2014-15 Campus Improvement Plan

Chico High School
School Name

Chico ISD
District Name

State and Federal Requirements

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.

ESEA Goals and Indicators

This district and campus ensure that the goals of the Elementary and Secondary Education Act (ESEA) have been adopted and implemented in the district and campus improvement plans.

Elementary and Secondary Education Act (ESEA) Goals and Indicators:

Performance Goal 1: By 2013-2014, all students will reach high standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.
1.1 Performance indicator: The percentage of students, in the aggregate and for each subgroup, who are at or above the proficient level in reading/language arts on the State's assessment (Note: These subgroups are those for which the ESEA requires State reporting, as identified in section 1111(h)(1)(C)(i).)
1.2 Performance indicator: The percentage of students, in the aggregate and in each individual student group, who are at or above the proficient level in mathematics on the State's assessment. (Note: These subgroups are those for which the ESEA requires State reporting, as identified in section 1111(h)(1)(C)(i).)
1.3 Performance indicator: The percentage of Title I schools that make adequate yearly progress.

Performance Goal 2: All limited English proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.
2.1 Performance indicator: The percentage of limited English proficient students, determined by cohort, who have attained English proficiency by the end of the school year.
2.2 Performance indicator: The percentage of limited English proficient students who are at or above the proficient level in reading/language arts on the State's assessment, as reported for performance indicator 1.1.

2.3 Performance indicator: The percentage of limited English proficient students who are at or above the proficient level in mathematics on the State's assessment, as reported for performance indicator 1.2.

Performance Goal 3: By 2005-2006, all students will be taught by highly qualified teachers.
3.1 Performance indicator: The percentage of classes being taught by "highly qualified" teachers (as the term is defined in section 9101(23) of the ESEA), in the aggregate and in "high-poverty" schools (as the term is defined in section 1111(h)(1)(C)(viii) of the SEA).
3.2 Performance indicator: The percentage of teachers receiving high-quality professional development (as the term, "professional development," is defined in section 9101(34).
3.3 Performance indicator: The percentage of paraprofessionals(excluding those with sole duties as translators and parental involvement assistants) who are qualified (see criteria in section 1119(c) and (d).

Performance Goal 4: All students will be educated in learning environments that are safe, drug free, and conducive to
learning.
4.1 Performance indicator: The number of persistently dangerous schools, as defined by the State.

Performance Goal 5: All students will graduate from high school.
5.1 Performance indicator: The percentage of students in the aggregate and in each group who graduate from high school each year with a regular diploma,-disaggregated by race, ethnicity, gender, disability status, migrant status, English proficiency, and status as economically disadvantaged:-calculated in the same manner as utilized in Nation Center for Education Statistics reports on Common Core of Data.
5.2 Performance indicator: The percentage of students who drop out of school,-disaggregated by race, ethnicity, gender, disability status, migrant status, English proficiency, and status as economically disadvantaged;-calculated in the same manner as utilized in Nation Center for Education Statistics reports on Common Core of Data.
The following narrative contains the Intent and Purpose of each Federal fund that is on this campus. The district and campus ensure that the intent and purpose of each program is met through sufficient resources and activities addressed in the District Improvement Plan and Campus Improvement Plan.

Title I, Part A—Improving Basic Programs Operated by LEAs
Intent and Purpose
Title I, Part A, provides supplemental resources to local education agencies (LEAs) to help schools with high concentrations of students from low-income families provide high-quality education that will enable all children to meet the state student performance standards. Title I, Part A, supports campuses in implementing either a school wide program or a targeted assistance program. Roosevelt Elementary is a school wide campus in Roosevelt ISD.
It is recommended that all Title I, Part A, campuses have a school support team consisting of two to three members as appropriate to monitor program compliance and effectiveness. The campus site-based decision-making committee provides the school support team function.
The school support team verifies the effectiveness of the General Program Requirements and School wide Requirements stated below.
Intended Program Beneficiaries
The intended program beneficiaries are students who experience difficulties mastering the state academic achievement standards.
General Program Requirements
All Campuses
All Title I, Part A, campuses must do the following:
1. implement Parents Right-to-Know in accordance with P.L. 107–110, Section 1111(h)(6)
2. develop school-parent compacts jointly with parents
3. provide information to parents in the language parents understand
4. develop an LEA and campus Parent Involvement Policies

5. implement Section 1304.21 of the Head Start Standards if implementing pre-school programs

6. integrate and coordinate Title I, Part A, professional development and services with other educational services and programs

7. provide additional assistance to students identified as needing help in meeting the state's challenging student academic achievement standards

8. ensure that all new teachers hired on the campus to teach core academic subjects are highly qualified when hired

9. include in the Campus Improvement Plan (CIP) strategies and activities to ensure that all core academic subject area teachers teaching within the school are highly qualified not later than the end of 2007–2008 school year

Title II, Part A—Teacher and Principal Training and Recruiting Fund (TPTR)

Intent and Purpose

The intent and purpose of this program is to provide financial assistance to LEAs to do the following:

1. increase student academic achievement through improving teacher and principal quality and increasing the number of highly qualified teachers in classrooms and highly qualified principals and assistant principals in schools

2. hold LEAs and schools accountable for improving student academic achievement

Intended Program Beneficiaries: Intended beneficiaries are teachers and principals, including assistant principals, and as appropriate, administrators, pupil services personnel, and paraprofessionals.

General Program Requirements

TPTR program activities are required to do the following:

3. They must be based on a local assessment of needs for professional development and hiring.

4. These activities must meet the following:

a. be aligned with state academic content and student academic performance standards and state assessments

b. be aligned with curricula and programs tied to state academic content and student academic performance standards

c. be based on a review of scientifically-based research

d. have a substantial, measurable, and positive impact on student academic achievement

e. be part of a broader strategy to eliminate the achievement gap between low-income and minority students and other students

5. Professional development activities must be coordinated with other professional development activities provided through other Federal, state, and local programs, including Title II, Part D (technology), funds.

Allowable Use of Funds [Section 2123(a)]

You must use TPTR funds to implement one or more of the following allowable activities:

6. recruiting, hiring, and retention of highly qualified personnel

7. providing professional development

8. improving the quality of the teacher and paraprofessional work force under Section 1119

9. reducing class size (only when the class-size reduction teacher is a highly qualified teacher)

Consistent with local planning requirements and your organization's needs assessment, the Title II, Part A, program offers you the flexibility to design and implement a wide variety of activities that promote a teaching staff that is highly qualified and able to help all students—regardless of individual learning needs—achieve challenging State content and academic achievement standards. Funds also can be used to provide school principals with the knowledge and skills necessary to lead their schools' efforts to increase student academic achievement.

Maintain documentation for each of the following questions to determine whether an expenditure would be allowable:

10. Is the program, activity, or strategy reasonable and necessary to carry out the intent and purpose of the p11. Does the program, activity, or strategy address a need previously identified in the campus comprehensive needs assessment?

12. How will the program, activity, or strategy be evaluated to measure a positive impact on student achievement?

13. Is the program, activity, or strategy supplemental to other non-federal programs?

The Title II, Part A, statute specifically authorizes the following types of activities:

1. developing and implementing mechanisms to assist schools to effectively recruit and retain highly qualified teachers, principals, and specialists in core academic areas (and other pupil services personnel in special circumstances).

2. developing and implementing strategies and activities to recruit, hire, and retain highly qualified teachers and principals

These strategies may include the following:

a. providing monetary incentives such as scholarships, signing bonuses, or differential pay for teachers in academic subjects or schools in which the LEA has shortages

b. reducing class size

c. recruiting teachers to teach special needs children

d. recruiting qualified paraprofessionals and teachers from populations underrepresented in the teaching profession and providing those paraprofessionals with alternative routes to obtaining teacher certification

3. providing professional development activities that improve the knowledge of teachers and principals and in appropriate cases paraprofessionals in the following:

a. content knowledge—providing training in one or more of the core academic subjects that the teachers teach

b. classroom practices—providing training to improve teaching practices and student academic achievement through (1) effective instructional strategies, methods, and skills, and (2) the use of challenging state academic content standards and student academic achievement standards in preparing students for the state assessments

4. providing professional development activities that improve the knowledge of teachers and principals, and in appropriate cases, paraprofessionals regarding effective instructional practices that do the following:

a. involve collaborative groups of teachers and administrators

b. address the needs of students with different learning styles, particularly students with disabilities, students with special needs program(including students who are gifted and talented), and students with LEP

c. provide training in improving student behavior in the classroom and identifying early and appropriate interventions to help students with special needs

d. provide training to enable teachers and principals to involve parents in their children's education, especially parents of LEP and immigrant children

e. provide training on how to use data and assessments to improve classroom practice and student learning.

