

CAMPUS IMPROVEMENT PLAN

Canton High School

2017-2018

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

Dusty Spencer, Principal

Angie McLeod, Assistant Principal

Prissy Sweat, Counselor

Theresa Oliver, Teacher

Brittani Fowler, Teacher

Stacey Burns, Teacher

Paige James, Teacher

Catherine Irwin, Teacher

Susan Robbins,

Paraprofessional

Angie Day, Parent/Community Representative

Jeremy Dickerson, Student 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:

Data Sources Reviewed:			
<ul style="list-style-type: none"> • Master Schedule, lesson plans, quarterly assessments, local assessments, STAAR assessments, SAT/ACT Scores, student schedules, log-ins and notes from staff meetings and campus wide and district wide meetings, PTO information • TAPR, PEIMS, TELPAS, PBMAS, NCLB Reports, School Report Card, Special Program evaluations, PDAS, staff development log-ins, District Report Card, Campus reports from TEA, reports from TxEIS and Eduphoria 			
Area Reviewed	Summary of Strengths What were the identified strengths?	Summary of Needs What were the identified needs?	Priorities What are the priorities for the campus, including how federal and state program funds will be used?
Demographics	Participation and passing rate at or above state level in every tested area	Address low-scoring student groups in targeted areas	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.
Student Achievement	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 st 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. Implementation of intervention/remediation tools for all core subjects with a special focus on ELL, Special Education, and At-Risk Students.
School Culture and Climate	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. 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.

			Communicate to students, teachers, and all stakeholders an appreciation for all students' and families' linguistic and cultural backgrounds.
Staff Quality/ Professional Development	100% Highly Qualified Staff	Give teachers the opportunity to continue to learn and be able to use new technologies	Google Drive and Google Apps for Education, Flipped instruction
Curriculum, Instruction, Assessment	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. Disaggregate testing data and make meaningful benchmarks that truly assess where students are and what needs to be done to fill in the gaps.
Family and Community Involvement	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. Promote parental involvement with all parents but with additional emphasis on those within At-Risk, ELL, and SPED population groups. Educate parents and community on rights and responsibilities.
School Context and Organization	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. Promote cultural/diversity awareness and acceptance.
Technology	BYOD, 80 devices with access to online textbooks/resources, SMARTboards, wifi access	Increased access to devices, students ability to use Google accounts, increased	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.

Ideal State: Goal 1							
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							
Objective(s):							
Increase student achievement across student groups and testing objectives through data disaggregation, targeted instruction, and curriculum alignment.							
Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title I Schoolwide Components (Code by #)
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 2017 -Spring 2018	- Lesson Plans -Daily Assignments -Walkthrough Observations	- Increased achievement on daily assignments and quarterly testing	-Unit Tests -Quarterly Tests -EOC Scores	2,8,9
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 2017 -Spring 2018	- Lesson Plans -Daily Assignments -Walkthrough Observations	- Increased achievement on daily assignments and quarterly testing	-Unit Tests -Quarterly Tests -EOC Scores	2,8,9
Disaggregate EOC Science objectives for all students and focus instruction on weaknesses below 85% mastery or state and Region averages.	-Principal and Ast. Prin. -Science Department - Classroom teachers -Director of Curriculum and Assessment	-TAPR Summary Reports -Teacher observation	-Weekly -Quarterly -Fall 2017 -Spring 2018	- Lesson Plans -Daily Assignments -Walkthrough Observations	- Increased achievement on daily assignments and quarterly testing	-Unit Tests -Quarterly Tests -EOC Scores	2,8,9

Ideal State Goal:1 CONTINUED

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

Objective(s):

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

STRATEGIES AND ACTION STEPS	PERSON(S) RESPONSIBLE	RESOURCE	TIMELINES	EVIDENCE OF IMPLEMENTATION	EVIDENCE OF IMPACT	FORMATIVE/SUMMATIVE	TITLE 1 SCHOOLWIDE COMPONENTS (CODE BY #)
Disaggregate EOC Social Studies objectives for all students and focus instruction on weaknesses below 85% mastery or state and Region 10 averages.	-Principal -Ast. Prin. -Social Studies Department - Classroom Teachers -Director of Curriculum and Assessment	-TAPR Summary Reports -Teacher observation	-Weekly -Quarterly -Fall 2017 -Spring 2018	- Lesson Plans -Daily Assignments -Walkthrough Observations	- Increased achievement on daily assignments and quarterly testing	-Unit Tests -Quarterly Tests -EOC Scores	2,8,9

END OF Goal 1 and beginning of Goal 2

Ideal State Goal 2: 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.

