

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

Accountability Rating: Met Standard



Board Approval Date: July 16, 2015

Mission Statement

Center ISD recognizes that each student has individual needs and that all students are diverse learners. As a results, the mission of Center ISD is to challenge each student to reach his or her intellectual creative and physical potential by providing a fully integrated curriculum and rigorous instruction. In doing so, Center ISD will provide a nurturing learning environment that empowers all stakeholders to become confident, creative designers of their future and will provide opportunities for collaboration to develop respect for individual differences and community values.

Vision

Center ISD believes in providing a safe and nurturing environment which promotes high academic achievement, whole child development, and a feeling of self-worth through which each student can pursue individual success in life.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

The following are the demographics of Center High School. Our ethnic distribution as reported on the 2012-2013 Academic Excellence Indicator System is 19.7% African American, 35.2% Hispanic, 43.1% White, .2% American Indian, 1.7% Asian, and .2 % two or more races. The campus currently has 61.2% Economically Disadvantaged.

2018/2019

According to the data CHS is a school with a diverse population of students. We have a number of students enrolled in the CTE program here. The data suggest that our students are interested in careers in technical and medical fields. We believe that if we reduce the student to teacher ratio we could improve the success rate of all students and thus reducing the dropout rate from 3% to closer to 0%. We believe that this would also help our large number of at risk and economically disadvantaged students. According to TEA we have upwards of 70.8% of our students that are economically disadvantaged. We would need to assess this situation and modify instruction to aid these students as much as possible. We also believe that if we increased our number of teachers that were Spanish speaking that we could increase our success rate of students.

Demographics Strengths

We have a great CTE program and many students that are interested in careers in the technical fields. Next year we are going to be opening up the academy which is going to bring down our dropout rate from two to three percent per year to closer to zero percent. We have a large population of hispanic students here in Center. We have a number of different teachers who are bilingual and are able to communicate with these students in Spanish.

Problem Statements Identifying Demographics Needs

Problem Statement 1: We need to assess our schedule and the number of students in each classroom. We need to be able to reduce the teacher to students ratio.

Student Achievement

Student Achievement Summary

Data Sources Used.

Academic Planning Guide; Enrollment Data; State Assessment Data; Final Grades; Teacher Interviews/Observations; State Markers and Index Scores

Summary of Needs

- 1 - More reading resources (and funding for reading resources)
- 2- Training on reading interventions for secondary students.

Student Achievement Strengths

CTE certification programs; dual-credit opportunities/success; credit by exam opportunities; Teachers who are flexible and passionate about student success; administrative support; Technology available

Student Achievement on state assessments has improved annually beginning 2015/2016 thru 2017-2018.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: Many students struggle to reach a 1000level Lexile prior to taking the English 1 End of course Exam. **Root Cause:** Gaps in reading ability and a low interest in reading and writing among students.

School Culture and Climate

School Culture and Climate Summary

increased participation in clubs, Incorporate mentors into Flex Lunch w/community involvement, Student Advisory Board, more diversity on staff, School spirit-more students need to be involved in different aspects of the school

School Culture and Climate Strengths

Numerous extra-curricular activities, Dual credit, TLC Lab, District Media

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

The biggest need on our campus is a stipend provided for English teachers that are comparable to Math and Science. There is a significant decline in the number of teachers coming into the field of education with an extreme decline in English teachers across the state. Class sizes need to be reduced, also.

Staff Quality, Recruitment, and Retention Strengths

1. The district pays significantly above state base. The pay is high for teachers early in their career (roughly \$8,000) and tapers off for more experienced teachers (\$5,000). 2. We have a very supportive administration at the High School. 3. There is great compassion for our student body and staff from our principals. 4. Roughly 80% of our staff are certified teachers. 5. We have resources for classroom learning. Each room is equipped with projectors, and students have daily access to technology via their iPad and multiple computer rooms on campus. 6. Teachers have positive interactions with peers.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Content Mastery is understaffed/needs better organization and full of students LEP students who enter the district should spend more time in a sheltered learning environment to aid in catching up the student in the content before putting them in grade - level courses = Edgenuity could be used A standardized scope and sequence for physical education

