

Coolidge Independent School District
Coolidge High School
2017-2018 Campus Improvement Plan



Mission Statement

Coolidge Secondary Schools strive for excellence by providing a quality educational system that develops successful leaders, teachers, students, and community partnerships. We value mutual respect and trust among all stakeholders. This leads to producing life-long learners ready to become an integral part of society.

Vision

Coolidge Secondary Schools strive to create a first class, state of the art educational experience for all students.

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Comprehensive Needs Assessment

Needs Assessment Overview

2017-2018 Jr./Sr. High Summary

By 2019, the Curriculum Director and administrative team will ensure that our systems in place will yield student average results at or above 70% in all tested areas and oversee all intervention activities districtwide.

With the exception 7th Reading, English I and II, 8th Science, 8th Social Studies and 7th Writing, all other tested areas met their goal of 70% passing on STAAR assessments. Writing and ELAR fell short and has become a high area of needed improvement.

STRENGTHS - We feel several components led to our success:

- Strong Administrative team (Superintendent, Curriculum Director, Principals, and PSP) working in unison to ensure that systems are put in place and sustainable districtwide.
- Employing of strong staff members to maximize instruction.
- Using Student Expectations as an instructional tool within each classroom to ensure focused instruction.
- Reviewing of instructional resources and supplemental materials to ensure appropriateness.
- Building of Data Rooms to track student achievement in each grade level. We meet after each assessment to analyze progress.
- Developing Data notebooks – Each teacher compiles data notebooks to track student progress to analyze strengths and weaknesses. Teachers use data to drive instruction and plan for targeted intervention.
- Holding of PLC sessions to review data, plan for instruction and intervention
- Supporting professional development at the campus and district level

- Planning vertical alignment discussions
- Planning embedded RTI schedules
- Differentiation of instruction has been a focus in order to meet specific needs of each student.
- Increased strengths in the district special education department.
 - Special education teachers and the special education director became more involved in the everyday working of the department.

WEAKNESSES - We feel these are some things that could have had an effect on student achievement:

- Lack of emphasis on writing at grade levels that are not tested.
- Mathematical concepts – lack of number sense and widen gaps that ultimately effect higher grades (K-12)
- Misplacement of personnel in specific academic areas

PLANNING for 2017-2018 SCHOOL YEAR:

We have added a curriculum director to our leadership team to help align instructional resources and classroom instruction. We have resturcture the building to align curriculum and instruction. We have embedded an advisory period to meet our intervention and enrichment needs. Administrative and Campus Leadership Teams are working reviewing systems in place, data, resources, professional development and review of personnel to determine needs and adjustments that must be made during the planning stages for the 2017-2018 school year. Review of data alerted are teams to specific areas of focus to ensure student achievement improves during the next year.

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

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

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Performance Index Framework Data: Index 1 - Student Achievement
- Performance Index Framework Data: Index 2 - Student Progress
- Performance Index Framework Data: Index 3 - Closing Performance Gaps
- Performance Index Framework Data: Index 4 - Postsecondary Readiness
- System Safeguards and Texas Accountability Intervention System (TAIS) data
- PBMAS data
- Community and student engagement rating data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR Released Test Questions
- STAAR ELL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Texas Success Initiative (TSI) data for postsecondary/college-ready graduates data
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- SAT and/or ACT assessment data
- Student Success Initiative (SSI) data for Grades 5 and 8
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Student failure and/or retention rates
- Running Records results

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Number of students assigned to each special program, including analysis of academic achievement, race, ethnicity, gender, etc.
- Economically Disadvantaged / Non-economically disadvantaged performance and participation data
- Special education population, including performance, discipline, attendance, and mobility
- At-Risk population, including performance, discipline, attendance, and mobility
- ELL or LEP data, including academic achievement, support and accommodation needs, race, ethnicity, gender, etc.
- Career and Technical Education (CTE) data, including academic achievement, program growth, race, ethnicity, gender, etc.
- Section 504 data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Discipline records
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data
- Class size averages by grade and subject

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Highly qualified staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- PDAS and/or T-TESS

Parent/Community Data

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

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation

- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices

Goals








Goal 1: Student performance will meet or exceed standards as set forth by the State Accountability System.

