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| Leverett’s Chapel isd |
| Leverett’s Chapel High School Plan |
| Campus Improvement Plan |
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|  |
| **2019-2020** |

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**Leverett’s Chapel High School**

**Mission Statement**

It is the mission of Leverett’s Chapel High School to provide a safe, nurturing and positive child-centered learning environment that meets the needs of each unique learner, building on every student’s strengths and providing opportunities for success. This will be accomplished in a manner that promotes responsible citizenship in American society.

**Legal References**

* Each school district shall have a district improvement plan that is developed, evaluated, and revised annually, in accordance with district policy, by the superintendent with the assistance of the district-level committee. (Section 11.251 of the Texas Education Code)
* Each school year, the principal of each school campus, with the assistance of the campus-level committee, shall develop, review, and revise the campus improvement plan for the purpose of improving student performance for all student populations, including students in special education programs under Subchapter A, Chapter 29, with respect to the student achievement indicators adopted under Section 39.051 and any other appropriate performance measures for special needs populations. (Section 11.253 of the Texas Education Code)

# **THE STATE OF TEXAS PUBLIC EDUCATION MISSION AND ACADEMIC GOALS**

 The mission of the public education system of this state is to ensure that all Texas children have access to a quality education that enables them to achieve their potential and fully participate now and in the future in the social, economic, and educational opportunities of our state and nation. That mission is grounded on the conviction that a general diffusion of knowledge is essential for the welfare of this state and for the preservation of the liberties and rights of citizens. It is further grounded on the conviction that a successful public education system is directly related to a strong, dedicated, and supportive family and that parental involvement in the school is essential for the maximum educational achievement of a child.

**THE STATE OF TEXAS PUBLIC EDUCATION GOALS**

**GOAL 1:** The students 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:** Educators will prepare students to be thoughtful, active citizens who have an appreciation for the basic values of our state and national heritage and who can understand and productively function in a free enterprise society.

**OBJECTIVE 6:** Qualified and highly effective personnel will be recruited, developed, and retained.

**OBJECTIVE 7:** The state's students will demonstrate exemplary performance in comparison to national and international standards.

**OBJECTIVE 8:** School campuses will maintain a safe and disciplined environment conducive to student learning.

**OBJECTIVE 9:** Educators will keep abreast of the development of creative and innovative techniques in instruction and administration using those techniques as appropriate to improve student learning.

**OBJECTIVE 10:** Technology will be implemented and used to increase the effectiveness of student learning, instructional management, staff development, and administration.

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| 1Recruit, support, retain teachers & principals | 2Build a foundation of reading and math | 3Connect high school to career and college | 4Improve low-performing schools |

**TEA COMMISSIONER’S STRATEGIC PRIORITIES:**

**SCHOOLWIDE CAMPUS ESSA REQUIREMENTS – PARENT & FAMILY ENGAGEMENT**

Though these Schoolwide campus Parent & Family Engagement requirements are not necessarily requirements of the DIP or CIP, TEA is expecting to see evidence of the following activities in your plans:

**School Parent & Family Engagement Policy [ESSA Sec. 1116(b)]:**

* Annual Title I Meeting
* Flexible number of meetings
* Meaning fully involve parents in planning, review, improvement of programs, including Parent Policy
* Provide Parents:
	+ Timely notification about Title I programs
	+ Description and explanation of curriculum and assessments used
	+ Upon request, opportunities for regular meetings to participate in decisions related to child
	+ Submit dissenting parent comments to LEA if SW plan is not satisfactory to Title I parents

**School-Parent Compact [ESSA Sec. 1116(d)]**

* Describe school’s responsibilities to provide effective learning environment
* Describe ways in which parents will be responsible for supporting student learning
* Address importance of communication
	+ Parent Teacher conferences in elementary (annually, at minimum)
	+ Frequent reports to parents regarding student’s progress
	+ Reasonable access to staff, volunteer opportunities and observation of classroom activities
	+ Ensure two-way, meaningful communication in language family understands (as practicable)