Objective(s): 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	RESOURCE	TIMELINES	EVIDENCE OF IMPLEMENTATION	EVIDENCE OF IMPACT	FORMATIVE/S UMMMATIVE	TITLE 1 SCHOOLWIDE COMPONENTS (CODE BY #)
Monitor attendance by: Parent notification Telephone calls Letters Computerized attendance reports Counseling Home visits Parent portal Incentives	Principal Assistant Principal Attendance Clerk Counselors Teachers	Attendance Clerks Counselors Principal Assistant Principal	Daily Weekly Quarterly Semester	Documentation of strategies	Increased attendance, reduced truancy	Attendance Reports ADA Reports	1,2,9,10
Provide dropout prevention and recovery through the following: Counseling services, Pregnancy-related services, Homebound services, Services for school age parents, Saturday School, Summer School, Credit by Exam, Operation Graduation, Odyssey Lab	Principal Assistant Principal Counselors	At Risk Counselor	Per Occurrence Daily Weekly 3 rd and 6 th weeks Quarterly	Documentation of Strategies	Increased attendance, reduced truancy and dropout rates	Withdrawal tracking records Principal contacts Attendance Progress reports	1,2,9,10

END OF Goal 2 and beginning of Goal 3

Ideal State Goal 3: 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.

Objective(s): 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	RESOURCE	TIMELINES	EVIDENCE OF IMPLEMENTATION	EVIDENCE OF IMPACT	FORMATIVE/SUMMATIVE	TITLE 1 SCHOOLWIDE COMPONENTS (CODE BY #)
<p>Increase the number of students taking the SAT/ACT and the number scoring above the criterion through the following:</p> <ul style="list-style-type: none"> • Dual Credit • TSI • PSAT • FEE Waivers • Scholarship Notification deadline • Reward participants with GPA points 	<p>Principal</p> <p>Assistant Principal</p> <p>Counselors</p>	<p>Counselors, Teachers, College High School Allotment Scholarship Opportunities</p>	<p>Fall 2017 Semester Weekly</p>	<p>Enrollment numbers and participation records</p>	<p>Increased participation</p>	<p>Class Rosters; Registration Records, Scholarship Applications</p>	<p>1</p>
<p>Inform juniors and seniors that the top 10% of the graduating class receives automatic admissions to state college and universities</p>	<p>Counselors</p>	<p>Posters, letters, handbook</p>	<p>Fall 2017</p>	<p>Meeting agendas</p>	<p>Increased achievement and competition among juniors and seniors</p>	<p>Letters to parents</p>	<p>1</p>

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 and Valedictorian/ Salutatorian	Semester Fall 2017 Spring 2018	Recommended program data		Credit Accrual 4 year plan Class rosters	1
---	-------------------------	---	--	--------------------------	--	--	---

END OF Goal 3 and beginning of Goal 4

Ideal State Goal 4: The high school campus will recruit, retain, and train fully certified and highly qualified principals, teachers, and staff.

Objective(s): All teachers will meet NCLB highly qualified standards. All teachers will be certified in assigned areas. All teachers will participant 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.

STRATEGIES AND ACTION STEPS	PERSON(S) RESPONSIBLE	RESOURCE	TIMELINES	EVIDENCE OF IMPLEMENTATION	EVIDENCE OF IMPACT	FORMATIVE/SUMMATIVE	TITLE 1 SCHOOLWIDE COMPONENTS (CODE BY #)
The district will utilize alternate certification programs for teachers that are not certified/highly qualified in core areas.	Superintendent	Region 10 ESC, Director of Curriculum and Assessment	As hired	Enrollment as needed	Teachers certified through alternative certification	Enrollment verification	3,4,5
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"> • Campus Planning • Motivation • Information Sessions/Conferences • GT certification/updates • Content specific workshop • Technology Conflict Resolution	Superintendent Principals	Region 10 ESC, internal and external consultants, GT funds, Title II, Director of Curriculum and Assessment	August 2017 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	3,4,5
High quality staff development for teachers to maintain 100% of classes taught by highly qualified teachers in core academic subject areas. <ul style="list-style-type: none"> • Needs of minority students • Diverse populations • Gender and racial bias • Instructional strategies for 	Superintendent Principals Director of Curriculum and Assessment	Region 10 esc Consultants Workshops Title II Director of Curriculum	August 2017 As scheduled Weekly	Staff development records	Increased student achievement and effective administration of programs	Staff development Agenda Sign in sheets Lesson plans certificates	3,4,5