Curriculum, Instruction, and Assessment Strengths

* Regardless of whether people teach a core subject or an extracurricular subject, teachers across the board have a curriculum that provides a scope and sequence - TEKS RESOURCE SYSTEM (CORE) Vertical Alignment and keeps teachers within the same content consistent ICEV Provides flexibility to Building Trades courses Texas Virtual Schools Keeps the instructor up to date on each student - emails, motivational strategies, etc.... Classes are mapped out well, and are user-friendly The I.T. people are very quick and diligent when helping with computer infrastructure. Johnny Can Spell DMAC Data shows growth in every course taught by Diana Stanford DMAC local and state assessment shows increases Edgenuity data shows improvement in Reading scores of those identified as low readers. Availability to do work at home for both credit recovery and EOC tutorials Digitized textbooks give access to needed resources

School Context and Organization

School Context and Organization Summary

#1 We need a Counselor available for all students (not just special needs). #2 We need an advanced notice of changes & happenings. #3 We need a better supervision of students and their whereabouts. #4 We need to have a time limit on how long a student can be held in a class from going to another. #5 We need better role checking for flex lunch. #6 We need higher student accountability for flex lunch. #7 We need a more efficient flex lunch schedule. #8 We need less transition time between classes & lunch #9 We need to have more accountability for teachers missing duty (or a reminder to make duty) #10 Air condition controls need to be more easily adaptable.

School Context and Organization Strengths

Flex Lunch, Homeroom, Leadership (very approachable), Master Schedule, Physical Environment, Planning time available, Program Support, Mentor Teachers, Various Trainings available.

Comprehensive Needs Assessment Data Documentation

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

Goals

Revised/Approved: August 20, 2018












Goal 1: Emphasize, sustain, and improve upon systemic instructional initiatives in literacy. The District will improve literacy across all grade levels. Individual Students will make academic progress in reading by one year or more in an effort to be performing at a grade level by the end of the third grade year. Reading is the foundation of all academic achievement and will be a priority at all grade levels.

Performance Objective 1: By the end of the year in grades 9 and 10 all students will show at least one year's growth in reading as indicated by local Assessments, STAAR Reading assessments, and MAP Screener.

Evaluation Data Source(s) 1: Establish a baseline reading level using MAP, and Edgenuity reading screeners, 2018/2019 STAAR Results. CBA results.

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	May
Critical Success Factors CSF 1 1) Edgenuity Reading Assessment of all English 1 and English 2 students.	2.4	CHS Administration, English 1 and English 2, Special Services.	All students tested by September 2nd 2016.				
Critical Success Factors CSF 2 2) 6 weeks Data Review Meeting of first six weeks ELA, DMAC (two unit assessment Minimum) Progress.	2.4	CHS Administration, English 1, English 2, Special Services.					







<p>Critical Success Factors CSF 1</p> <p>3) Reading emphasized campus wide as evidenced in lesson plans by coding all literacy activities with red font, and noted in walk thru scripting.</p>	2.5	CHS Campus Admsintration.					
<p>Critical Success Factors CSF 1</p> <p>4) Reading and writing classes on weekly rotation will allow students to make deeper connections across the curriculum, receive personalized writing instruction, and dig deeper into reading selections. Students will receive lessons from both ELA teachers in the areas within their ELAR specialization.</p>	2.4, 2.6	CHS Admsintration, English 1, English 2, Special Services					
<p>Targeted Support Strategy TEA Priorities Build a foundation of reading and math Critical Success Factors CSF 1</p> <p>5) Strengthen literacy initiative within CTE Classes through SIOP and reading/writing strategies</p>	2.4, 2.5	Administrators Teachers	Improvement evidenced through District Reading Initiative				
<p style="text-align: center;">  = Accomplished  = Continue/Modify  = No Progress  = Discontinue </p>							

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Performance Objective 2: Promote and audit Career, College and Military Readiness by ensuring each student is on track to earn a point as described by the Career, College, and Military Readiness Standards.

Evaluation Data Source(s) 2: CCMR audit spreadsheet spreadsheet, CCMR Standards. CTE Coherent Sequence Data, Dual Credit Data, Certification Data. AS well as TSI, ACT/SAT, and ASVAB testing data and CPC course information. Student Enrollment data.

