
Timber Academy High School

Campus Improvement Plan

2014-2015

Revised 09.02.14

Vision Statement: Our campus will continue to improve the process of assisting and preparing students to grow and change in order to become lifetime learners and contributing members of society.

The College Station Independent School District does not discriminate on the basis of race, religion, color, national origin, sex, or handicap in providing education services. Glynn Walker, Director of Personnel, 1812 Welsh, College Station, TX 77840 (979-764-5411) has been designated to coordinate compliance with the nondiscrimination requirements of Title IX. Catherine George, Director of Special Services, 1812 Welsh, College Station, TX 77840 (979-764-5433) has been designated to coordinate compliance with the nondiscrimination requirements of Section 504 of the Rehabilitation Act.

Needs Assessment Summary

Revised 09.02.14

Data and documents reviewed include: CSISD School Board Priorities, CSISD 13/14 District Improvement Plan, student attendance rates, dropout rates, graduation rates, TAKS scores, EOC scores, disciplinary data, alternative accountability data, AYP (Adequate Yearly Progress) and demographic data.

During the 13/14 school year 102 students were served at Timber Academy High School including 45 males (44.12%) and 57 females (55.88%) in grades 9-12. The majority of students attending Timber Academy High School are juniors or seniors having earned 10 or more credits prior to enrollment. 48 (47.06%) completed all graduation requirements, 35 (34.31%) students were enrolled at the end of the year and 19 (18.63%) were leavers for a variety of reasons (13 students, 12.75% are dropouts), the rest include transferring to another Texas school, being home schooled, being incarcerated, being in rehab, or completing their GED. Of the leavers, 2 (1.96%) students completed all courses required for graduation but lacked one part of the Exit Level TAKS at the end of May. For the year including all students who attended Timber Academy High School, 79.41% of our students met the state's guidelines for being at-risk; while 42.16% were economically disadvantaged (as measured by being eligible for free or reduced price meals).

Ethnically our student body was 52.94% White, 23.53% Hispanic, 16.67% African American, .98% Asian, 2.94% American Indian, 2.94% Mixed Ethnicity, and 0% Hawaiian/Pacific Islander. Students ranged in age from 15 – 21 years of age. Student services were provided as follows: 504 – 13, Special Education – 14, and ESL – 4. The student attendance rate for 2013-2014 was 72.79%. Additional efforts to improve this will occur in 2014-2015.

The 14/15 anticipated dropout rate will be 10% or less. Drop out and completion rates will continue to be a focus for us in 2014-2015.

More specific Leaver information:

2 Students court ordered GED – 1.96%

0 Students received GED – 0.00%

2 Students transferred – 1.96%

15 Students unknown – 14.71%

Timber Academy High School Student Statistics
Comparison of 13/14 to 14/15 Data
Revised 09.02.14

The number of students enrolled decreased slightly in 13/14 (102) compared to 12/13 (106) resulting in a 3.92% decrease.

Leaver Students

Leavers (67/102 = 65.69%) include graduates (48/67 = 71.64%), those who have completed all credits but still need one part of the Exit Level TAKS (2/67 = 2.99%) and others no longer enrolled for a variety of reasons (17/67 = 25.37%).

Graduates

The percentage of graduates decreased in 13/14 (48/102 = 47.06%) compared to 12/13 (66/106 = 62.26%). 39.58% (19/48) of students graduating in 13/14 were male compared to 51.52% (34/66) 12/13. Ethnic breakdown of graduates was White 56.25% (27/48), Hispanic 20.83% (10/48), Black 16.67% (8/48), American Indian 2.08% (1/48), Asian 2.08% (1/48), and Mixed Ethnicity 2.08% (1/48) compared to 12/13 figures: White 59.09% (39/66), Hispanic 22.73% (15/66), Black 15.16% (10/66), and American Indian 1.52% (1/66). The percent of SPED graduates decreased in 13/14 to 8.33% (4/48) compared to 12/13's 12.12% (8/66).