<ul style="list-style-type: none"> special needs students • STAAR objectives • Integration of technology into curriculum • Curriculum alignment • Curriculum scope and sequence • GT/AP certification training • Dyslexia • Motivational Speakers/workshop • TEKS/STAAR • Training for instructional aides • Discipline 		<ul style="list-style-type: none"> and Assessment GT Coordinator 504/Dyslexia Coordinator 					
<p>Recruit and retain 100% highly qualified staff for instruction.</p> <ul style="list-style-type: none"> • Incentives • Motivational speakers/workshops • Competitive salaries • Supportive work environment • Certification fee reimbursement • Post vacancies with various organizations • Maintain active website • Induction/mentoring for 	<ul style="list-style-type: none"> Superintendent Principals Director of Curriculum and Assessment 	<ul style="list-style-type: none"> UT Tyler job fair, Texas A&M Commerce job fair, Newspaper ad, Region X ESC, Title II, Director of Curriculum and Assessment 	<ul style="list-style-type: none"> October 2017 As needed Semester 	<ul style="list-style-type: none"> Documentation of initiatives and recruitment and retention efforts Job postings 	<ul style="list-style-type: none"> Low turnover rate Increase in number of highly qualified applicants 	<ul style="list-style-type: none"> Vacancy notices Newspaper publications Interview schedules Highly qualified report 	3,4,5
<p>Ensure that low-income students and minority students are not taught at high rates than other students groups by teachers who are not highly qualified.</p>	<ul style="list-style-type: none"> Principals Counselors 	<ul style="list-style-type: none"> Student schedules 	<ul style="list-style-type: none"> August 2017, Jan. 2018, quarterly, testing calendar 	<ul style="list-style-type: none"> Lesson plans Student Schedules assessments 	<ul style="list-style-type: none"> Progress reports, Report cards, Quarterly assessments, State EOC res 	<ul style="list-style-type: none"> Student schedules 	3,4

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 Reports	3,4,5
--	---	-----------------------	---------	--	------------------	-----------------------	-------

END OF Goal 4 and beginning of Goal 5

<p>Ideal State Goal 5: Provide a safe and orderly school climate conducive to learning.</p> <p>Objectives:</p> <p>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</p>
--

STRATEGIES AND ACTION STEPS	PERSON(S) RESPONSIBLE	RESOURCE	TIMELINES	EVIDENCE OF IMPLEMENTATION	EVIDENCE OF IMPACT	FORMATIVE/SUMMATIVE	TITLE 1 SCHOOLWIDE COMPONENTS (CODE BY #)
<p>Implement a discipline management plan that provides for prevention and education concerning unwanted physical and verbal aggression, sexual harassment, and other forms of bullying.</p> <p>CISD Student Code of Conduct</p>	Superintendent Principals	DEIC Committee, Local Budget, CISD Student Code of Conduct	August 2017	Student Handbook Meetings with counselor and administrators	Reduced occurrences of reported bullying and harassment	Discipline and attendance records	2
<p>Implement the district and campus Emergency Plans (Crisis Management Plan).</p> <ul style="list-style-type: none"> • Emergency Drills • Staff Training • Emergency Preparedness Reviews 	Principals Teachers	Faculty and staff safety checklist, decision making committees, school resource officer, nurse, camera/ security system	August 2017 Ongoing as needed	Staff meetings Plans posted Records of drills Camera/ security system	Efficient execution of duties Student safety Camera/ security system logs and records	Review of plans and drill records Review camera/ security tapes and records	2
<p>Alternative assignments will serve students who are assigned due to disciplinary infractions.</p>	Principal Assistant Principal Counselor Teachers	ISS DAEP Local Budget School Resource Officer Special	Year long Ongoing August 2017 through May 2018	Documentation and record of alternative assignments Record of initiatives and staff training	Students maintain continuity with home courses through alternate assignments at DAEP, reduced incidents of	DAEP student data TXEIS reports Discipline reports	2,4,9,10

