



Celeste High School Campus Improvement Plan 2014 – 2015

November 20, 2014

Date of School Board Approval

Mission Statement

The mission of the Celeste Independent School District is to prepare all students to live and work in an ever changing society. The School will provide a positive, supportive environment in which all students will acquire a knowledge-base on which to build life-long learning. Students who believe in themselves will succeed.

Comprehensive Needs Assessment

A Comprehensive Needs Assessment was conducted with the Committee on

August 19, 2014 and October 29, 2014

Date

<u><i>Members</i></u>	<u><i>Position</i></u>	<u><i>Data Sources Examined</i></u>
Ben Frieling	Principal	AEIS
Kathryn Claxton	Counselor	Student Attendance Data (Strategies for Improvement)
Kay Aimes	Special Education Teacher	Socio-Economical Group Attendance
Crawford Moore	Teacher	EOC and TAKS Data – Disaggregated
Michael Lipsey	Teacher	Items Purchased with Title I / IDEA Funds
Crystal Brown	Teacher	Federal Accountability Data for AYP
Nancy Myers	Parent Representative	Student, Teacher, Parent interviews and surveys
Sharon Rector	Parent Representative	

Comprehensive Needs Assessment

Prioritized Areas of Concern

Areas of Concern	Data Source
Student Attendance	Daily Student Attendance Reports
Improve scores of Low Socio-Economic Group On EOC Tests	T.E.A. 2014 District Accountability Tables
High Percentage of SPED Students and M test Takers on State Standardized Tests	EOC Scores Past Recommendation from ARD Committees Special Education Instructor Assessment Information
High percentage of failures each six weeks	Grade Reports

Summary of Findings / Note

The committee members agreed that better student attendance and socio-economic concerns could be better addressed through a closer relationship between the school and the home, and providing Saturday school more regularly throughout the year. The committee also agreed that district technology resources could be used to foster a more effective communication line between the school and the home, and could help improve EOC scores of Low Socio-Economic students. Establishing a strong communication with the parents or guardian of the student would create a joint effort in assuring that everything could be done to help the students with their attendance as well as working closely with the family to collectively seek out specific forms of assistance to help the children become successful, complete and turn in classwork, and pass both EOC's and courses.

State Compensatory Education Program Program Evaluation / Needs Assessment Grades 9 through 12

	% Met Standard (Level II and Level III)				
EOC	Algebra I	Biology	English 1	English 2	U.S. History
All	90% / 19%	100% / 4%	87% / 7%	94% / 3%	96% / 8%
Eco. Dis.	75% / 17%	100% / 0%	90% / 0%	93% / 7%	92% / 5%

The comprehensive, intensive, accelerated, instruction program at this campus consists of before, during, and after school tutorials for students at-risk, Title I services, and STAAR tutorials as well as utilizing EOC Prep Courses through Grad Point, an online curriculum.

State Compensatory Education

State of Texas Student Eligibility Criteria:

A student under 21 years of age and who:

1. Is in pre-kindergarten – 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 year.
3. Was not advanced from one grade to the next for one or more school years.
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 had, 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.

Title I, a schoolwide program must include the following 8 components: Under Section 1114(b)(1)

1. **A comprehensive needs assessment** of the entire school that is based on information on the performance of children in relation to the State content and student performance standards.

2. **Schoolwide reform strategies** that--

- Provide opportunities for all children to meet the State's proficient and advanced levels of student performance.
- Are based on effective means of improving children's achievement.
- Use effective instructional strategies that--

-Increase the amount and quality of learning time, such as extended school year, before- and after-school, and summer school programs.

-Help provide an enriched and accelerated curriculum.

-Meet the educational needs of historically underserved populations, including girls and women.

- Address the needs of all children in the school, but particularly the needs of children of target populations of any program that is included in the schoolwide program, **and** address how the school will determine if these needs are met. These programs may include counseling and mentoring services, college and career preparation, such as college and career guidance, services to prepare students for school-to-work transition, and the incorporation of gender equitable methods and practices.

Are consistent with, and are designed to implement, the State and local improvement plans, if any, approved under Title III of Goals 2000.

3. Instruction by **highly qualified professional staff**.

4. **Professional development** for teachers and aides, and where appropriate, pupil services personnel, parents, principals, and other staff to enable all children in the schoolwide program to meet the State's student performance standards. (In accordance with sections 1114(a)(5) and 1119 of Title I)

5. Strategies to increase **parental involvement**, such as family literacy services.

6. Strategies for assisting preschool children in the **transition from early childhood programs**, such as Head Start and Even Start, to local elementary school programs.

7. Steps to **include teachers in the decisions** regarding the use of assessments.

8. Activities to ensure that students who experience difficulty mastering any of the State's standards during the school year will be provided with **effective, timely additional assistance**. The assistance must include:

- Measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.
- To the extent the school determines it to be feasible using Title I, Part A funds, periodic training for teachers in how to identify difficulties and to provide assistance to individual students.

For any student who has not met the standards, teacher-parent conferences.

