student
 Code of
 Conduct

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Implement a discipline management plan that provides for prevention and education concerning unwanted physical and verbal aggression, sexual harassment, and otherforms of bullying. CISD Student Code of Conduct			Reduced occurrences of reported bullying and harassment				
2) Implement the district and campus Emergency Plans (Crisis Management Plan). <ul style="list-style-type: none"> • Emergency Drills • Staff Training • Emergency Preparedness Reviews 			Efficient execution of duties Student safety Camera/security system logs and records				

3) Alternative assignments will serve students who are assigned due to disciplinary infractions.			Students maintain continuity with home courses through alternate assignments at DAEP, reduced incidents of bullying				
4) Provide and implement a Comprehensive Guidance Plan aligned with the State plan. * Character education * Decision making * Self-esteem * Private and group counseling * Scholarship acquisition * Testing * Dating violence	2.6, 3.1, 3.2	Counselors Principal Assistant Principal	Increased Student Achievement				
Problem Statements: Student Academic Achievement 1 - Perceptions 1							
5) Implement visitor identification/ sex offender search.			Student safety Identification of visitors				
Critical Success Factors CSF 6 6) Implement Eagle Vision Leadership Program * Characteristics * Quotes * Themes * Announcements Implement Personal Technology Use Program * PTU Devices used to enhance learning * Teacher discretion * Guidelines in PTU Handbook	2.5, 2.6	Principal Assistant Principal Counselor	Increased achievement, positive behavior, student leadership				

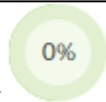
<p>7) Dating violence policies and procedures will be enforced. Awareness program for students, staff, and parents. Counseling services for affected students. Enforcement of legal protective orders and campus. Alternatives to protective orders</p>		<p>Reduced instances of dating violence among students. Counseling and appropriate respons</p>				
<p>8) Implement and monitor the district energy plan: • Staff awareness • Maintain thermostat at recommended settings after hour shutdowns</p>		<p>Reduced costs</p>				
<p>9) Utilize Fitnessgram to monitor students' wellness.</p>		<p>Raised student performance and health</p>				



= Accomplished



= Continue/Modify



= No Progress



= Discontinue

Performance Objective 1 Problem Statements:

Student Academic Achievement

Problem Statement 1: Assisting struggling students before the end of the 1st grading period, challenging the top 20% of students **Root Cause 1:** Identify struggling students and begin intervention on week 2

Perceptions

Problem Statement 1: Finding ways to incorporate opportunities for 100 % of our student to be involved in in one or more activity **Root Cause 1:** Encourage that group to participate in at least one event (ie. athletics, Eagle Impact, Leo, Interact etc.)

Goal 5: Increase parent and community involvement in all areas throughout the district in order to promote an open environment that promotes student achievement through collaboration of all stakeholders.

Performance Objective 1: Conduct parent and community awareness and outreach activities.

Evaluation Data Source(s) 1: Principal
 Assistant
 Principal
 Counselors
 Sponsors
 Technology
 Coordinator

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Provide opportunities to increase parental involvement: • Parent conferences • Open House • Volunteer Activities • Booster Organizations • Campus website, newspaper articles, mail-outs • Informational Events(i.e., student registration, financial aid) • SBDM meetings Principal Assistant P			Increased student achievement				

<p align="center">PBMAS Critical Success Factors CSF 5 CSF 6</p> <p>2) Promote business/community involvement through the following : * District and campus committee membership District/Campus Web site Guest speakers</p>	3.1, 3.2	Principal Assistant Principal	Increased student achievement Sign in sheets at meetings				
<p align="center">PBMAS Critical Success Factors CSF 1 CSF 5 CSF 6</p> <p>3) Conduct parent meetings for all federal Title programs Bullet agenda items to be discussed at these meetings: *Program requirements *Parental rights *Input in parental activities</p>	3.1, 3.2	Counselors Principal Assistant Principal	Increased student achievement				
<p>4) All students and parents will participate in a school/parent compact (CHS does not participate in Title 1).</p>			Increased student achievement and increased parental involvement				
<p>5) Provide students, parents, and staff with information concerning higher ED admissions, financial aid opportunities, grant programs, and curriculum choices Post TEXAS grant and Teach for Texas information on bulletin boards.</p>			Documentation of information provided. Meeting agendas and sign in sheets Programs and awards Texas Grant Teach for Texas				
<p align="center">PBMAS Critical Success Factors CSF 1 CSF 5 CSF 6</p> <p>6) Make Higher education and financial aid information available in counseling offices and libraries. Conduct parent information meetings. Disseminate information vis newspapers, announcements, and correspondence.</p>	3.1, 3.2	Counselors	More students enrolled and seeking financial aid				



Comprehensive Support Strategies

Goal	Objective	Strategy	Description
2	1	1	Teachers will disaggregate data through Eduphoria to determine student weaknesses and strenghts in order to target needs and guide instruction.
3	1	1	Increase the number of students taking the SAT/ACT and the number scoring above the criterion through the following: *Dual Credit *TSI *PSAT *FEE Waivers *Scholarship Notification deadline * Reward participants with *GPA points *Parent communication *Specific and added detail to including SPED, ELL, 504, Dyslexia and other special program parents