Performance Objective 1: 70% or more of students (in all student populations) will meet expectations on state standardized assessments.

Evaluation Data Source(s) 1: STAAR, Alternate STAAR, and PBMAS

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Aug	Dec	June
1) Utilize disaggregated data from benchmarks and other assessments to determine students progress and needs. Use of appropriate instruction, strategies and technological support throughout the school year. Utilize staff meetings to give teachers opportunity for input on decision making process of academic assessment.	Principal Teachers Specialist Counselor Curriculum Director	Assessment and performance results			
2) Provide Sheltered Instruction to ELL students in core content areas	ESL Teacher/Teachers/Principal	Assessments			
3) Special Education Students will be educated in their LRE as determined by the ARD committee	Counselors/teachers/Special Education Teacher and Director	Assessment results, ARD Meeting, Lesson Plans			
4) Intervention periods will be placed in the master schedule for students who failed STAAR and EOC assessments	Teachers and Principal	STAAR and EOC Assessments			
5) STAAR incentive to motivate students to excel on state assessments. Students will receive a monetary incentive for passing the STAAR and EOC.	Principals	State Assessments			
6) Encourage Writing activities at all grade levels that develop skills to better prepare students for state assessment.	Principal, ESL teacher, and teachers	Lesson plans, assessment scores			
7) Provide programs to address at-risk students: Acceleration, after school intervention, STAAR classes, RtI pull-out, Advisory period, counseling services	Principal/Teachers/Specialist	Assessment results			
8) All students will be taught by highly qualified teachers	Campus Principal	Certification, highly qualified Teacher Report			
















9) Provide teacher input opportunities into decision regarding the use of academic assessments such as faculty meetings, and Site-based committee, data meetings.	Principal, teachers, Curriculum director	Assessment results, Performance categories and charts. Meeting agendas and RtI data			
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue					

Goal 1: Student performance will meet or exceed standards as set forth by the State Accountability System.

Performance Objective 2: Professional Development, Mentoring, & Instruction

Evaluation Data Source(s) 2: All students will achieve at least one year's growth

Summative Evaluation 2:
















Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Aug	Dec	June
1) All teachers will attend professional development sessions throughout the year, which targets research-based strategies to enhance classroom instruction.	Teacher / Principal/ Curriculum director	Certifications Staff development/faculty mtgs agendas/minutes			
2) Teachers will make data-driven decisions utilizing current student data from assessments results.	Teachers / Principal/Curriculum director	RtI Data reports, student progress			
3) Provide mentoring opportunities for new teachers, teachers new to a content area, or teachers in need of content support.	Curriculum director, mentors, and principal	Data walk through, mentor minutes			
4) Data and RtI meetings will be held to discuss student achievement and progress.	Principal/Curriculum director	Agenda/Logs/Minutes, assessment data			
5) Establish vertical and horizontal meetings to ensure scope and sequence is in order and processes are being taught the same way.	Principal/Curriculum director/teacher	Meeting logs and agendas			
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue					

Goal 1: Student performance will meet or exceed standards as set forth by the State Accountability System.

Performance Objective 3: Response to Intervention (RTI)

Evaluation Data Source(s) 3: Student progress monitoring will indicate consistent growth throughout the year.

Summative Evaluation 3:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Aug	Dec	June
1) Identify at-risk students based on passed and current assessment data.	Principal, Teachers, Sp. Ed.	Student assessment DATA, Assessment Results, RTI Tracking Sheets			
2) Voluntary tutorials in the morning and after school will be offered Monday through Thursday by all teachers.	Teachers	Sign-in sheet			
3) Teachers are required to contact parents of any students who are in jeopardy of failing or failing each six weeks. Educational Concerns Committee will convene to respond to students needs.	Teacher Campus Principal	Parent Contact Log/ ECC minutes log			
4) Students who do not meet State Assessment requirements will be placed in STAAR Remediation classes.	Teacher/Principal	Schedule			
5) Provide embedded RtI time for students in Tier II and Tier III	Sped Teacher RtI/Counselor Classroom Teachers	RtI tracking log			
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue					