Federal, State, and Local Funding Sources

Federal funding sources that will be integrated and coordinated with State and Local funds to meet the needs of all students.

Programs / Funding Source

Federal Programs

Title I, Part A (211)
Title II, Part A (TPTR) (255)
REAP (270)

State Programs / Funding Source

Career / Technology Education (422)
State Compensatory Education (24)
Gifted / Talented (21)
Special Education (23)
Parent Involvement (61)

Celeste High School 2014-15	GT	CTE	Special Ed	Comp Ed	ESL	HS Allot
	PIC 21	PIC 22	PIC 23	PIC 24,28	PIC 25	PIC 31
Teachers	0.00	2.50	0.84	0.55	0.00	0.93
Teacher Aides	0.00	1.00	3.00	2.31	0.00	0.00
Counselor	0.00	0.00	0.00	0.00	0.00	0.00
TOTAL FTE	0.00	3.50	3.84	2.86	0.00	0.93
6100		\$215,201.00	\$102,294.00	\$57,648.00	\$0.00	\$48,258.00
6200	\$150.00	\$2,497.00	\$1,999.00	\$1,996.00		
6300		\$30,750.00	\$3,250.00	\$1,400.00		\$1,000.00
6400	\$600.00	\$6,000.00	\$900.00			
Total	\$750.00	\$254,448.00	\$108,443.00	\$61,044.00	\$0.00	\$49,258.00

- Goal 1:** To have economically disadvantaged students' performance on state STAAR tests increase to meet the standards set by the state
- Objectives:**
1. Economically disadvantaged students will score higher than average on EOC on all tests taken.
 2. African American, Native American, Asian, Hispanic, and White students will score higher than state average on EOC on all tests taken.
 3. Campus will score higher than state average on EOC on all tests taken.

Summary 100% of all students pass all portions of the state tests and the campus will meet AYP.

Evaluation:

Activity / Strategy	Title I School-wide Components (1-9)	Person (s) Responsible	Timeline	Resources	Formative Evaluation
Provide before, during, and after School tutorials.	2, 8	Teachers Title I teacher and Title I aide	6 Weeks	Stipend, campus budget,	Review of report cards, Focus on writing and math programs.
Increase communication and coordination between regular ed and special education	9	Campus Principal	Training Dates	Tri-County Special	Coordinated meetings Ed. funds (23)
Provide Math and Writing assistance Through Grad Point online programs.	2,8	Math, English	6 Weeks	EOC test prep course On Grad Point online Curriculum.	Student work, reports from software programs.
Offer summer remedial reading, Writing and math program.	2,8	Teachers	Each June	Local Funds	Report cards STAAR data
Use district technology such as the School messenger and e-mail groups To increase communication with Parents regarding school work	6, 8	Principal Teachers	Daily	Local Funds	Report cards STAAR data
Serve dyslexic students according to state and local guidelines.	3,8,9	Counselor and Teachers	6 Weeks	Local funds	Reports from software programs, report cards, progress reports.
Analyze STAAR data to assess Instruction, appropriate sequence, Appropriate intervention to determine the needs of students and teachers.	1,4	Principal and teachers	Faculty meeting, teacher in-service meetings	Local funds	AEIS report, STAAR summary reports
Provide for more projects by integrating technology into regular and special ed classes by using Promethean Board,	2,8	Teachers	6 Weeks	Local funds	STAAR summary reports

document cameras, netbook carts, iPad cart					
Provide alternate tools for Special Ed. complete activities, assignments, and assessments by using district technology allowing more access to general education curriculum.	1,2,8,9	Principal Special Ed. Teacher,	Daily	Sped (23)	Report cards, STAAR students to scores, and observations.
Provide remediation for students who did not pass all sections of STAAR.	2,6	Principal,	6 Weeks	Local funds (24)	Assessment using practice STAAR
Use eduphoria to analyze student data	2, 8	Teachers	semester	Local Funds	Reports
Provide Special Ed training to all teachers	2, 8	Special Ed Teacher	Semester	Local Funds	Teacher Input STAAR data

Goal 2: Student average daily attendance will exceed the 97%
Objective: Student average daily attendance will remain at 97% for the 2014 – 2015 school year.
Summative Evaluation: Student average daily attendance will exceed 97% for ADA.

Activity / Strategy	Title I School-wide Components (1-9)	Person (s) Responsible	Timeline	Resources	Formative Evaluation
Provide Saturday school for students with excessive absences.	2,6	Principal, Saturday School facilitator	6 Weeks	Local funds	Annual ADA
Call parents of students who are Absent	6	Principal, campus secretary	Daily	Local funds	Attendance reports
Administration and staff will maintain contact and communications with parents concerning tardies, absences, and extended illnesses	6	Principal, campus secretary	Ongoing	Local funds	Daily absentee summary and excessive absence report
Administration and staff will promote, recognize, and reward good school attendance.	2	Principal	6 Weeks	Local funds records.	Six weeks attendance
Provide incentives for students, which serve as rewards, for perfect attendance.	2,6	Principal	6 Weeks	Local funds	Daily absentee report.
Post a list of names of those students who achieve perfect attendance at the completion of each grading period.	2	Principal	6 Weeks	Local funds	Six weeks attendance
Educate parents and community members About the importance of To school as much as possible (partial periods) And the importance of getting their students school attendance records.	6	Principal / Teachers	Daily	Local Funds	Six weeks attendance

Goal 3: Provide a learning environment that is safe, drug free, and conducive to learning.