5. developing and implementing initiatives to promote retention of highly qualified teachers and principals, particularly in schools with a high percentage of low-achieving students, including programs that provide teacher mentoring from exemplary teachers and administrators, induction and support for new teachers and principals during their first three years, and financial incentives to retain teachers and principals with a record of helping students to achieve academic success

6. carrying out programs and activities that are designed to improve the quality of the teaching force, such as innovative professional development programs that focus on technology literacy, tenure reform, testing teachers in the academic subjects in which teachers teach, and merit pay programs

7. carrying out professional development programs that are designed to improve the quality of principals and superintendents, including the development and support of academies to help them become outstanding managers and educational leaders

8. hiring highly qualified teachers, including teachers who become highly qualified through State and local alternative routes to certification, and special education teachers in order to reduce class size, particularly in the early grades

9. carrying out teacher advancement initiatives that promote professional growth and emphasize multiple career paths (such as paths to becoming a mentor teacher, career teacher, or exemplary teacher) and pay differentiation

State Compensatory Education Program (SCE)

Intent and Purpose

State compensatory education (SCE) is a supplemental program designed to eliminate any disparity in performance on assessment instruments administered under Subchapter B, Chapter 39, or disparity in the rates of high school completion between students at risk of dropping out of school, as defined by TEC §29.081, and all other students. The purpose is to design and implement appropriate compensatory, intensive, or accelerated instruction that enable the students to be performing at grade level at the conclusion of the next regular school term. In determining the appropriate intensive accelerated instruction or SCE program, districts must use student performance data resulting from the basic skills assessment instrument and achievement tests administered under Subchapter B, Chapter 39. Based on this needs assessment, district and campus staff shall design the appropriate strategies and include them in the campus and/or district improvement plan.

Programs and/or services designed to supplement the regular education program for identified at-risk students:

• The goal for SCE is to increase achievement and reduce the disparity in (a) performance on the state assessment and (b) rates of high school completion between students at-risk of dropping out of school and all other district students.

• Expenses must directly impact students and cannot be used for parental involvement activities.

Intended Program Beneficiaries
Students identified by the 13 criteria as at-risk of failing the state assessment or dropping out.

General Program Requirements
Any program activity, program personnel, or program materials required by federal law, state law, of State Board of Education rule may not be funded with SCE funds. SCE funds must be used to provide support programs and/or services that supplement the regular education program so that students at risk of dropping out of school can succeed in school.

FTE 1.19 $81,960 (6100) salary

Chico ISD District Goals:

1. To strengthen the academic program Pre-K through 12th in order to maximize success for all students.
2. To strengthen tradition of excellence based on pride, teamwork, and professionalism among staff members.
3. To promote tradition of excellence to parents, alumni, and surrounding community.

Mission Statement

Chico ISD's Mission Statement

The Chico Independent School District believes in" A Commitment to Excellence" and aspires to meet the needs of all students through
an educational process that focuses on real-world standards and challenges all students to achieve at their maximum level.Chico High School's Mission StatementThe mission of Chico High School is to ensure the success of all students by providing challenging educational opportunities in academic, career and technology and leadership areas. We will continue to strive daily to help out students achieve excellence in all their endeavors. We will provide an environment that will achieve excellence by engaging all learners to be productive citizens in our community and to be life long learners.

Chico High School's Mission Statement

The mission of Chico High School is to ensure the success of all students by providing challenging educational opportunities in academics, career and technology, and leadership areas. We will continue to strive daily to help our students achieve excellence in all their endeavors. We will provide an environment that will achieve excellence by engaging all learners to be productive citizens in our communities and to be life long learners.

Chico High School Campus Improvement Plan

2014-15 Comprehensive Needs Assessment Summary

In accordance with state and federal legislative requirements, the staff at Chico High School conducted a comprehensive needs assessment for the 2014-15 school year. The needs assessment was conducted to identify gaps in the areas listed below. Data and findings from the comprehensive needs assessment were then used to develop the activities/strategies in the additional sections of the Campus Improvement Plan.

Campus Demographics

The staff at Chico High School include 18 teachers, 2 paraprofessionals, and 2 administrators. The student population is 75% White, 2% African American, 24% Hispanic, 0% Asian, and 1% Native American. Additionally, the campus serves 44% economically disadvantaged students, 6% special education students, and 4% Limited English Proficient students.   Attendance rates include 96.7% African American, 96.8% Hispanic, 96.2% White, and 96.4% economically disadvantaged. The most current data indicate the campus has a 22.6% mobility rate.

The following data were reviewed in relation to campus demographics:
AEIS Report and PEIMS

Upon review of these data, several findings were noted. These findings include:
An increase in attendance from the previous year.

Areas of need include:
It was determined there was a need for improved vocabulary for all core areas.. Not only vocabulary, but we will also need to address and stress areas such as problem solving, improved reading, writing, and understanding in mathematics, science and technology as well as other academic areas in an effort to improve integration & vertical alignment across curricular areas.

Student Achievement

The following data were reviewed in relation to Student achievement:
STAAR/EOC Results, TAKS Exit Level Results, and Content-Based Assessments

Upon review of these data, several findings were noted. These findings include:
Scores in Math and Science increased in EOC tests. Reading and Writing scores stayed about the same with little improvement. World Geography scores were at 81% while World History scores were 56%. The campus will continue on-going professional development in engagement, vocabulary development and common assessments.

Areas of need include:

English I and II Writing are areas of concern and still need improvement. Professional development will be planned at Region XI Service Center and also on sight training through webinars. Because of the concern in the area of Writing, the time will be increased from a 50 minute class period to an hour and 20 minute class period to devote an hour to reading and an hour to writing instruction.

Lesson planning process will include 2-3 higher order questions as outcomes for each unit --staff planning was not consistent in this area and training is needed in order for teachers to effectively plan for rigorous questioning that will meet the demands of the End Of Course tests.

Technology based programs will need to be accessible to students so that they are provided with a wide range of formats associated with End Of Course testing. Study Island will be one program that will be implemented in the classroom for these students to use on their ipads. More technology based programs will also need to be purchased to meet the needs of the ever changing skills that must be mastered to be successful on the STAAR End of Course test.

Further it was also determined there was a need for improved vocabulary for all core areas.. We will also need to address areas such as problem solving, improved reading, writing, and understanding in mathematics, science and technology as well as other academic areas in an effort to improve integration & vertical alignment across curricular areas.

An End Of Course Accelerated Instruction class will be added to the schedule for those students not passing the English I, English II, and Algebra I EOC tests. These students will be provided with rigorous instruction on the objectives they were not able to master on the test. Paper materials and technology will be a source that will be used to help students master the EOC.

Benchmark tests will be purchased to monitor students before the EOC tests are given in March, April and May. These tests will be given in January and will give teachers a better idea of objectives still not mastered and skills that will need re-teaching before EOC exams.

School Culture, Climate, and Organization
The following data were reviewed in relation to School Culture, Climate, and Organization:
Parent, Teacher, Student surveys
Sign-In sheets for parent meetings
Discipline Reports

Upon review of these data, several findings were noted. These findings include:
School culture, climate and organization were good, but parent involvement in surveys were low.

Areas of need include:
More parent involvement

Staff Quality, Recruitment, and Retention
The following data were reviewed in relation to Staff Quality, Recruitment, and Retention:
AEIS Report

18 teachers
3 teachers with less than 5 years experience
15 teachers with more than 10 years experience
All 18 teachers - White

Upon review of these data, several findings were noted. These findings include:
Of the two math teachers, both are new. Of the 18 returning teachers, 4 are new to the district.

Areas of need include:
Need to hire teachers from other ethnic groups when possible.

Family and Community Involvement
The following data were reviewed in relation to Family and Community Involvement:
Surveys, parent-teacher meetings, parent portal sign-up, conferences

Upon review of these data, several findings were noted. These findings include:
The campus utilizes an online parent portal, automated calling system as well as booster clubs in athletics, band and agriculture as parent involvement strategies; and the parent participation is good. Agriculture has work nights during the week with active parent participation. Athletics boosters raised a great deal of funds last year through parent participation. The campus started the year with a freshman orientation which was well-attended. Parents and students also attended the I-PAD orientation and distribution at the beginning of school.

Areas of need include:
Getting more parent participation in the end-of-year parent surveys

<u>Highly Qualified Plan</u>

HIGHLY QUALIFIED PLAN

The following data were reviewed in relation to Highly Qualified:
NCLB Highly Qualified Reports & Staff turnover rate.

Upon reviewing this data: The superintendent and principals will continue to hire, retain and develop a highly qualified staff through Educator Placement Services, Job Fairs, Mentoring of new teachers using state and local funds.

1. Increase the percentage of highly qualified core academic subject area teachers on each campus to meet 100% in a reasonable timeframe. As of 9/15/2013 all teachers and paraprofessionals in the district are highly qualified in the core academic subject areas.
2. Increase the percentage of core academic subject area classes taught by highly qualified teachers on each campus to meet 100% in a reasonable timeframe. As of 9/15/2013 all teachers and paraprofessionals in the district are highly qualified in the core academic subject areas.
3. Increase percentage of core academic subject area classes taught by highly qualified teachers on high poverty campuses to meet 100% in a reasonable timeframe. Chico ISD is a single attendance district with only one grade span per campus; this requirement does not apply. There are no high poverty schools.
4. Increase percentage of teachers receiving high quality professional development on each campus to meet 100% in a reasonable timeframe. District requires all professional staff to attend professional development that is provided at the local level as well as by Region XI ESC. The district may also contract with outside consultants to provide professional development and teachers may attend professional conference in their respective subject areas. Travel records, certificates of attendance, sign-in sheets, etc., are on file.
5. Ensure low-income students and minority students are not taught at higher rates than other student groups by inexperienced, out-of-field, or non-highly qualified teachers. Master schedule will be reviewed…not issues at this time according to the TEA reports.
6. Attract and retain highly qualified teachers. District fulfills this requirement by attending job fairs, advertising vacancies in positions, and posting job opportunities on the web. To retain highly qualified teachers, the district offers opportunities to take various subject area tests, small class sizes, and salaries competitive with other districts. 100% HQ as of 9/15/2013.
7. Assist specific teachers not currently highly qualified to meet the highly qualified requirements in a timely manner. As of 9/15/2013 all teachers and paraprofessionals in the district are highly qualified in the core academic subject areas.