**Build Capacity for Involvement [ESSA Sec. 1116(e)]**

* Provide assistance in understanding academic standards and assessment and how to monitor child’s progress
* Provide materials and training to help parents work with children to improve achievement
* Educate teachers and relevant staff in value and utility of communicating with parents as equal partners
* Coordinate/integrate parent involvement programs, as feasible
* Ensure info related to school/parent programs, meetings, activities are provided in language/format understood
* Provide other reasonable support for parental involvement activities

**Accessibility [ESSA Sec. 1116(f)]**

* Provide opportunities for informed participation of parents/family, including info and required school reports, in language/format parents understand

**State Compensatory Education**

State of Texas Student Eligibility Criteria:

A student under 21 years of age and who:

1. Is in prekindergarten – grade 3 and did not perform satisfactorily on a readiness test/assessment given during the current school year.

2. Is in grades 7-12 and did not maintain a 70 average in two or more subjects in the foundation curriculum during a semester in the preceding or current school year OR is not maintaining a 70 average in two or more foundation subjects in the current semester.

3. Was not advanced from one grade to the next for one or more school years (students in pre-k and k that are retained at parent request are not considered at-risk).

4. Did not perform satisfactorily on a state assessment instrument, and has not in the previous or current school year performed on that instrument or another appropriate instrument at a level equal to at least 110 percent of the level of satisfactory performance on that instrument

5. Is pregnant or is a parent

6. Has been placed in an AEP during the preceding or current school year

7. Has been expelled during the preceding or current school year

8. Is currently on parole, probation, deferred prosecution, or other conditional release

9. Was previously reported through PEIMS to have dropped out of school

10. Is a student of limited English proficiency

11. Is in the custody or care of DPRS or has, during the current school year, been referred to DPRS

12. Is homeless

13. Resided in the preceding school year or resides in the current school year in a residential placement facility in the district, including a detention facility, substance abuse treatment facility, emergency shelter, psychiatric hospital, halfway house, or foster group home

**State Compensatory Education**

This district has written policies and procedures to identify the following:

* Students who are at-risk of dropping out of school under state criteria
* Students who are at-risk of dropping out of school under local criteria
* How students are entered into the SCE program
* How students are exited from the SCE program
* The cost of the regular education program in relation to budget allocations per student and/or instructional staff per student ratio.

Total FTEs funded through SCE at this Campus:

The process we use to identify students at-risk is: Leverett’s Chapel I.S.D. uses the State of Texas Student Eligibility Criteria for identifying students who are at-risk.

The process we use to exit students from the SCE program who no longer qualify is: Leverett’s Chapel I.S.D. exits students from the SCE program who no longer qualify or meet one of the 13 requirement criteria used for identifying students who are at-risk. Many students are exited by meeting the 110% rule on STAAR Tests, ESL students who meet the criteria and are exited from the program by the LPAC committee or students who are no longer in custody or care of DPRS.

***STAAR Alg. I At-Risk Not At-Risk STAAR Reading/ELA At-Risk Not At-Risk STAAR Biology At-Risk Not At-Risk***

***2019 100 100 2019 64 100 2019 75 100***

***2018 71 100 2018 69 95 2018 33 100***

***2017 50 100 2017 44 100 2017 100 100***

***STAAR US History. At-Risk Not At-Risk***

***2019 67 100***

***2018 100 100***

***2017 50 100***

**State Compensatory Education**

**The comprehensive, intensive, accelerated instruction program at this district** consists of after school tutorials for students at-risk, an additional a reading, math and writing lab for students, and before school and after school tutorials for students who are failing or at-risk of failing a class.

**Upon evaluation of the effectiveness of this program the committee finds that** the labs are effective, after school tutorials are beneficial for the students who are able to attend (some have transportation issues), and the before school tutorials are effective for kids who attend (some are eating breakfast) because this keeps them caught up.