Goal 2: Promote parent involvement, community, and school spirit

Performance Objective 1: Increase parent involvement

Evaluation Data Source(s) 1: Parent attendance rate will increase at all school functions

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Aug	Dec	June
1) Meet the teacher will provide and opportunity for teachers and parents to exchange information concerning classes.	Principal / Teachers/ and adimin. staff	Sign-in Sheet			
2) All written communication will be sent to our parents in their home language.	Principal	Letters translated			
3) Parent newsletters with important events and calendar items will be sent home 4 times a year. Newsletters will also be posted to the website.	Principals	Documented newsletters			
4) Parents will be consulted before class schedule changes are made.	Counselor	Schedules, phone log, email and documentation			
5) Two parent conference will be held to inform parents of student progress and provide other pertinent information.	Teachers	Sign-in sheets			
6) Extracurricular and sponsored activities will proactively communicate with parents about upcoming events and/or calendar changes. Communications about changes must be relayed to the High School office prior to being sent out.	All sponsors	Sponsor letters and schedules			
7) Utilize REMIND 101 and school website to inform district level staff and to reach out to parents about upcoming and important events.	District level staff	Text/Website			
8) An annual Title I Meeting will be held for all Title I School wide parents to explain the Title I program and encourage parent involvement.	Campus Principal, Counselor	Agenda, sign in sheet, handouts			
9) Through the Campus Site-Based Committee the Parent Involvement Policy and Compact will be reviewed and revised as needed on an annual basis.	Parents, Teachers	Agenda, sign in sheet, revision, notes if any and updated policy and compact			
10) Teachers and staff will receive training annually on the value of contributions of parents, communication, and working as partners to build ties between home and school.	Superintendent, Principal and Counselor	Agenda, sign in sheet, parent input documentation			

 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue

Goal 3: CISD will ensure students have access to a safe and quality educational experience that enables them to maximize their educational potential.

Performance Objective 1: Coolidge JH/HS will operate an emergency operation plan to ensure a safe and conducive environment for learning.

Evaluation Data Source(s) 1: Participation in Emergency drills and programs.

Summative Evaluation 1:













Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Aug	Dec	June
1) Monthly emergency drills including bad weather, fire drill, reverse evacuation, evacuation, and lockdowns will be conducted.	Principal	Emergency Drill Logs			
2) CISD will have a quarterly visit by the SO Detective Canines	Principal	Log Sheets			
3) Regular visits by local emergency personnel	Principal	Log Sheets			
4) Staff will receive Annual training regarding bullying, child abuse, suicide prevention & awareness, FERPA, bloodborne, sexual harassment. Teachers will implement a no bullying policy within their classrooms. Teachers/Counselors will implement classroom instructions regarding social skills and conflict resolution.	Teachers/Principal/Counselors/Curriculum director	Agendas and lesson plans, certificates			
= Accomplished = Considerable = Some Progress = No Progress = Discontinue					

Goal 3: CISD will ensure students have access to a safe and quality educational experience that enables them to maximize their educational potential.

Performance Objective 2: Gifted and Talented/High Achieving

Evaluation Data Source(s) 2: Classroom activities and projects

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Aug	Dec	June
1) Students will participate in the CISD Gifted and Talented identification process to locate GT students within our student population.	Teachers	Teacher evaluation activities completed. Log of student recommendations.			
2) Teachers will be trained in differentiation of instruction for high achieving and GT students as well as identification of GT students.	Teachers	Completion of professional development activities and required GT updates. Certificate of Completion.			
3) Provide or allow teachers to attend Professional Development for GT updates.	Principal Teacher	Certificate of Completion			
4) High achieving and G/T students will attend advanced level of instruction during advisory period.	Teachers	Lesson plans and student project			
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue					

Goal 3: CISD will ensure students have access to a safe and quality educational experience that enables them to maximize their educational potential.