2014-15 Campus Improvement Plan for Chico High School

Area of Focus:

District Priority:

Campus Performance Objective:

Formative Evaluation:

Students					
Strategies	**Codes**	**Target Group**	**Person(s) Responsible**	**Resources**	**Timeline**

Teachers					
Strategies	**Codes**	**Target Group**	**Person(s) Responsible**	**Resources**	**Timeline**

Parents					
Strategies	**Codes**	**Target Group**	**Person(s) Responsible**	**Resources**	**Timeline**

Chico High School
Areas to Celebrate

STP	Area	Indicator	Description of Activity	Evidence of Success
Students	Subjects	Reading/ELA	Increase in reading scores for English I meeting Level II Satisfactory 69% to 73%	EOC/STAAR results
		Writing	Increase in writing scores for the English I writing meeting Level II Satisfactory 41% to 68 %	EOC/STAAR results
		Math	Increase in Algebra I scores from the previous year from 77% Meeting Level II Satisfactory to 93% Meeting Level II Satisfactory	EOC/STAAR results
		Science	Scoring 90% or above again for a second year in a row with 94% meeting Level II Satisfactory.	EOC/STAAR results
		Social Studies	World Geography scored 80% in 2012, and increased that score to 81% in 2013 meeting Level II Satisfactory	EOC/STAAR results
	Subgroups	All	Biology 94%, Chemistry 81%, Physics 100%, English I Reading 73%, English I Writing 53%, English II Reading 86%, English II Writing 57%, World Geography 81%, World History 56%, Algebra I 89%	EOC/STAAR results
		AA	no score	
		H	Biology 86%, Chemistry 63%, Physics 100%, English I Reading 33%, English I Writing 36%, English I Reading 91%, English II Writing 55%, World Geography 60%, World History 45%, Algebra I 88%	EOC/STAAR results
		W	Biology 95%, Chemistry 87%, Physics 100%, English I Reading 82%, English I Writing 56%, English II Reading 85%, English II Writing 58%, World Geography 87%, World History 62%, Algebra I 91%	EOC/STAAR results
		ED	Biology 92%, Chemistry 85%, English I Reading 70%, English I Writing 55%, English II Reading94%, English II Writing 63%, World Geography 79%, World History53%, Algebra I 92%	EOC/STAAR results
	Social/ Emotional	Discipline	Discipline referrals reduced less than 1% referrals for the 2012-13 year	PEIMS Reports
		Extracurricular		
Teachers	Professional Development		The campus engaged in professional development in engagement, vocabulary strategies and rigor through questioning in order to close the gap between Hispanic, Economically Disadvantaged and white students.	EOC/STAAR Results, Content Based Assessments
	New Staff		2 new math teachers, one with more than 16 years experience and 1 with over 25 years experience	
	Retention		Out of 18 staff members, only 4 staff members left	
	Qualifications		All teachers are Highly qualified	
Parents	Participation			
	Communication		Letters, email, parent portal, parent-teacher conferences, phone	

Student Performance Data

Science STAAR Results

Grade	Group	Tested	Level II: Satisfactory Phase-in 1			Level III: Advanced		
			2014 #	2014 %	2015 Target %	2014 #	2014 %	2015 Target %

Biology STAAR Results

Grade	Group	Tested	Level II: Satisfactory Phase-in 1			Level III: Advanced		
			2014 #	2014 %	2015 Target %	2014 #	2014 %	2015 Target %
EOC	All	46	45	98		6	13	
EOC	HI	11	10	91		1	9	
EOC	WH	32	32	100		5	16	
EOC	SED	21	20	95		0	0	
EOC	SPED	3						
EOC	LEPC	0						
EOC	LEP1	0						
EOC	LEP2	0						

Mathematics STAAR Results

Grade	Group	Tested	Level II: Satisfactory Phase-in 1			Level III: Advanced		
			2014 #	2014 %	2015 Target %	2014 #	2014 %	2015 Target %

			Algebra I STAAR Results					
Grade	Group	Tested	Level II: Satisfactory Phase-in 1			Level III: Advanced		
			2014 #	2014 %	2015 Target %	2014 #	2014 %	2015 Target %
EOC	All	45	38	84		1	2	
EOC	HI	14	11	79		1	7	
EOC	WH	27	24	89		0	0	
EOC	SED	23	19	83		0	0	
EOC	SPED	3						
EOC	LEPC	0						
EOC	LEP1	0						
EOC	LEP2	0						

			Reading/English Language Arts STAAR Results					
Grade	Group	Tested	Level II: Satisfactory Phase-in 1			Level III: Advanced		
			2014 #	2014 %	2015 Target %	2014 #	2014 %	2015 Target %

			English I Reading STAAR Results					
			Level II: Satisfactory Phase-in 1			Level III: Advanced		
Grade	Group	Tested	2014 #	2014 %	2015 Target %	2014 #	2014 %	2015 Target %
EOC	All	57	43	75		4	7	
EOC	HI	15	9	60		1	7	
EOC	WH	39	31	79		3	8	
EOC	SED	28	19	68		1	4	
EOC	SPED	2						
EOC	LEPC	2						
EOC	LEP1	0						
EOC	LEP2	0						

			English II Reading STAAR Results					
			Level II: Satisfactory Phase-in 1			Level III: Advanced		
Grade	Group	Tested	2014 #	2014 %	2015 Target %	2014 #	2014 %	2015 Target %
EOC	All	61	53	87		2	3	
EOC	HI	10	7	70		0	0	
EOC	WH	46	41	89		1	2	
EOC	SED	35	29	83		1	3	
EOC	SPED	2						
EOC	LEPC	3						
EOC	LEP1	0						
EOC	LEP2	0						

			Writing STAAR Results					
Grade	**Group**	**Tested**	**Level II: Satisfactory Phase-in 1**			**Level III: Advanced**		
			2014 #	**2014 %**	**2015 Target %**	**2014 #**	**2014 %**	**2015 Target %**

			English I Writing STAAR Results					
Grade	**Group**	**Tested**	**Level II: Satisfactory Phase-in 1**			**Level III: Advanced**		
			2014 #	**2014 %**	**2015 Target %**	**2014 #**	**2014 %**	**2015 Target %**
EOC	LEP M1							
EOC	LEP M2							

			English II Writing STAAR Results					
Grade	**Group**	**Tested**	**Level II: Satisfactory Phase-in 1**			**Level III: Advanced**		
			2014 #	**2014 %**	**2015 Target %**	**2014 #**	**2014 %**	**2015 Target %**
EOC	LEP M1							
EOC	LEP M2							

			Social Studies STAAR Results					
Grade	**Group**	**Tested**	**Level II: Satisfactory Phase-in 1**			**Level III: Advanced**		
			2014 #	**2014 %**	**2015 Target %**	**2014 #**	**2014 %**	**2015 Target %**

			US History STAAR Results					
Grade	**Group**	**Tested**	**Level II: Satisfactory Phase-in 1**			**Level III: Advanced**		
			2014 #	**2014 %**	**2015 Target %**	**2014 #**	**2014 %**	**2015 Target %**

			World History STAAR Results					
Grade	Group	Tested	Level II: Satisfactory Phase-in 1			Level III: Advanced		
			2014 #	2014 %	2015 Target %	2014 #	2014 %	2015 Target %

2014-15 Campus Improvement Plan for Chico High School

Area of Focus: Campus Culture

District Priority: The district's schools will maintain an engaging environment conducive to student learning and employee effectiveness.

Campus Performance Objective: 1.Promote better communication by informing students, parents, teachers, school administrators, school board, and the community of communication policies, needs, and performance of district.
2. Increase communication and camaraderie among campuses by providing opportunities for all personnel to communicate between and among departments, grade levels and campuses.
3. Promote ongoing communication between school and community and inform local media of special district/campus events and celebrations.