**Federal, State and Local Funding Sources**

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| **Federal** |
| **Program/Funding Source** | **Amount of Funding** |
| Title Funds | **$67,453** |
| REAP | **$22,268** |
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| **State** |
| **Program/Funding Source** | **Amount of Funding** |
| State Compensatory Education | **$407,484** |
| Other | **$2,715,431** |
| EMAT | **$41,349** |
| **Local** |
|  **Program/Funding Source**  | **Amount of Funding** |
| Local Funds | **$346,906** |
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**Leverett’s Chapel High School**

**Campus Improvement Plan 2019-2020**

**Goal 1: Academic Achievement Goal –** *All students will attain maximum student achievement through relevant and rigorous instructional programs.*

**Objective 1:**  Increase approaches rates for US History Student from 90% to 100% by end of school year 2020.

**Summative Assessment:** 100%more students will achieve approaches in Reading.

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| **Strategies** | **TEA Priority#** | **Resources (Local funds, State, SCE, Title)** | **Title 1** | **Data Collection Timeline** | **Person Responsible** | **Evidence of implementation** | **Evidence of Impact** |
| Analyze previous years STAAR results to identify areas of weakness and make curricular and instructional adjustments | 2,4 | State | 1,2,8, 9 | Oct-May | Principal, Teachers | Data meetings, tutorials | State assessment scores, 6 week grades, benchmarks, student tutorial list |
| Students are benchmarked 3 times a year before state testing to determine current STAAR level | 2,4 | State | 1,2,8 | November, March, April | Principal, Teachers | Benchmark Assessments | Improved performance on state and local assessments |
| STAAR Tutorials Assigned for Each STAAR Tested Subject | 2,4 | State, SCE | 1,3,8,9 | September-April | Principal, Teachers | Master schedule, Academic Meetings, data analytics | Improved performance on state and local assessments |
| STAAR Review Day as we approach testing days | 2,4 | State | 1,8,9 | April and May | Principal, Teachers | Scheduled days, modified master schedule | Improved STAAR Performance |
| Communicate with parents regarding strategies to help their children succeed on the STAAR test | 2,4 | State | 1,2,6 | August 2019-May 2020 | Principal-Testing Coordinator, Teachers | Call logs, newsletters, individual parent conferences, RTI Meetings | Improved STAAR Performance |

**Leverett’s Chapel High School**

**Campus Improvement Plan 2019-2020**

**Goal 1: Academic Achievement Goal –** *All students will attain maximum student achievement through relevant and rigorous instructional programs.*

**Objective 2:**  Increase approaches rates for all English I and English II students to 92% by end of school year 2020.

**Summative Assessment:** 92% or more students will achieve approaches in Math.

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| **Strategies** | **TEA Priority#** | **Resources (Local funds, State, SCE, Title)** | **Title 1** | **Data Collection Timeline** | **Person Responsible** | **Evidence of implementation** | **Evidence of Impact** |
| Analyze previous years STAAR results to identify areas of weakness and make curricular and instructional adjustments | 2,4 | State | 1,2,8, 9 | Oct-May | Principal, Teachers | Data meetings, tutorials | State assessment scores, 6 week grades, benchmarks, student tutorial list |
| Students are benchmarked 3 times a year before state testing to determine current STAAR level | 2,4 | State | 1,2,8 | November, March, April | Principal, Teachers | Benchmark Assessments | Improved performance on state and local assessments |
| STAAR Tutorials Assigned English I and English II students | 2,4 | State, SCE | 1,3,8,9 | September-April | Principal, Teachers | Master schedule, Academic Meetings, data analytics | Improved performance on state and local assessments |
| Analyze and disaggregate reading data for weekly common assessments, unit assessments, benchmarks, and STAAR assessments to determine individual student needs and develop individualized reading goals. | 2,4 | State | 1,2,8,9 | October – May | Teachers, Principals | Data meetings, tutorials. | State assessment scores, six week grades, benchmark scores, student tutorial list. |

**Leverett’s Chapel High School**

**Campus Improvement Plan 2019-2020**

**Goal 1: Academic Achievement Goal –** *All students will attain maximum student achievement through relevant and rigorous instructional programs.*