- Objectives:**
1. Continue a positive reward system involving attendance (no unexcused absences or tardies), citizenship, and achievement.
 2. Reduce the number of days students spend outside the classroom due to discipline.

Activity / Strategy	Title I School-wide Components (1-9)	Person (s) Responsible	Timeline	Resources	Formative Evaluation
Provide before school detention and Saturday school for students who have Multiple disciplinary infractions.	6	Principal teachers	6 Weeks	Local funds	Discipline Spreadsheet
Conduct unscheduled drug dog searches of campus building. Conduct random student drug testing.		Principal	6 Weeks	Local funds	Incident report
Have a Crisis Prevention Institute training team.	3,4	Principal / Teachers	Ongoing	Local funds	Behavior reports
Continue a student led anti-bullying Campaign	3, 4	Counselor	Ongoing	Existing Personnel	Student Interviews
Inquire about the cost of surveillance system and classroom phones.	3, 4	Principal	Ongoing	Local funds	Proposal
The SHAC (School Health Advisory Committee) will organize parent and student education on health and wellness for the community.	3, 4	Principal/Nurse SHAC members	Spring	Local Funds	Parent Surveys Needs Assessments

Goal 4: Improve school / parent / guardian communication

Objective: Parent contact will be increased to facilitate active participation in the school community

Activity / Strategy	Title I School-wide Components (1-9)	Person (s) Responsible	Timeline	Resources	Formative Evaluation
Conduct a parent orientation Night within two weeks prior to The start of school.	6	Principal and teachers	6 Weeks	Local funds	Informal observations, parent conferences, sign-in sheets.
Conduct Open House	2,6	Principal and Teachers	Spring	Local funds	Informal observation, parent conferences.
Teachers & principal will keep a log of all parent / guardian contact made.	2,6	Principal and Teachers	Ongoing	Local funds	Contact log
Conduct parent meetings to discuss Important school issues	6	Principal and Teachers	Ongoing	Local funds	Surveys, Meeting
Use district technology such as the School messenger and e-mail groups To increase communication with Parents regarding school work	6, 8	Principal Teachers	Daily	Local Funds	Survey Monkey Data

Goal 5: Improve student academic achievement through the use of technology.

- Objectives:**
1. Provide technology training for all staff members.
 2. Increase technology applications for students.
 3. Increase student ability to responsibly connect to the outside world.

Activity / Strategy	Title I School-wide Component (1-9)	Person (s) Responsible	Timeline	Resources	Formative Evaluation
Provide students more opportunities to create technology driven projects and applications	2,5	Principal teachers	6 Weeks	Local funds	Local funds Student work, lesson
Enhance ongoing professional development of teachers, principals, and para-professionals by providing constant access to training and updated research in teaching and learning through electronic means.	4,5	Principal District Tech Facilitator	6 Weeks	Region X ESC, local training,	Lesson plans and attendance at workshops.
Participate in the Technology Institute training for teachers.	4	Principal and teachers	Semester	Region X ESC Hunt County Co-op	Informal observation, attendance
Provide special education students with a student response system so they can complete assignments using other methods beyond the usual paper to pencil method.	1, 8, 9	Principal / Teachers	Ongoing	REAP (270), local funds	Student work, lesson plan informal observation
Encourage and support the use of computers and student Personal WiFi devices to allow greater Access to outside resources for all students By testing a “Bring Your Own Device” Program.	2, 5	Principal / Teachers	Ongoing	Local funds Technology Grant	Informal Observation Student & Teacher Interviews
Analyze data using Eduphoria and provide teacher training.	4, 5	Principal / Teachers	Spring	Local funds	Signature sheets Data analysis

Goal 6:

All students will be taught by highly qualified teachers and staff.

Objectives:

1. Increase student academic achievement through improving teacher and para-professional quality.
2. Maintain the high percentage of highly qualified teachers on the campus, to ensure that all teachers teaching core academic subjects are highly qualified.

Activity / Strategy	Title I School-wide Component (1-9)	Person (s) Responsible	Timeline	Resources	Formative Evaluation
Student achievement will increase through improving teacher quality and by increasing the number of highly qualified teachers in classrooms.	5	Principal	Ongoing	All existing personnel	Attendance at workshops, staff development, degree or certification coursework.
Student academic achievement will increase through improving para-professional quality.	2,3	Principal	Ongoing	All existing personnel, Title II TPTR (255)	Degree or certification coursework, formal assessment, administered by the state or local academic assessment
Provide professional development for math, science, language arts, and history to promote highly qualified teachers and para-professionals.	2,4	Principal	Training dates	Title II (TPTR) funds (255)	Assessment using practice STAAR