Formative Evaluation:

Students					
Strategies	**Codes**	**Target Group**	**Person(s) Responsible**	**Resources**	**Timeline**
1 Recognize student achievement and performance		all students	Counselor, Principal, Teachers	Report cards, attendance, extracurricular activities, CHS Wall of Honor, Teacher's Web pages	Every six weeks
2 Implement student mentors for students that are new to the district and campus		new students, freshman	Counselor, Principal	PEIMS reports	ongoing
3 Maintain campus and individual faculty web pages so that students can keep up with assignments and projects		students, teachers	Technology teachers, technology coordinator, principal, teachers	School website; Teachers' web sites	Each month
4 Offering Peer tutoring for students requiring remediation		students	counselor, teachers	PLATO software program, teacher made handouts	Every six weeks
5 Teacher mentorship with At-Risk students		At-Risk Students	Principal, counselor, teachers	teacher resources, PLATO software program, Quia Program,	Every six weeks
6 Implement New CTE courses - Health Science		all students	Principal, counselor, teacher	health science curriculum	yearly
7 On-Campus Liaison Officer		students	principal, police department	Wise county	yearly

Teachers					
Strategies	**Codes**	**Target Group**	**Person(s) Responsible**	**Resources**	**Timeline**
1 Conduct monthly faculty meetings monthly		Teachers	High school principal, staff	Faculty Meeting Agenda	Each month
2 Recognize staff achievement and performance		Teachers	High school principal, staff, coaches	Teachers' web sites School calendar	Daily
3 Recognize teachers with perfect attendance and reward them with a gift card		teachers	High School Principal	Attendance reports	Monthly

	Parents				
Strategies	**Codes**	**Target Group**	**Person(s) Responsible**	**Resources**	**Timeline**
1 Inform community of up-coming meetings, and events.		parents, teachers	High school principal, staff, coaches	Newspaper, School calendar, Teachers' web sites, School web site	Daily
2 Maintain campus and individual faculty web pages		parents, community	principal, secretary, teachers, technology director	School Website, School Marque,	Daily

2014-15 Campus Improvement Plan for Chico High School

Area of Focus: Student Safety

District Priority: The district's schools will maintain a safe and disciplined environment conducive to student learning and employee effectiveness.

Campus Performance Objective: 1. Provide a safe learning environment for all students.

2. Support the application of clear, well defined rules which are consistently enforced by all school personnel, establish respectful behavior by students toward peers, staff, and property, and apply strong discipline measures for repeat offenses.

Formative Evaluation:

Students					
Strategies	**Codes**	**Target Group**	**Person(s) Responsible**	**Resources**	**Timeline**
1 Conduct voluntary drug testing for students in grades 6-12 and mandatory random drug testing in exta-curricular activities		students	High school principal, school nurse	Compliance Consortium Corporation	Each six weeks
2 On-Campus Liaison Officer		students and staff	Principal, Sheriff's Dept.	Wise County Sheriff Dept.	yearly
3 Maintain all buildings according to codes		campus	Superintendent, maintenance staff, high school principal, specialized teachers	Building codes and permits	Each semester
4 Adopt, implement, and enforce a dating violence policy that includes the intentional use of physical, sexual, verbal, or emotional abuse by a person to harm, threaten, intimidate, or control another person in a dating relationship		students	High school principal, staff, counselor	Student Code of Conduct Protective Orders as appropriate	Daily
5 Follow the Code of Conduct continually and consistently		students, staff	High school principal, all staff	TEA guidelines, law enforcement, student handbook, IEPs, WISE SE Cooperative	Number of students placed in ISS, DAEP, or detention hall
6 Utilize Red Ribbon Week activities and other awareness programs to promote a drug, alcohol, and violence free campus		students	High school principal, counselor	Title IV Safe and Drug Free School funds, Student Council	Increased awareness
7 Student education of crisis procedures and preparation for an emergency situation by practicing these procedures		students	All staff	State fire department; OSHAI; Safety Emergency packet and procedure guidelines; teacher/student handbook	Increased awareness of emergency procedures; efficient practice drills

Teachers					
Strategies	**Codes**	**Target Group**	**Person(s) Responsible**	**Resources**	**Timeline**
1 Provide proper instruction on safety procedures in specialized classes		teachers	Principal, Specialized teachers	Safety Emergency packet, and procedure guidelines, teacher/student handbook	Increased awareness of emergency procedures - yearly

Teachers					
Strategies	**Codes**	**Target Group**	**Person(s) Responsible**	**Resources**	**Timeline**
2 Use a variety of means to recognize and celebrate student actions that contribute to a positive, supportive, and safe campus.		teachers	Principal, counselor, teachers	quest speakers, awards, caught doing good	Weekly
3 Use announcements to provide positive words of wisdom encompassing messages of tolerance and appreciation for diverse ethnic, religious, and cultural backgrounds		teachers	Principal, counselor, teachers	Building Character Curriculum	Weekly

Parents					
Strategies	**Codes**	**Target Group**	**Person(s) Responsible**	**Resources**	**Timeline**
1 Inform parents by letter, email, or phone about positive things their students are doing on campus.		parents	Principal, Counselor, Teachers	technology	monthly

2014-15 Campus Improvement Plan for Chico High School

Area of Focus: Attendance

District Priority: The district's schools will maintain a safe and disciplined environment conducive to student learning and employee effectiveness.

Campus Performance Objective: Chico High School will improve the attendance rate by increasing it from 96.5% to 98%.

Formative Evaluation:

Students					
Strategies	**Codes**	**Target Group**	**Person(s) Responsible**	**Resources**	**Timeline**
1 School wide attendance awards will be granted to those students achieving perfect attendance every six weeks.		students	Principal, Counselor	prizes	Every 6 weeks
2 Perfect Attendance gift cards will be awarded every semester for perfect attendance.		students	Principal, Counselor	Chamber of Commerce donation	Every 6 weeks
3 Saturday school will be assigned to any student who falls below 90% attendance rate, so that time missed can be made up so that student does not lose credit.		students	Principal, teacher	PLATO software program, teacher resources, teacher handouts	Every 6 weeks
4 Students receiving at least two tardies, parents will be notified by letter immediately.		students, parents	Principal	grade book, teachers	daily
5 Student receiving more than 2 tardies will receive corporal punishment, detention, or Saturday school.		students, parents	Principal	attendance	daily
6 Student who have 9 or more absences in a specific time period, the school will notify the court to schedule a court date.		students, parents	Principal	attendance	daily

Teachers					
Strategies	**Codes**	**Target Group**	**Person(s) Responsible**	**Resources**	**Timeline**
1 Teachers who receive perfect attendance each 6 weeks will receive a gift card.		teachers	Principal, Supt.	gift cards	every 6 weeks

Parents					
Strategies	**Codes**	**Target Group**	**Person(s) Responsible**	**Resources**	**Timeline**
1 Letters will be mailed to parents when students have excessive absences or more than 2 tardies.		parents, students	Principal	attendance/grade book, attendance committee	daily
2 Saturday school will be assigned to any student who falls below 90% attendance rate, so that time missed can be made up so that student does not lose credit.		parents, students	Principal, Teacher	PLATO program, teacher resources	Every six weeks

2014-15 Campus Improvement Plan for Chico High School

Area of Focus: College and Career Readiness

District Priority: Help students plan for life beyond graduation (1B-7)
Campus Performance Objective: Awareness and Training in "Achieve Texas Career Clusters"
Formative Evaluation: Student Graduation Plan (TAP Texas Achievement Plan) and portfolios

	Students					
	Strategies	**Codes**	**Target Group**	**Person(s) Responsible**	**Resources**	**Timeline**
1	Teach students how to develop a portfolio		students 8-12	Counselor	Teacher	on-going
2	Develop TAP for each student		students 8-12	Counselor	teacher	on-going
3	Career Cluster Awareness		students 8-12	Counselor	Career Cluster	On-going
4	Emphasis on ACT/SAT and scholarships		students 9-12	Counselor	ACT/SAT study guides	on-going

	Teachers					
	Strategies	**Codes**	**Target Group**	**Person(s) Responsible**	**Resources**	**Timeline**
1	Provide teacher training in Achieve Career Clusters to all staff		staff	Region XI, Principal, Counselor	Career Cluster handout, TEA Website	on-going
2	Include Career clusters within present CTE programs		CTE staff, Counselor	Principal, Counselor	TEA	on-going
3	Include courses directly related to Career Clusters		AG CTE	Ag Teachers, Counselor, Principal	TEA	on-going
4	Guide students with interest into Technology and Business		Tech CTE, Robotics	CTE teachers, Counselor, Principal	TEA	on-going
5	Develop and expand the Health Science CTE program		health science teacher	Principal, teacher	TEA	on-going
6	Initiate a HOSA Program		health science teacher	Principal, teacher	TEA	on-going
7	Hire a second composite science teacher		teacher	Principal	applicants, advertise	on-going
8	Offers PALS for Education Cluster		teacher	Principal	teacher resources, student council	on-going
9	Emphasis and increase rigor in all core subjects		Core teachers	Principal	Region XI workshops, TEKS Resource System, other curriculum resources	on-going
10	Strengthen student personal and communication skills		teachers	All staff	Counselor resources, character building resources, guest speakers	on-going

	Parents

	Strategies	Codes	Target Group	Person(s) Responsible	Resources	Timeline
1	Initiate a Parent Night for training in Achieve Texas Career		Parents	Principal, Region XI, Counselor	Region XI	Jan. 2014
2	Conduct an 8th grade orientation		parents, students	Counselor, Principal	student council, technology	May 2014

2014-15 Campus Improvement Plan for Chico High School

Area of Focus: Science

District Priority: Ensure that students' competence reaches or exceeds grade-level standards in reading, writing, mathematics, science, and social studies.