Performance Objective 3: 90% of special populations will be taking the STAAR with limited modifications

Evaluation Data Source(s) 3: Scores on the state assessment will demonstrate 80% passing at all grade levels

Summative Evaluation 3:












Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Aug	Dec	June
1) ARD meetings will include all those directly involved in educational decisions for each student	Principals, SPED Director	ARD minutes			
2) Provide in-class support by reviewing student's IEP's to ensure they are successful	Principals, SPED Director	Assessment scores			
3) Provide teacher trainings that outlines SP ED laws and requirements	Principal, SPED Director	Training certificates			
4) Student data will be analyzed continuously to determine progress of all SPED students through the use of both informal and formal assessments.	Principals, Curriculum Director, SPED Director, Teachers	Student learning and achieving is increasing			
5) Special Education Students will be educated in the LRE as determined by the ARD committee.	Sp. Ed. Director, Teacher, Campus Principal	Schedule, assessment, ARD Meeting, and Minutes			
6) Sp. Ed Department will provide training for regular ed. teachers regarding inclusion and differentiation of instruction.	Sp. Ed. Director, Campus Principals and Curriculum Director	Teacher sign in and Meeting log			
Funding Sources: Title I - 0.00					
= Accomplished = Considerable = Some Progress = No Progress = Discontinue					

Goal 3: CISD will ensure students have access to a safe and quality educational experience that enables them to maximize their educational potential.

Performance Objective 4: Attendance rate will be at 95% or above

Evaluation Data Source(s) 4: Review of summer PEIMS submission

Summative Evaluation 4:
















Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Aug	Dec	June
1) Continue to monitor student attendance consistently	Principal, teachers, and secretary	attendance records			
2) Continue to offer recognition for having good attendance	Principal, teachers, and secretary	attendance records			
3) Offer Semester incentive to reward and celebrate students with perfect attendance or those with 1-2 absences per semester.	Campus Principal Teacher	Agenda and staff sign in sheet			
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue					

Goal 3: CISD will ensure students have access to a safe and quality educational experience that enables them to maximize their educational potential.

Performance Objective 5: College and career opportunities will be provided for all high school students

Evaluation Data Source(s) 5: Post-graduation pathways will be documented and recorded

Summative Evaluation 5:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Aug	Dec	June
1) Provide orientation about various career pathways and diplomas	Principal, counselor, and Teachers	Schedule of meetings, college days, and agendas.			
2) Students will be given opportunities to attend career fairs and college day	Principal, counselor, and parents	record of attendance			
3) Encourage students to take the TSI offered by Navarro Junior College.	Principal, and Counselor	Score reports, number of students enrolling in college courses. Number of scholarships awarded. Students have been given an opportunity multiple times this school year to take the TSI.			
4) The Business English class will support the college and career with resume writing, scholarship application, financial aid assistance (FAFSA), and college or job application.	Principal, Curriculum director, counselor, and classroom teacher	Number of scholarship awarded, sign in sheet for FAFSA, and in class assignment.			
5) High School credits and dual credit hours will be offered through Navarro college and the Texas Virtual school network.	Principal, Curriculum director, counselor	Enrollment of courses			
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue					






Goal 3: CISD will ensure students have access to a safe and quality educational experience that enables them to maximize their educational potential.

Performance Objective 6: Promote a climate of high expectations in a safe environment

Evaluation Data Source(s) 6: Student incidents and student disciplinary referrals will be reduced by 10% from the previous year.

Summative Evaluation 6:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Aug	Dec	June
1) Implement components and strategies learned from Capturing Kids Hearts Training.	Principal and Teacher	Certificate of completions training, social contracts in classroom, use of strategies.			
2) Write and communicate a discipline plan, which details expectations.	Principal	Discipline management plan			
3) Provide staff with anti-bullying training to help prevent incidents from happening.	Principal	Training log			
4) Conduct sexual harassment and abuse training at the beginning of the year.	Counselor	Training log and meeting agenda, sign in sheet.			
5) SHAC (School Health Advisory Council) Meeting	SHAC Committee Members	Meeting Logs, sign in sheets, meeting minutes			
6) Teachers will provide students with affirmation and positive office referral.	Principal	Positive referral log, phone log, teacher affirmation handout.			
7) Honor Roll and perfect attendance will be recognized each six weeks.	Principal	Recognition awards. Newspaper every grading period.			
8) Teachers will be given affirmations and recognition on a weekly basis through Jackets Week and affirmation board	Teacher, principal, administration staff	Jacket week email, affirmation board			
