**Objective 3:**  Increase approaches rates for Biology I students from 79% to 90% by end of school year 2020.

**Summative Assessment:** 90% or more students will achieve approaches in Reading.

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| **Strategies** | **TEA Priority#** | **Resources (Local funds, State, SCE, Title)** | **Title 1** | **Data Collection Timeline** | **Person Responsible** | **Evidence of implementation** | **Evidence of Impact** |
| Analyze previous years STAAR results to identify areas of weakness and make curricular and instructional adjustments | 2,4 | State | 1,2,8, 9 | Oct-May | Principal, Teachers | Data meetings, tutorials | State assessment scores, 6 week grades, benchmarks, student tutorial list |
| Implement TEKS Resource System as a formative assessment | 2,4 | State | 7,8,9 | October – May | Teachers, Principals | Data from TEKS Resource System | Improvement on state assessment – specific TEKS will be targeted.  |
| STAAR Tutorials Assigned for all Biology I Students | 2,4 | State | 1,3,8,9 | September-April | Principal, Teachers | Master schedule, Academic Meetings, data analytics | Improved performance on state and local assessments |
| Provide extensive during school and after school tutorials for students identified as at risk for not passing the state assessment. | 2,4 | State, SCE | 1,3,8,9 | January – May | Principal, Teachers | Tutorial schedule. | Improved State assessment results. |

**Leverett’s Chapel High School**

**Campus Improvement Plan 2019-2020**

**Goal 2: Staff Quality Goal –** *100% of core academic classes will be taught by certified teachers, and 100% of effective teachers will be maintained.*

**Objective 1:**  100% of core academic classes will be taught by certified teachers

**Objective 2:** Teacher retention will remain above state average during the 2020 year

**Summative Assessment:** All core classes will be taught by certified teachers and the retention rate will be above state average at the end of the year

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| **Strategies** | **TEA Priority#** | **Resources (Local funds, State, SCE, Title)** | **Title 1** | **Data Collection Timeline** | **Person Responsible** | **Evidence of implementation** | **Evidence of Impact** |
| Inexperienced teachers (0-1 years) will be assigned a mentor for support | 1 | State | 1,4 | Each six weeks |  Principals,Teachers | Mentor records of meetings. | Successful beginning teachers and teacher retention. |
| Ensure that low income and minority students are not taught at higher rates than other students by unqualified, out-of-field, or inexperienced teachers. | 1 | State | 1,3 | August - May | Principals ,Superintendent | PEIMS dataHR records. | Low income and minority students are taught by certified teachers. |
| Provide teachers with tools for effective planning and instruction, data analysis, and student interventions.  | 124 | State | 1,4 | August – May |  Principals,Teachers | DMAC, TEKS Resource System, RtI data. | Six weeks grades, state assessment scores. |
| Implement professional development aligned to the needs identified in data analysis.  | 12 | State | 1,4 | NovemberJanuaryMarch | State Principals,Teachers | Professional development records. | Successful analysis of data.  |

**Leverett’s Chapel High School**

**Campus Improvement Plan 2019-2020**

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| **Goal 3: *School Climate/Safe & Healthy School Goal*** *– Leverett’s Chapel High School will provide a safe, orderly school climate conducive to learning.***Objective 1:**  Reduce student discipline referrals by 2% during the 2019-2020 school year. **Objective 2:**  Ensure the facilities are safe and protected for students and staff. **Summative Assessment:** Discipline referrals will decrease and the school will provide a safe learning environment. |
| **Strategies** | **TEA****Priority #** | **Title I** | **Person(s)****Responsible** | **Timeline** | **Resources** **(*Local funds, State, SCE, Title)*** | **Evidence of Implementation**  | **Evidence of Impact** |
| Implement a discipline management plan that provides for prevention and education concerning unwanted physical and verbal aggression, sexual harassment, and other forms of bullying.  | N/A | 1,2 | Principal,Teachers | Daily | State | Discipline reports | Discipline and incident reports by staff. |
| Continue anti-bullying and cyber bullying program on campus. | N/A | 3,9 | Teachers,Staff | Each 6 weeks | Local | Record of recognition. | Improved behavior.  |
| Celebrate Red Ribbon Week to educate students on the dangers of drugs and tobacco use. | N/A | 1,2,9,10 | Principal,Teachers | October | Local | Staff and student involvement. |  |
| Continue staff monitoring activities: hallways, cafeteria, courtyard, and lunches | N/A | 1,2,9,10 | Principal,Teachers, | Monthly | Local | Decreased accidents or discipline reports | Discipline and incident reports by staff.  |
|  Implement the district and campus Emergency Plans (Crisis Management Plan). • Suicide prevention • Violence prevention • Conflict resolution • Emergency Drills • Emergency Preparedness Reviews • Lockdown procedures • Bully prevention • Lock Down Drills • Develop plan of action for emergencies on the playground • Professional development | N/A | 1,6,9 | Principal,Superintendent | Daily | Local | Schedule of safety drills.  | Safe environment. |