Campus Performance Objective: Provide appropriate instruction and materials to enhance student performance and increase the number of students mastering STAAR/EOC science.

Formative Evaluation:

Students					
Strategies	**Codes**	**Target Group**	**Person(s) Responsible**	**Resources**	**Timeline**
1 Emphasize higher level instruction for STAAR preparation in daily instruction and on campus benchmark tests		students	teachers	DMAC program, PLATO software program, TEKS Resource System	on-going
2 Provide instruction to enhance achievement of students in at-risk situations		students	Principal, teachers	PLATO software program, Quia program	on-going
3 Provide double blocking to those students who have not yet achieved state standards		students	Principal, counselor	scheduling	yearly
4 Provide students with Content-Based Assessments to evaluate student learning and classroom instruction		students	teachers	DMAC, TEKS Resource System, teacher made tests	every 6 weeks

Teachers					
Strategies	**Codes**	**Target Group**	**Person(s) Responsible**	**Resources**	**Timeline**
1 Devise content based assessments every six week to benchmark students and evaluate the learning		teachers	teachers	TEKS Resource System, DMAC, Kamico resources, other teacher resources	every 6 weeks
2 Identify and serve students with deficiencies in all core subjects with am or pm tutorials		teachers	teachers	PLATO software, Quia software, teacher resources	daily
3 Prepare students for college with rigorous instruction		teachers	teachers	TEKS Resource System	daily
4 Provide Staff development address vocabulary and problem solving.		teachers	Principal	Speaker/Specialist to come in and provide staff development in this area.	daily

Parents					
Strategies	**Codes**	**Target Group**	**Person(s) Responsible**	**Resources**	**Timeline**
1 Provide parents with progress reports weekly, every three weeks and every 6 weeks to provide information about student progress		parents, students	teachers, school secretary	parent portal, grade book, email	on-going
2 Parent-teacher conference for any student not completing assignments or doing poorly in class		parents, students	teacher	grade book, email	on-going

2014-15 Campus Improvement Plan for Chico High School

Area of Focus: Mathematics

District Priority: Ensure that students' competence reaches or exceeds grade-level standards in reading, writing, mathematics, science, and social studies.

Campus Performance Objective: Provide appropriate instruction and materials to enhance student performances and increase the number of students passing STAAR/EOC's passing with 95% or better as a group.

Formative Evaluation: Benchmark tests, STAAR/End of Course State test

	Students					
	Strategies	**Codes**	**Target Group**	**Person(s) Responsible**	**Resources**	**Timeline**
1	Provide double blocking to those students who have not passed End of Course Algebra I test.		students	principal, counselor	state scores	on-going
2	Emphasize high level instruction for STAAR/EOC in Content-Based Assessments every 6 weeks and on Campus Benchmark test in January		students	principal, teachers	Kamico materials, DMAC, TEKS Resource System	every 6 weeks January 2014 Campus Benchamrk
3	Provide targeted instruction in poor performing STAAR/EOC areas with am or/and pm tutorials		students	teachers	PLATO software, TEKS Resource System, Quia software	on-going
4	Increase the use of technology with students		students	technology director, teachers, principal	ipads, computers, promethean boards	on-going
5	Funds will be budgeted to Acceleration in Reading for End Of Course Tests.		students	principal, supt., business manager	SCE 6300 $2,000	on-going

	Teachers					
	Strategies	**Codes**	**Target Group**	**Person(s) Responsible**	**Resources**	**Timeline**
1	Devise content based assessments every 6 weeks to evaluate student learning of the state standards		teachers	teacher	TEKS, DMAC, TEKS Resource System, Kamico, Study Island	every 6 weeks
2	Provide tutoring for students who are low performing		teachers	teachers	teacher supplemental materials, TEKS Resource System	on-going
3	Inform parents when students fall below a grade of 70		teachers	teachers	email, parent conference, phone call	on-going
4	Provide Staff development address vocabulary and problem solving		teachers	Principal	Speaker/Consultant to come in and provide staff development for teachers	daily

	Parents

	Strategies	Codes	Target Group	Person(s) Responsible	Resources	Timeline
1	Provide parents with progress reports, weekly, every 3 weeks, and every 6 weeks		parents, students	teachers, school secretary	grade book, parent portal, email	on-going
2	Parent-Teacher conferences with students who are not performing at grade level		parents, students	teachers	email, phone, parent portal	daily

2014-15 Campus Improvement Plan for Chico High School

Area of Focus: Reading/English Language Arts

District Priority: Ensure that students' competence reaches or exceeds grade-level standards in reading, writing, mathematics, science, and social studies.

Campus Performance Objective: Provide students with the rigor needed to meet expectations on the End of Course Reading and Writing tests scoring 95% or better.

Formative Evaluation: Students will meet at least Level II Satisfactory on both Reading and Writing End of Course Tests.

	Students				
	Strategies	**Codes**	**Target Group**	**Person(s) Responsible**	**Resources**	**Timeline**
1	Provide students with extended time in Reading and Writing daily. Students will receive 1 hour and 20 minutes of ELA compared to 50 minutes.		students	Teacher, Counselor	TEKS Resource System	daily
2	Provide students with higher level rigorous instruction in the classroom and then evaluate student knowledge by giving a content based assessment to see if students have learned the content.		students	teachers	TEKS Resource System, DMAC, Kamico, Study Island, and other technology programs that are available for purchse	every 6 weeks
3	Provide targeted instruction in poor performing areas with a.m. and p.m. tutorials.		students	teachers	PLATO software, Kamico, TEKS Resource System, SCE 6300 $8,000	weekly
4	Increase the use of technology in the classroom by using ipads with classroom instruction to enhance student learning with study island and other computer programs.		students	technology director, teachers, principal	Region XI Service Center, Technology Director, Study Island, Other Computer programs	yearly
5	Funds will be budgeted for Accelerated Instruction in Reading and writing using paper materials and also computer software programs to help students improve in End Of Course Tests with a wide range of formats to increase student knowledge and give them the rigor required on End of Course tests.		students	principal, supt., business manager, technology director	SCE 6300 $2,000	on-going

	Teachers				
	Strategies	**Codes**	**Target Group**	**Person(s) Responsible**	**Resources**	**Timeline**
1	Incorporate ipads into daily instruction to enhance student learning,		teachers	Teachers	Region XI, TEKS Resource System, technology director	weekly
2	Devise a Content Based Assessment each six weeks to evaluate student learning of the TEKS and Standards.		teachers	Teachers, Principal	TEKS Resource System, DMAC, Kamico	every 6 weeks
3	Devise a Benchmark Test in January to test students on all content learned so far in each core subject.		teachers	Principal, Teachers	DMAC, Kamico	January 2014
4	Attend Professional Development Workshops dealing with areas of low performance.		teachers	Principal	Region XI	yearly

Teachers					
Strategies	**Codes**	**Target Group**	**Person(s) Responsible**	**Resources**	**Timeline**
5 Provide Staff development address vocabulary and problem solving		teachers	Principal	Speaker/Consultant to come in and provide vocabulary training	yearly

Parents					
Strategies	**Codes**	**Target Group**	**Person(s) Responsible**	**Resources**	**Timeline**
1 Notify parents when student's grades fall below 75%.		Parents, students	Teachers	email, phone, conference, letters	daily
2 Provide students with tutorials and notify parents of times and days set aside for this type of instruction.		Parents, students	Teachers	email, phone, letters, conference	weekly
3 Conference with parents and students about student progress in core academic subjects every 6 weeks if possible.		Parents, students	Teachers	Parent-Teacher Conference	every 6 weeks
4 Provide Progress reports every 3 weeks and every 6 weeks so that parents are informed of academic progress.		parents, students	Teachers	report cards, parent portal	every 3 weeks every 6 weeks

2014-15 Campus Improvement Plan for Chico High School

Area of Focus: Writing

District Priority: Ensure that students' competence reaches or exceeds grade-level standards in reading, writing, mathematics, science, and social studies.