Current Students

35 students are scheduled to return following the 13/14 school year compared to 24 following the 12/13 school year. Ethnic breakdown of the 35 returning students is as follows: White (15/35 = 42.86%), Hispanic (11/35 = 31.43%), Black (6/35 = 17.14%), American Indian (1/35 = 2.86%), Asian (0/35 = 0.00%), Hawaiian/Pacific Islander (0/35 = 0.00%), and Mixed Ethnicity (2/35 = 5.71%). The male students returning are 48.57% (17/35); female students returning are 51.43% (18/35).

**TIMBER ACADEMY HIGH SCHOOL
2014-2015 GOALS AND OBJECTIVES**

VISION STATEMENT: Our campus will continue to improve the process of assisting and preparing all students to grow and change in order to become lifetime learners and contributing members of society.

Goal 1: All Students Will Achieve Academic Success

- Objective A All students will pass the State Mandated Assessments in 14/15.
 Objective B Student performance on State Mandated Assessments will reflect a reduced achievement gap.
 Objective C Timber Academy High School will provide higher education and career/technology education preparation and awareness for all students.
 Objective D Timber Academy High School will use technology as an instructional, learning and management tool.
 Objective E Dropout rate will decrease to less than 5%.
 Objective F Attendance rate will increase to 90% or higher.
 Objective G Completion rate will increase to 95% or higher.

| Goal 1 | Activity | Person Responsible | Resource/Cost | Time Frame | Evaluation |
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| Activity 1 | Develop a clear and compelling academic/instructional focus based on campus needs identified through the work with the leadership team. | Principal | Staff time | Aug-May | Planning documents will reflect the leadership team plan for student success; all student groups exceed the state averages on all State Mandated Assessments |
| Activity 2 | Establish a <u>culture of high expectations</u> that is based on core values and a common belief system | Staff | State Comp Ed funds | Aug-May | All student groups exceed the state averages on all State Mandated Assessments |

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| Activity 3 | <u>STATE MANDATED ASSESSMENTS</u> content/skills sessions will be implemented. | Staff | State Comp Ed funds | Aug-May | Increased Hispanic student performance on all State Mandated Assessments |
| Activity 4 | Research-proven <u>interventions & progress monitoring</u> will be provided for at risk students | Principal, teachers | Staff time | Aug-May | Campus will track interventions & progress made by at risk students |
| Activity 5 | Staff will be educated on the needs and services for disadvantaged children. | Principal, Assistant Principal | Staff time | On -going | Impact of poverty simulation Book studies |
| Activity 6 | Coordinate the alignment of <u>STATE MANDATED ASSESSMENTS</u> objectives to TEKS across the curriculum in each core area. | Teachers Edgenuity contract | Campus budget District budget | On-going | State Mandated Assessments scores |
| Activity 7 | Offer tutorials for students who have not performed satisfactorily on state mandated tests. | Teachers | Campus Budget | On going | State Mandated Assessments scores |
| Activity 8 | Enlist local businesses to recruit students and support <u>post- secondary transition awareness</u> for special education students | Dean of Students & SPED staff DARS | Staff time | Aug-May | List of new businesses who support Sp. Ed. students as employees |
| Activity 9 | Provide information regarding post-secondary options that prepare students for <u>success beyond high school</u> , including colleges, universities and technical schools | Dean of Students | Staff time | Aug-May | Counseling Guidance Plans, Transition Plans, CATE Handbook, Dean of Students Handbook |