		Education Budget			bullying		
<p>Provide and implement a Comprehensive Guidance Plan aligned with the State plan.</p> <ul style="list-style-type: none"> • Character education • Decision making • Self-esteem • Private and group counseling • Scholarship acquisition • Testing • Dating violence 	Principals Counselor	Teachers, staff development, local budget, HS Allotment, School Resource Officer, Counselors	Weekly Semester Yearly	Lesson Plans Assembly	Increased Student Achievement	Discipline records	2,7.9
Implement visitor identification/ sex offender search.	Principals Director of Technology	Local Budget	Annual	Hardware installed and in use	Student safety Identification of visitors	Visitor Log	10
<p>Implement Eagle Vision Leadership Program</p> <ul style="list-style-type: none"> • Characteristics • Quotes • Themes • Announcements <p>Implement Personal Technology Use Program</p> <ul style="list-style-type: none"> • PTU Devices used to enhance learning • Teacher discretion • Guidelines in PTU Handbook 	Principals Counselors Teachers	Local Budget Class Sponsors Student Council Parents Enhance Wi-Fi	Ongoing	Visible throughout the building	Increased achievement, positive behavior, student leadership	Student and teacher feedback Surveys	1,2

<p>Dating violence policies and procedures will be enforced.</p> <p>Awareness program for students, staff, and parents.</p> <p>Counseling services for affected students.</p> <p>Enforcement of legal protective orders and campus.</p> <p>Alternatives to protective orders</p>	<p>Principal</p> <p>Assistant Principal</p> <p>Counselors</p>	<p>School Resource Officer</p> <p>Canton Police Department</p> <p>VZC Sheriff's Department</p>	<p>Annually</p> <p>Ongoing</p>	<p>Discipline and counseling records</p>	<p>Reduced instances of dating violence among students.</p> <p>Counseling and appropriate response</p>	<p>Annual report</p>	<p>2,10</p>
<p>Implement and monitor the district energy plan:</p> <ul style="list-style-type: none"> • Staff awareness • Maintain thermostat at recommended settings after hour shutdowns 	<p>Principal</p> <p>Teachers</p> <p>Custodians</p>	<p>Energy Manager</p> <p>Teachers</p> <p>Staff</p>	<p>Ongoing</p>	<p>Observed practices</p>	<p>Reduced costs</p>	<p>Expense incurred</p>	<p>2,4, 10</p>
<p>Utilize Fitnessgram to monitor students' wellness.</p>	<p>Assistant Principal</p> <p>Athletic Director</p>	<p>Fitnessgram software</p> <p>Director of Technology</p> <p>Coaches</p> <p>PE teachers</p> <p>Para-professionals</p>	<p>Yearly</p>	<p>Fitnessgram Data</p>	<p>Raised student performance and health</p>	<p>Fitnessgram Data</p>	<p>2,10</p>

END OF Goal 5 and beginning of Goal 6

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	RESOURCE	TIMELINES	EVIDENCE OF IMPLEMENTATION	EVIDENCE OF IMPACT	FORMATIVE/SUMMATIVE	TITLE 1 SCHOOLWIDE COMPONENTS (CODE BY #)
Provide opportunities to increase parental involvement: <ul style="list-style-type: none"> • 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 Principal Counselors Sponsors Technology Coordinator	PTO Parents SBDM members	Ongoing	Increased parent involvement Student performances Copies of campus website, newspaper articles, mail- outs	Increased student achievement	Parent sign-in sheets Newsletter publications Blog visitors Social Media Contacts	2,6,9
Promote business/community involvement through the following : <ul style="list-style-type: none"> • District and campus committee membership District/Campus Web site Guest speakers	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	2,6,9