Campus Performance Objective:

Formative Evaluation:

	Students					
	Strategies	**Codes**	**Target Group**	**Person(s) Responsible**	**Resources**	**Timeline**
1	Provide students with extended time in Reading and Writing daily. Students will receive one hour and 20 minutes of ELA instruction compared to the 50 minutes, last year.		students	Teachers, Counselor	TEKS Resource System, other teacher resources	daily
2	Provide students with higher level rigorous instruction in the classroom and then evaluate students knowledge by giving a content based assessment to see if students learned the content taught.		students	teachers	TEKS Resource System, DMAC, Kamico	Every 6 weeks
3	Provide targeted instruction in poor performing areas with a.m. and p.m. tutorials.		students	teachers	Plato Software, Kamico, TEKS Resource System	weekly
4	Increase the use of technology in the classroom by using ipads with classroom instruction to enhance student learning.		students	technology director, teacher, principal	Region XI, Technology Director	yearly

	Teachers					
	Strategies	**Codes**	**Target Group**	**Person(s) Responsible**	**Resources**	**Timeline**
1	Incorporate ipads into daily instruction to enhance student learning.		students	teachers	Region XI, TEKS Resource System	weekly
2	Devise a content based assessment each six weeks to evaluate student learning of the TEKS and Standards.		students, teachers	teachers, principal	TEKS Resource System, Kamico	every six weeks
3	Devise a benchmark test in January to test student knowledge on the content taught so far in every core subject.		students	principal, teachers	DMAC, Kamico	January 2014
4	Attend Professional Development Workshops in areas of low performance.		teachers	teachers	Region XI	yearly
5	Provide on-site Staff development to address vocabulary and problem solving		teachers	Principal	Speaker/Consultant to come in and provide vocabulary training	yearly

	Parents					
	Strategies	**Codes**	**Target Group**	**Person(s) Responsible**	**Resources**	**Timeline**

	Parents					
	Strategies	**Codes**	**Target Group**	**Person(s) Responsible**	**Resources**	**Timeline**
1	Notify parents when student grades fall below 75%.		parents, students	teachers	email, phone, letter, conference	daily
2	Provide students with tutorials and notify parents of times and days set aside for this type of special instruction.		parents, students	teachers	email, phone, letter, conference	every 6 weeks
3	Conference with parents and students about student progress in core academic subjects every 6 weeks when possible.		parents, students	teacher	Parent-Conference, phone conference	every 6 weeks
4	Provide progress reports every 3 weeks. Provide report cards every 6 weeks to inform parents of academic progress.		parents, students	teacher	report cards, parent portal	every 3 weeks every 6 weeks

2014-15 Campus Improvement Plan for Chico High School

Area of Focus: Social Studies

District Priority: Ensure that students' competence reaches or exceeds grade-level standards in reading, writing, mathematics, science, and social studies.

Campus Performance Objective: Students will receive rigorous instruction in History and meet campus expectations on content based assessments and campus benchmark tests.

Formative Evaluation: The campus will use content based assessments and benchmark tests to evaluate the learning process of students.

Students					
Strategies	**Codes**	**Target Group**	**Person(s) Responsible**	**Resources**	**Timeline**
1 Provide tutorials to those students who fall below 75% passing.		students	teachers	Kamico, PLATO software, TEKS Resource System	weekly
2 Provide students with higher level, rigorous instruction by using engagement and vocabulary strategies to enhance student learning in the classroom.		students	teachers	TEKS Resource System	daily

Teachers					
Strategies	**Codes**	**Target Group**	**Person(s) Responsible**	**Resources**	**Timeline**
1 Provide a content based assessment every 6 weeks to evaluate student learning of the content taught.		teachers	teachers	TEKS Resource System, DMAC, Kamico, released end of course test	every 6 weeks
2 Incorporate ipad in classroom instruction as much as possible to aid in student learning.		teachers	teachers	technology director, Region XI	daily
3 Attend professional development workshops to learn new vocabulary and engagement strategies to engage students in the higher level learning required by the state.		teachers	teachers	Region XI	yearly
4 Provide on-site Staff development to address vocabulary and problem solving		teachers	Principal	consultant/speaker to come in and address vocabulary strategies	yearly

Parents					
Strategies	**Codes**	**Target Group**	**Person(s) Responsible**	**Resources**	**Timeline**
1 Conference with parents when students are not making the academic progress required.		parents, students	teachers	email, letter, parent-teacher conference	daily
2 Provide students with a.m. and p.m. tutorials to ensure students are provided with everything possible to make the academic gains required to pass academic core courses.		parents, students	teachers	letter, email, conference	weekly

2014-15 Campus Improvement Plan for Chico High School

Area of Focus: Achievement.

District Priority: Increase achievement for all students on TAKS/SDAA.

Campus Performance Objective:
1. Provide appropriate instruction and materials to enhance student performance and increase the number of students mastering T AKS subjects by 5% at each grade level tested.
2. Increase graduation rate to 100% through special programming as well as encourage better attendance by all students.
3. Establish programs on each campus that promote student pride, enhance self-esteem, and build good character.
4. Meet or exceed standards for performance on SAT/ ACT exams, End of Course exams, End of Year exams and TAKS.

Formative Evaluation:

Students					
Strategies	**Codes**	**Target Group**	**Person(s) Responsible**	**Resources**	**Timeline**
1 Provide GT training for all teachers; increase number to 2 GT certified teachers		students	High school principal	ESC XI workshops RE'TN, Staff Development	Each semester
2 Provide Pre-AP, AP, honors classes		students, teachers	High school principal, counselor, teachers, colleges	Placement tests, teacher nominations, report cards, college/high school course schedules	Each semester
3 Provide content mastery and resource Classes		students	Special education teachers, Content Mastery teachers, Aides	Wise County Special Ed. Cooperative	Each six weeks
4 Emphasize higher level instruction for End of Course/STAAR exams, content based assessments, and campus benchmark test.		students, teachers	High school principal teachers	Local funds	Each semester
5 Provide instruction to enhance achievement of students in at-risk situations		students, teachers	High school principal, At-risk teachers	Local funds	Each six weeks
6 Provide special education students 14 years old and older with information on transition services.		students, teachers	Special education diagnostician	TRC, Wise County Special Ed. Cooperative, Texas Commission for the Blind	Each semester as needed
7 Provide targeted instruction in poor performing End Of course areas		students, teachers	High School Principal, Counselor, Teachers	Benchmark Tests, ADM Software	As needed
8 Increase the use of technology by teachers in the classroom		students	High school principal	Purchase Promethian Boards for Math/Science	Ongoing
9 Provide career counseling		students	High school principal, counselor, CATE teachers	Specialized programs and transition center staffing CA TE funding	Each semester
10 Provide personal counseling		students	High school principal, counselors, diagnostician	Wise SE Cooperative, campus counselor	Each six weeks

Students					
	Strategies	**Codes**	**Target Group**	**Person(s) Responsible**	**Resources**	**Timeline**
11	Continue exam exemption policy for all students in order to increase attendance		students	High school principal, attendance clerk	Attendance records, report cards	Each semester
12	Provide accelerated graduation track		students	High school principal, counselors	School Board policy	Each semester
13	Provide pregnancy related services to prevent students from dropping out; provide homebound instruction		students	High school principal, counselors, attendance clerk, homebound teacher	Wise Choices Pregnancy Resource center, PRS funds, Wise SE Coop, teacher web pages, local funds, SCE (only if needed)	Each six weeks
14	Promote campus clubs and organizations		students, teachers	High school principal, teachers, sponsors	Club sponsorships and charters	Each six weeks
15	Recognize student of the week.		students, teachers	Teachers, staff	Local newspaper & pep rally	Each week
16	Post A and AIB honor rolls		students, teachers	School secretary	Local newspaper	Each six weeks
17	Recognize outstanding achievements in publication		students, teachers	High school principal teachers, staff	Local newspaper, media classroom, board reports	Each six weeks
18	Recognize students for UIL academic participation and performance		students	High school principal, teacher staff	Local funds	Each semester
19	Identify and serve students with deficiencies in core subjects through AM and PM tutorials		students	High school principal, teacher	EOC/STAAR performance data Report Cards	Each six weeks
20	Provide additional EOC/STAAR prep through double blocking classes.		students	High school principal teachers, counselor	Preparation and practice test materials	Each six weeks
21	Prepare students for college entrance exams		students	High school principal, teachers, counselor	Local funds, software, study materials	Each six weeks
22	Measure student learning and report performance results		students	High school principal, teacher	Test performance data DMAC Software	Every three weeks
23	Track yearly student performance on EOC/STAAR exams to identify weak student areas		students	High School Principal	DMAC software	Yearly
24	Increase the use of technology in all EOC areas(Math/Science/SS/ELA)		students	High School Principal	Promethian Boards	Ongoing
25	Campus Benchmark Exams		students	High School Principal	Local Funds	January

Teachers					
Strategies	**Codes**	**Target Group**	**Person(s) Responsible**	**Resources**	**Timeline**

Parents					
Strategies	**Codes**	**Target Group**	**Person(s) Responsible**	**Resources**	**Timeline**

2014-15 Campus Improvement Plan for Chico High School

Area of Focus: Communications

District Priority: Improve communication and effectively use communication resources for staff, student, parent and community awareness and involvement.

Campus Performance Objective: 1 Promote better communication by informing students, parents, teachers, school administrators, school board, and the community of communication policies, needs, and performance of district.
2 Increase communication and camaraderie among campuses by providing opportunities for all personnel to communicate between and among departments, grade levels and campuses.
3 Promote ongoing communication between school and community and inform local media of special district/campus events and celebrations.