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	May
1) Establish and populate a CCMR summary spreadsheet with all students in the class of 2019 cohort, and similar sheet with each subsequent cohort.	2.4	CHS Admin, CHS Counselors, CISD Curriculum and RTI Director.	Identification of Sts that will meet CCMR Standards and identify those not on target.				
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue							

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Performance Objective 3: Optimize student CCMR opportunities to earn a point as identified by CCMR standards.

Evaluation Data Source(s) 3: Each student has earned a point on the CCMR Spreadsheet and is coded as such for PEIMS submission.

Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	May
1) Audit of CCMR documentation to maximized state reporting	2.4	Principal Counselors PEIMS	Increased CCMR score				
Targeted Support Strategy TEA Priorities Connect high school to career and college 2) Expand exposure to, knowledge of, and participation in nontraditional career opportunities	2.5	Campus Admin CTE Dir CTE Counselor CTE Teachers	Increased knowledge of opportunities and participation for nontraditional fields through regular class and dual credit setting				
= Accomplished = Continue/Modify = No Progress = Discontinue							

Goal 2: CISD will establish a learning environment that promotes the physical, mental and emotional well-being of all staff and students with increased safety, spirit and pride.

Performance Objective 1: CHS will be secure, with staff students trained in emergency procedures.

Evaluation Data Source(s) 1: Sign in sheets from training, and Drill Audit logs.

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	May
1) Emergency plans will be updated annually, and each campus will receive training on the efficacy of response.		Principal Asst Principal Associate Principal Safety Team	Successful emergency drills				

Goal 2: CISD will establish a learning environment that promotes the physical, mental and emotional well-being of all staff and students with increased safety, spirit and pride.

Performance Objective 2: Mental and Emotional health will be addressed through character development and counseling programs.

Evaluation Data Source(s) 2: Groups meetings during flex lunch and counseling logs

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	May
1) The campus at-risk counselor will develop identification and methodology to help students with emotional/mental health needs.	2.6	Principal At-Risk Counselor	Increased student well-being				

Goal 2: CISD will establish a learning environment that promotes the physical, mental and emotional well-being of all staff and students with increased safety, spirit and pride.

Performance Objective 3: School spirit and Rough Rider pride will be showcased in our facilities, staff, and student body. Extra-Curricular programs will teach team concepts, hard work, and personal development.

Evaluation Data Source(s) 3: Activity attendance documented through ticket sales and sign in sheets

Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	May
1) Foster and promote the Roughrider brand on campus and in the community by promoting our programs in the media. As well as by encouraging attendance to all of our parent functions and extracurricular activities.		Administration Faculty Staff Students	Showcased spirit and pride for CISD.				

Goal 2: CISD will establish a learning environment that promotes the physical, mental and emotional well-being of all staff and students with increased safety, spirit and pride.

Performance Objective 4: Develop and implement a Pregnancy Related Services (PRS) plan to serve prenatal and postpartum students to help pregnant students adjust academically, mentally, and physically and stay in school.

Evaluation Data Source(s) 4: PEIMS data such as Student Attendance
PRS Program Student Files

Summative Evaluation 4:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	May
1) Compensatory Education Home Instruction (CEHI) for the regular education student provided by a certified teacher	2.6	Director of Special Services Campus counselors School nurse CEHI Instructor	Student attendance and ultimate graduation				
2) Individual counseling, peer counseling/support group, and self-help programs	2.6	Director of Special Services Campus counselors School nurse CEHI Instructor	Student attendance and ultimate graduation				
3) Transportation for children of students to/from the campus or childcare center	2.6	Director of Special Services Campus counselors School nurse CEHI Instructor	Student attendance and ultimate graduation				
4) Transportation for students to/from home, campus, (if student meets CISD transportation guidelines)	2.6	Director of Special Services Campus counselors School nurse CEHI Instructor	Student attendance and ultimate graduation				
5) Instruction related to child development, parenting, and home and family living	2.6	Director of Special Services Campus counselors School nurse CEHI Instructor	Student attendance and ultimate graduation				

6) Assistance in obtaining available services from government agencies or community service organizations, including prenatal and postnatal health and nutrition programs	2.6	Director of Special Services Campus counselors School nurse CEHI Instructor	Student attendance and ultimate graduation				