<p>Conduct parent meetings for all federal Title programs</p> <p>Bullet agenda items to be discussed at these meetings:</p> <ul style="list-style-type: none"> • Program requirements • Parental rights • Input in parental activities 	Principal Program Coordinator	Counselors, Decision Making Committee, Teachers,	May 2018	Sign-in sheets Meeting agendas and minutes	Increased student achievement	Parents sign-in sheets Board agendas Newspaper publications	2,6,9,10
All students and parents will participate in a school/parent compact (CHS does not participate in Title 1).	Counselors Principal Teachers	Counselors	August 2018 Ongoing as students enroll	Copies of signed school/parent compacts	Increased student achievement and increased parental involvement	List of students with signed compact. Parent sign-in sheets	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>	Principal Counselors Librarian	Counselors Colleges Course Guide Publish course guide Higher education applications	Ongoing February 2018	Documentation of information provided. Meeting agendas and sign in sheets Programs and awards Texas Grant Teach for Texas	Increase in students applying for higher education.		
<p>Make Higher education and financial aid information available in counseling offices and libraries.</p> <p>Conduct parent information meetings.</p> <p>Disseminate information vis newspapers, announcements, and correspondence.</p>	Librarian Counselors	Library Counselor College financial aid information. FASFA information	Ongoing throughout the year.	Campus and district website. More FAFSA completions	More students enrolled and seeking financial aid.	FAFSA Parent sign ins	2,4,6,10

END OF Goal 6 and beginning of Goal 7

Ideal State Goal 7: To increase STAAR/EOC participation among special education students.

Objective(s): conduct the necessary procedures to prepare special education students to transition to a higher level of rigor included in the STAAR/EOC assessment.

STRATEGIES AND ACTION STEPS	PERSON(S) RESPONSIBLE	RESOURCE	TIMELINES	EVIDENCE OF IMPLEMENTATION	EVIDENCE OF IMPACT	FORMATIVE/SUMMATIVE	TITLE 1 SCHOOLWIDE COMPONENTS (CODE BY #)
Teacher participation in assessment decisions Professional development for transition and rigor Student schedules/master schedule for LRE PLAAFP/IEP/FIE modifications & audits Co-teaching classrooms IStation and Think Through Math IPR and Nine Week Assessment	Principal General Ed Teachers Special Ed Teachers Counselors Inclusion Aides Diagnostician	Teachers Director of Curriculum and Assessment Counselors Director of Special Programs	2017/2018 school year annually annually/as needed 4.5 weeks 9 weeks Quarterly	Staff development records Use of special programs ARD decisions	Increased rigor Increased student achievement Increased STAAR/EOC participation.	STAAR results PBMAS ARD/IEP IPR Report Card Audits	2,4,8,9

END OF Goal 7 and beginning of Goal 8

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	RESOURCE	TIMELINES	EVIDENCE OF IMPLEMENTATION	EVIDENCE OF IMPACT	FORMATIVE/SUMMATIVE	TITLE 1 SCHOOLWIDE COMPONENTS (CODE BY #)
<ul style="list-style-type: none"> Teacher participation in assessment decisions Professional development for inclusion Student schedules/master schedule PLAAPF/IEP/FIE modifications and audits Co-teaching classrooms to transition to LRE Increase 40/41 instructional environments IPR and Nine Week Assessment Assessments 	Principal General Ed Teachers Special Ed Teachers Counselors Inclusion Aides Diagnostician	Teachers Student grades and work Student schedules Master schedule	2017/2018 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	4,8,9

END OF Goal 8 and beginning of Goal 9

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	RESOURCE	TIMELINES	EVIDENCE OF IMPLEMENTATION	EVIDENCE OF IMPACT	FORMATIVE/SUMMATIVE	TITLE 1 SCHOOLWIDE COMPONENTS (CODE BY #)
<ul style="list-style-type: none"> Transition SPED and CTE students to RHSP/DAP (TIA 1) (TIA 9) Adjust/monitor Personal Graduation Plans (PGP) and CTE Coding in TxEIS Master Schedule in Science and Foreign Language ARD to transition student and reflect in IEP Professional Development on Inclusion/ Implementation; HB 5 Graduation Endorsements and Stems Audit student transition and success in additional classes for RHSP/DAP Lesson Plans and Differentiated instruction in science and foreign language to bridge the gap in graduation programs 	Principal General Ed Teachers Special Ed Teachers Counselors CTE Director CTE Teachers Diagnostician	Course guide Counselors ARD Committee Lesson plans Modified instruction plans	2017/2018 school year annually annually/as needed 4.5 weeks 9 weeks	Graduation Plans Student transcripts	Graduation Status	STAAR results PBMAS ARD/IE P IPR Report Card Audits	1,2,9, 10