Formative Evaluation:

Students					
Strategies	**Codes**	**Target Group**	**Person(s) Responsible**	**Resources**	**Timeline**
1 Conduct monthly faculty meetings to discuss engagement and vocabulary strategies to use in the classroom. Also, implement a book study on a book that talks about best teaching practices.		students	High school principal, staff	faculty Meeting Agenda	Each month
2 Recognize student achievement and performance		students	High school principal, staff, technology coordinator	CHS Wall of Honor Teachers' web pages	Each six weeks
3 Maintain campus and individual faculty web pages		students, teachers	Technology teachers, technology coordinator, principal	School website; Teachers' web sites	Each month
4 Inform community of up-coming meetings, and events		students, teachers	High school principal, staff, coaches	Newspaper, School calendar, Teachers' web site, School web site	Daily
5 Recognize staff and student achievement and performance		students, teachers	High school principal, staff, coaches	Teachers' web sites School Calendar	Daily

Teachers					
Strategies	**Codes**	**Target Group**	**Person(s) Responsible**	**Resources**	**Timeline**

Parents					
Strategies	**Codes**	**Target Group**	**Person(s) Responsible**	**Resources**	**Timeline**

2014-15 Campus Improvement Plan for Chico High School

Area of Focus: Professional Development

District Priority:

Campus Performance Objective: 1 Assist teachers and paraprofessionals in the development of their professional potentials, create highly qualified staff as documented in their individual PDAS folders, and provide the instructional support needed to enhance their working environment and effectiveness with students.
2 Provide time for teachers to work together as a collaborative team and effort to plan for implementation of strategies and programs that will improve student outcomes.

Formative Evaluation:

Students					
Strategies	**Codes**	**Target Group**	**Person(s) Responsible**	**Resources**	**Timeline**
1 Provide specialized training for teachers working with GT, ESL, and dyslexic students		students, teachers	High school principal, teachers, staff, district program coordinator	ESC XI	Each semester
2 Encourage teachers to seek additional certifications in critical need areas as well as additional academic areas		students, teachers	High school principal, teachers, staff, district program coordinator	ESC XI	Each semester
3 Participate in school improvement project and math collaborative		students, teachers	High school principal, teachers, staff, district program coordinator	ESC XI grants	Each semester
4 Provide opportunities for teachers to collaborate in vertical alignment and campus improvement meetings		students, teachers	High school principal, teachers	TEKS for all subjects, EOC performance data, test prep material	Each semester
5 Provide opportunities for teachers to attend workshops designed to improve student assessment reults		students, teachers	High school principal, teachers	ESC XI, College Board	Each semester
6 Provide opportunities for teacher training in technology integration DMAC Software/Promethian Boards		students, teachers	High school principal, technology teachers	Title II funds	Each semester

Teachers					
Strategies	**Codes**	**Target Group**	**Person(s) Responsible**	**Resources**	**Timeline**

Parents					
Strategies	**Codes**	**Target Group**	**Person(s) Responsible**	**Resources**	**Timeline**

2014-15 Campus Improvement Plan for Chico High School

Area of Focus: Special Programs

District Priority:

1. Develop educational programs to meet students' needs.
2. Improve special services and programs through identification of students and implementation of intervention strategies.

Campus Performance Objective: Students will achieve 90% or better no matter the disability in every End of Course/STAAR exam required by the state.

Formative Evaluation: End of course tests, content based assessments, and benchmark tests

Students					
Strategies	**Codes**	**Target Group**	**Person(s) Responsible**	**Resources**	**Timeline**
1 Offer reading support class for ESL students, dyslexic students, and students with other related reading problems		students	High school principal, teachers	High school dyslexia and reading support teacher	Each six weeks
2 Offer instructional delivery system in the following special program areas: resource, content mastery, reading remediation, dyslexia, 504, BIC, transition, accelerated reader program, ESL, and at-risk services		students, teachers	High school principal, teachers	Individual program resources	Each six weeks
3 Provide academic, career, and personal counseling for special need students		students	High school principal, counselor, Wise SE cooperative	Talent search, special ed funds	Each six weeks
4 Provide GT programs		students	High school principal, counselor, GT teachers	GT instructional materials	Each semester
5 Provide AG science, FCCLA, CATE program, and Character Education program		students	CHS principal, teachers, counselor	Individual program resources	Increased participation and performance
6 Provide student tutorials daily		students	High school principal	Performance data, report cards, failure list	Daily
7 Provide summer school credit recovery through the PLATO software program		students	Counselor, technology teachers, Sp. Ed teachers, principal	Local Funds	Summer School
8 Identify and monitor students in at-risk situations using state criteria		students	CHS principal, program coordinator, counselor	State criteria, TECS SCE addendum to dist/campus plans	Each six weeks
9 Improve accuracy of record keeping of students served through special programs		students	CAmpus PIEMS coordinator	Staff development of PIEMS	Each semester

Teachers					
Strategies	**Codes**	**Target Group**	**Person(s) Responsible**	**Resources**	**Timeline**

Parents

Strategies	Codes	Target Group	Person(s) Responsible	Resources	Timeline

2014-15 Campus Improvement Plan for Chico High School

Area of Focus: English I and II Reading/Writing and Attendance

District Priority:

Campus Performance Objective: Students will perform and achieve a 90% or better on End Of Course/STAAR exams by meeting the high expectations in the classroom of rigorous instruction. Attendance will meet 98% or better each six weeks.

Formative Evaluation: End of course exams, content based assessments, benchmark tests - Attendance reports

	Students					
	Strategies	**Codes**	**Target Group**	**Person(s) Responsible**	**Resources**	**Timeline**
1	Focus on improving writing scores by receiving professional development classes and training in areas of low performance.		students	principal	region XI	yearly
2	Focus on attendance issues by notifying parents when student is counted absent, and sending attendance/tardy notices to parents to keep them informed of state requirements regarding attendance for their child to receive credit for each course taken.		students	assistant principal, principal, school secretary	Txeis Reports	daily
3	Enforce tardy discipline procedures to cut down on the number of tardies per student.		students	assistant principal, principal	Txeis Reports	daily
4	Provide more education to students on the awareness of bullying.		students	counselor, principal	presenters, informational flyers, posters	yearly

	Teachers					
	Strategies	**Codes**	**Target Group**	**Person(s) Responsible**	**Resources**	**Timeline**

	Parents					
	Strategies	**Codes**	**Target Group**	**Person(s) Responsible**	**Resources**	**Timeline**

2014-15 Campus Improvement Plan for Chico High School

Area of Focus:

District Priority:

Campus Performance Objective:

Formative Evaluation:

Students					
Strategies	**Codes**	**Target Group**	**Person(s) Responsible**	**Resources**	**Timeline**

Teachers					
Strategies	**Codes**	**Target Group**	**Person(s) Responsible**	**Resources**	**Timeline**

Parents					
Strategies	**Codes**	**Target Group**	**Person(s) Responsible**	**Resources**	**Timeline**

* Legend for Codes

Code	Plan	Indicates that the strategy addresses…
AR	At-risk	The needs of students deemed "at-risk" of academic decline.
CE	Compensatory Education	initiatives supported by these funds - math helping teachers; Small-group Reading Improvement and Reading Enrichment; summer school for LEP students; SOS; at-risk staffing at Title 1 campuses.
PI	Parent Involvement	students' need for support from home and/or the school's use of volunteers.
SD	Staff Development	training needs for teachers and other staff.
T	Technology	tools used to enhance instruction or to facilitate managerial tasks.
T1	Title 1	federal mandates for targeted assisted Title 1 programs.
VP	Violence Prevention	prevention and intervention plans for improving student behavior.
BP	Bullying Prevention	prevention of bullying behavior on the campus.

CIP PART II: ASSURANCE ADDENDUM

Chico High School
Lisa Slaughter, Principal
2014-15 Campus Improvement Plan
Chico ISD

Section A

Please indicate whether your campus has met each of the below legal requirements for your campus improvement plan by placing an "X" in the box next to the corresponding requirement.

X	Chico High School has met the legal requirements for campus improvement planning, including institution of a campus-level committee to assist the principal in developing, reviewing, and revising the CIP for the purpose of improving student performance for all student populations. (Education Code 11.252 [b])
X	Completed a needs assessment which serves as the basis for the CIP.
X	Reviewed or set measurable campus performance objectives for all academic excellence indicators for all student populations, including African American, Hispanic, White, Economically Disadvantaged, Special Education, Limited English Proficient and has identified and will continue to identify, through lesson plans, unit plans, and teacher goal- setting, strategies to address and support these objectives, including accelerated instruction.
X	Identified and included within the CIP instructional methods for student groups whose performance lags significantly behind other groups' performance.
X	Included in the CIP these elements: Resources allocated Staff responsible for activities and strategies formative and summative evaluation criteria.
X	Addressed students' needs for special programs – e.g., suicide prevention, conflict resolution, violence prevention/intervention, and dyslexia treatment programs.
X	Included strategies for dropout prevention and reduction. (middle school and high school)
X	Included strategies for improving student attendance.
X	Included strategies for improving the campus's completion rate. (high school)
X	Provided for a program to encourage parental and community involvement at the campus.
X	Included goals and methods for violence prevention and intervention on campus.
X	Included strategies for addressing issues related to education about and prevention of dating violence. (high school)
X	Reported, coordinated, and integrated all funding sources, for example, Title I and II, and State Compensatory Education (Supported by the district's Financial Services Team).
X	Teachers will focus instruction on the TEKS deemed as "critical" and will follow the district's scope and sequence for the course and/or grade level.
X	Counselors will provide students and parents with information about higher education admissions, financial aid opportunities, the TEXAS and Teach of Texas grant program, and the need for making informed curriculum choices to be prepared for success beyond high school. (middle school and high school)
X	Provided use of the i-Station reading program with students identified based on ISIP scores, or who are identified for special education services, or who are at-risk of reading failure, Pre-K through 3.
X	Assist preschool students in the successful transition from early childhood programs or home to Kindergarten or Pre-Kindergarten.
X	IDEA Part B Stimulus – Funds are utilized to provide technology, professional development, instructional resources, and innovative programs to support teacher in services to student with disabilities.
X	The use and implementation of Stimulus money will be monitored monthly.