 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue

Goal 4: CISD will implement and use current technology to enhance achievement for all

Performance Objective 1: Teachers and Students will utilize appropriate technology to enhance delivery, learning and assessment.

Evaluation Data Source(s) 1: Technology opportunities are offered and monitored to enhance both staff and student success.

Summative Evaluation 1:














Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Aug	Dec	June
1) Provide local staff development to enhance technology skills	Principal, Curriculum Director and tech. specialist	Training logs and certificates			
2) Continuously upgrade the CISD technology infrastructure on an annual basis	Principal and tech. specialist	Upgraded equipemnt			
3) Use technology to provide conferences via distance learning and webinars for staff development and classes for students	Principal, tech. specialist, Curriculum Director and teachers	Training logs and certificates			
4) Continue to enhance technology usage and training in the classroom by teachers daily	Principal, and curriculum director and teachers	Lesson plans and walkthroughs			
5) Continue to incorporate technology / multi-media in instruction.	Campus Principal, Curriculum Director Teacher	Lesson Plans and walk throughs			
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue					

Goal 5: CISD will attract and retain qualified professional staff to maximize student engagement and achievement.

Performance Objective 1: Recruit, support, and retain qualified teachers knowledgeable in their content area.

Evaluation Data Source(s) 1: Certifications will be reviewed annually

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Aug	Dec	June
1) Professional development opportunities in core content areas will be provided in house and through service center.	Principal and Curriculum Director	certifications			
2) Recruitment of qualified teachers through job fairs, certification programs. Provide sign on bonus for hard to attain areas. Use online recruiting/application software.	Principals	Bonus for teachers, website, meeting log			
3) The campus will make every effort to hire qualified teachers, in the event a teacher is not qualified in the core content area assigned, an action plan will be developed and held in the teacher's personnel file.	Administration	Receipt of test expense			
4) Retention strategy, provide first and second year teachers a mentor teacher to help guide and support.	Mentor teacher, Principal	Meeting log			
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue					

Goal 5: CISD will attract and retain qualified professional staff to maximize student engagement and achievement.

Performance Objective 2: High quality professional development will be aligned to current instructional needs

Evaluation Data Source(s) 2: Professional development program will lead to enhance learning opportunities in the classroom

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Aug	Dec	June
1) Teachers will utilize learning walks to enhance instructional capabilities	Principal, Teachers	Logs			
2) Data meetings will be utilized to review student assessment data and determine instructional needs and progress	Principal, Teachers, Curriculum Director	DMAC Data and Assessment Data			
3) Staff development will be organized in a fashion that addresses current instructional needs	Principal/ Curriculum Director	Staff development agendas			
4) District will provide an additional stipend of \$3,000. - \$5,000 for JH / HS Math and Science Teachers	Superintendent	Employee certification			
5) The district will offer a STAAR incentive program for grade appropriate staff to increase teacher effectiveness and accountability	Principal	STAAR Test Scores			
6) Continue to implement components Capturing Kids Hearts.	Superintendent, Principal, Curriculum director	Walk-through, posted social contracts			
7) Orientation will be provided for all substitutes to cover routine procedures and emergency operations.	Principal / Curriculum Director	Orientation Sign in Sheet			
8) A coordination and integration of federal, state, and local programs and funds will be used to promote high quality professional development to increase teacher core content area skills and create a positive campus climate to meet the needs of all sub-populations	Superintendent, Principal, Curriculum director	Certificate of completion, sign-in sheets, purchase orders, invoices, registration documentation.			
= Accomplished = Considerable = Some Progress = No Progress = Discontinue					