**Leverett’s Chapel High School**

**Campus Improvement Plan 2019-2020**

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| **Goal 4: *Parent/Community Engagement Goal –*** *Maintain a school climate that fosters family and community engagement.* **Objective 1:** Improve communication and involvement between school and community, which will increase parent/community involvement in the student’s education and activities.**Summative Assessment:** Increased parent and community involvement.  |
| **Activity/Strategy** | **TEA****Priority #** | **Title I** | **Person(s)****Responsible** | **Timeline** | **Resources****(*Local funds, State, SCE, Title)*** | **Evidence of Implementation** | **Evidence of Impact** |
| Hold various events at the school to promote community and family involvement, including: LC Fall Fest, Cinco de Mayo, Meet the Teacher, Field Day, Grandparents Day, Music Program, Band Concerts, and Award Assemblies | N/A | 1,6 | Principal,Teachers,Staff | August – May | Local | Participation, sign-in sheets. | Increased parental involvement. |
| The school will communicate frequently with parents and the community using a wide variety of digital communications: Facebook, Remind, Phone call out, email. District and campus webpages. | N/A | 1,2,6,7 | Principal,Teachers,Staff | Weekly | Local | Communication log. | Increased parental involvement. |
| Provide opportunities for parents or community members to volunteer. Parents promote involvement in specific periods or activities in the classroom. | N/A | 1,5,6 | Principal,Teachers,Staff | August – May | Local | Attendance, sign-in sheets. | Increased parental involvement. |
| Provide parents a copy of the Parent/School compact (in a language that can be understood) at enrollment and Parent Involvement Policies via the handbook. | N/A | 6 | Secretary | August | Local | Signed Compact Signed Handbook receipt | Increased parent involvement in school activities. |

**Leverett’s Chapel High School**

**Campus Improvement Plan 2019-2020**

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| **Goal 5: *College & Career-Graduation-Dropout Reduction Goal –*** *Leverett’s Chapel High School supports the District’s mission that all students will graduate high school***Objective 1:** Consistently push for an ADA rate of 97% or above for the campus**Objective 2:** Increase college and career awareness for 100 % of students**Summative Assessment:** Attendance rates will be above 97% and students will be more involved in their future career beyond school |
| **Activity/Strategy** | **TEA****Priority #** | **Title I** | **Person(s)****Responsible** | **Timeline** | **Resources****(*Local funds, State, SCE, Title)*** | **Evidence of Implementation** | **Evidence of Impact** |
| Conduct home visits to investigate reasons for nonattendance of 9-12 graders. Continue use of computer generated phone calls to notify parents of student absences and tardies. | N/A | 1 | Principals, Secretaries, teachers | Weekly  | Local | Attendance records, daily reports, truancy/attendance meeting-Perfect attendance awards | Increased compliance with compulsory attendance laws |
| Award students at each 6 weeks award ceremony and end of the year ceremony for perfect attendance. | N/A | 1 | Principals, Secretaries | End of each grading period | Local | Attendance records, daily reports, truancy/attendance meeting-Perfect attendance awards | Increased compliance with compulsory attendance laws. |
| Invite guest speakers from different businesses, organizations, and political and educational organizations | 3 | 1 | Principals, Counselor  | Aug-May | Local, State | Increase in the amount of influential guest speakers | Increased interests in college and careers |
| Continue to increase college awareness through strategies to encourage college readiness for all students through proven strategies and training | 3 | 1 | Teachers, Administration, Counselor | Aug-May | Local, State | Increase numbers of the TSIA, ACT, SAT, participants | Master Level of students taking the STAAR Tests  |