CIP PART II: ASSURANCE ADDENDUM

Section B

Membership Composition of the Campus Performance Objectives Council	
Name of CPOC Member	**Position**
Lisa Slaughter	High School Principal
Brad Bland	Assistant Principal
Evelyn Holt	Counselor
Stephen Carter	Athletic Director/Head Football Coach
Melissa Carter	English I Teacher
Brent Hand	Biology Teacher
Lane Wilson	History Teacher/Coach
Guy Birdwell	Band Director
Traci Davidson	Special Education Teacher
Tobi Hart	English III/IV Teacher
Diane Bland	Chemistry/Physics Teacher
Noel Ruddick	Business Owner
Wanda Tate	Parent
Crystal Smith	ESL

CPOC Meetings* for 2014-15			
#	**Date**	**Time**	**Location**
1	September 30, 2013	3:45 p.m.	High School Library
2	October 14, 2013	3:45 p.m.	High School Library
3	October 30, 2013	3:45 p.m.	High School Library
4	February 4, 2014	3:45 p.m.	High School Library
5	May 29, 2014	3:45 p.m.	High School Library

* Policy requires a minimum of five meetings, one of which is dedicated to conducting a public hearing in late fall to publicize the school's newly-released AEIS statistics.

CIP PART II: ASSURANCE ADDENDUM

Section C

Please indicate whether your campus has met each of the below legal requirements for your campus improvement plan by placing an "X" in the box next to the corresponding requirement.

		Goal	Description	Formative	Summative	Strategy
X	1)	TAKS Recognized or Exemplary	For 2012-13, the percent of students reaching TAKS Recognized or Exemplary Performance levels will increase by the percent shown in CIP Part I. (This objective is for all student groups not specifically identified in Part II.)	After each SFA/Benchmark, the staff will review the results to determine progress in meeting established performance levels.	TAKS results will be reviewed to determine if targets were met.	Teachers will use strategies that challenge and engage students in their learning, and they will build in periodic review of the content and concepts.
X	2)	TAKS Commended Performance	For 2012-13, the percent of students reaching TAKS Commended Performance levels will increase by the percent shown in CIP Part I.	After each SFA/Benchmark, the staff will review the results to determine progress in meeting established performance levels.	TAKS results will be reviewed to determine if targets were met.	Teachers will use research-proven strategies to promote students' deep understanding of content and concepts.
X	3)	Parent and Community Involvement	For 2012-13, the percent of parents and community members attending VIPS meetings will increase by 25%.	At the end of the first semester, the percent of parents and community members attending VIPS meetings will be reviewed to determine progress.	At the end of the school year, the percent of parents and community members attending VIPS meetings will be reviewed to determine if the objective was met.	Provide a variety of methods and in appropriate languages to communicate opportunities for parent and community involvement throughout the year to attend school events.
X	4)	Violence Prevention and Intervention	For 2012-13, discipline referrals for drugs, alcohol, and tobacco will be maintained at 5%.	Each grading period, the discipline referrals will be reviewed to determine the percent of referrals for tobacco, alcohol, and other drug use or possession.	At the end of the school year, the discipline referrals will be reviewed to determine the percent of referrals for tobacco, alcohol, and other drug use or possession.	Implement and monitor the school wide safety and security plan.
X	5)	Violence Prevention	For 2012-13, the discipline referrals for offenses will be reduced by 5% from the previous school year.	Each grading period the discipline referrals will be reviewed to determine the percent of referrals.	At the end of the school year, the discipline referrals will be reviewed to determine the percent of referrals for .	Implement and monitor the school-wide safety and security plan.
X	6)	Special Education	For 2012-13, the percent of students meeting ARD expectations will be at or above 90%.	Each grading period, students' progress on TEKS will be monitored and reviewed.	Results of the TAKS-Accommodated, TAKS Modified and/or TAKS Alternative tests will be reviewed to determine if the ARD objectives were met.	Provide differentiated instruction to address learning needs of identified special needs students.

		Goal	Description	Formative	Summative	Strategy
X	7)	Highly Qualified Teacher	For 2012-13, the percent of highly qualified teachers in the core academic areas will be at 100%.	At the end of the first semester, the percent of teachers in the core academic areas who are highly qualified will be reviewed to determine progress.	At the end of the school year, the percent of teachers in the core academic areas who are highly qualified will be reviewed to see if the objective was met.	Confer with teachers to implement a plan to ensure that they meet highly qualified standards.
X	8)	Secondary Drop–out Prevention	For 2012-13, the dropout rate will be 1% or less with no student group exceeding 1%.	Each grading period, the documentation will be reviewed for students who have checked out of school.	The 2012-13 drop-out data will be reviewed as information becomes available.	Monitor school leavers bi-weekly, contact parents, and implement intervention plans, including credit-recovery opportunities like the PLATO Learning Solution.
X	9)	High School AEIS – Ninth Graders	The percent of 2012-13 first-time ninth-grade students who advance to the tenth grade (fall to fall) will be at least 99%.	After each grading period, the number of ninth-grade students who are at-risk for failing one or more classes will be reviewed.	At the end of the school year (August), the percent of ninth graders who advanced to the tenth grade will be reviewed to see if the objective was met.	Provide students with models of completed assignments so that they understand academic expectations. Guide students to appropriate testing, classes, and programs.
X	10)	Recommended High School Program	For 2012-13, the percent of students who graduate with RHSP will be at or above 90%.	Each semester, prepare a list of students who have opted out of the RHSP program by grade level.	At the end of the school year, calculate the percent of students who graduated with the RHSP.	Inform parents and students about graduation requirements and college/career readiness skills and programs. Guide students to appropriate testing, classes, and programs.
X	11)	High School AEIS – Advanced Courses and Dual Credit	For 2012-13, the percent of students who have completed at least one advanced course will be at or above 75%.	Each semester, the number and percent of students enrolled in at least one advanced course will be reviewed.	At the end of the school year, the percent of students completing at least one advanced course in high school will be reviewed to see if the objective was met.	Inform parents and students about graduation requirements and college/career readiness skills and programs. Guide students to appropriate testing, classes, and programs.
X	12)	High School AEIS – Advanced Placement Exams	For 2012-13, the percent of students who take an AP exam will be at or above 25%.	At the beginning of the spring semester, review a list of students in AP classes who have not indicated their intention to take an AP exam.	At the end of the school year, the number and percent of students who took at least one Advanced Placement exam will be reviewed to see if the objective was met.	Inform parents and students about graduation requirements and college/career readiness skills and programs. Guide students to appropriate testing, classes, and programs.
X	13)	High School AEIS – SAT/ACT Exams	For 2012-13, the percent of graduates who take SAT/ACT exams will be at or above 25%.	After the first semester, the number of students taking the SAT-1 at least once will be reviewed.	At the end of the school year, review the number of students taking the SAT-1 at least once to determine if the objective was met.	Inform parents and students about graduation requirements and college/career readiness skills and programs. Guide students to appropriate testing, classes, and programs.

	Goal	Description	Formative	Summative	Strategy
X	14) High School CTE	For 2012-13, the percent of LEPCTE students passing TAKS will be at or above (percent of LEP passing TAKS) 90%.	After each SFA, the staff will review the results to determine progress in meeting established performance level.	TAKS results will be reviewed to determine if targets were met.	Core content – area and CTE teachers will coordinate the courses/programs to ensure that these students have extended learning time in TAKS-tested areas.

CIP PART II: ASSURANCE ADDENDUM

Section D

	1. Use Part A resources to help participating children meet the State's student performance standards expected for all children.
	2. Be based on effective means for improving achievement of children.
	3. Ensure that planning for participating students is incorporated into existing school planning.
	4. Use effective instructional strategies that-- • Give primary consideration to providing extended learning time such as an extended school year, before- and after-school, and summer programs and opportunities. • Help provide an accelerated, high-quality curriculum. • Minimize removing children from the regular classroom during regular school hours for Part A instruction.
	5. Coordinate with and support the regular education program, which may include-- • Counseling, mentoring, and other pupil services. • College and career awareness and preparation. • Services to prepare students for the transition from school to work. • Services to assist preschool children's transition to elementary school.
	6. Provide instruction by highly qualified staff.
	7. Provide professional development opportunities with Part A resources, and other resources, to the extent feasible, for administrators, teachers, and other school staff who work with participating children.
	8. Provide strategies to increase parental involvement, such as family literacy services.

CIP PART II: ASSURANCE ADDENDUM

Chico High School
Chico ISD
Staff Development Plans
2014-15

Date	Audience	Responsible for Planning	Purpose/Content
8/21/2013	Teachers	Principal	Best Teaching Strategies
12-17-2013	English II teacher	Principal	Writing and the importance of vocabulary
1-20-2013	teachers	Principal	Vocabulary training for all subject areas