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| Activity 10 | Campus will maintain updated <u>web page</u> for general information. | Assistant Principal & Technology Personnel | Staff time | Aug-May | Web pages and Facebook page will be current |
| Activity 11 | Students will be encouraged to use current technology to improve understanding of concepts, knowledge & skills | Staff | Staff time State Comp Ed funds | Aug-May | Improved academic performance |
| Activity 12 | <u>Technology training</u> that emphasizes the integration of technology into instruction will be provided for all teachers; teachers will use technology to improve student learning (Edgenuity) | Principal & Technology Specialist | State Comp Ed funds | July-June | Staff development records will be kept |
| Activity 13 | <u>Computer based curriculum</u> will be utilized (Edgenuity) | Teachers | State Comp Ed funds | August - May | Student achievement levels will be monitored |
| Activity 14 | <u>District provided email</u> will be utilized daily to improve communications among staff, parents and others | Teachers and staff | State Comp Ed funds | August - May | G-mail will be checked/responded to twice daily |
| Activity 15 | <u>Technology integration</u> will be used as a management tool for recording of grades, attendance, etc. | Teachers and staff | State Comp Ed funds | August - May | Student records will be current and shared with other staff |
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| Activity 16 | Assess staff needs on technology and provide professional development based on those needs and on the district technology plan. | Technology facilitators | State Comp Ed funds | On going | Training provided Survey |
| Activity 17 | Provide use of technology by students in various disciplines through science, English, art, math, social studies, and health | Teachers | Campus budget | Ongoing | Teachers trained and ready to share Training of staff on going |
| Activity 18 | Students, emphasis on Hispanic students, who have withdrawn/dropped out will be located and <u>recruited for enrollment</u> | Principal/ Asst. Principal /secretary/ Dean of Students | State Comp Ed funds | Ongoing | Records will be kept Increased graduation completion of all students, especially Hispanic students |
| Activity 19 | Leavers will be <u>accurately coded</u> | Dean of Students/secretary Assistant Principals | State Comp Ed funds | June-July | Records will be kept |
| Activity 20 | Leavers who have finished all courses but lack completion of all exit level State Mandated Assessments will be located & <u>recruited</u> for State Mandated Assessments remediation & enrollment – especially our lowest performance group – Hispanic students | Principal/Asst. Principal/secretary/ Dean of Students/teachers | State Comp Ed funds | June-July | Records will be kept Increased graduation completion of all students, especially Hispanic students |
| Activity 21 | Night School services will be provided at Timber Academy High School and special effort will be extended for Hispanic students | Night School principal and Night School teachers | State Comp Ed | Sept-May | Student course completion data will be gathered & analyzed Increased graduation rates of all students, especially Hispanic students |

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| Activity 22 | Explore <u>scholarship opportunities</u> for Timber Academy High School students to attend Night School | Dean of Students, Night school principal | Staff time | Aug-May | Reduced rates will be made available to TAHS students |
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| Activity 23 | Teachers, Dean of Students & staff will be trained to impress upon incoming and current students the <u>need to finish graduation requirements</u> | Principal | Staff time | Aug-May | Drop out data will be gathered & analyzed |
| Activity 24 | Students will be encouraged to <u>complete courses</u> via extended school and open school at TAHS and at district summer school | Teachers & Dean of Students | Staff time | Aug-May | Student course completion data will be gathered and analyzed |
| Activity 25 | Consistently <u>redesign</u> curriculum materials and supplemental activities will be added to existing Edgenuity curriculum | Teachers | Staff time | Ongoing | Student completion rate for courses increases as does State Mandated Assessments passing rate |
| Activity 26 | Student <u>completion rate</u> of EOC courses and State Mandated Assessments increases | Asst. Principal/Dean of Students/ Teachers | Staff time | Aug-May | Student completion rate for courses increases as does State Mandated Assessments passing rate |
| Activity 27 | <u>Attendance guidelines</u> will be clearly communicated with students and parents/guardians | Asst. Principal/Dean of Students/ Staff | State Comp Ed funds | August - May | Handbook, student/parent orientations, attendance letters, emails, phone calls |
| Activity 28 | <u>Failure to attend school procedures</u> will be followed consistently | Asst. Principal/Attendance secretary; other staff | State Comp Ed funds | August - May | Handbook, orientation sessions, attendance letters, emails, phone calls; filing w/ justice system |
| Activity 29 | Will conduct attendance committee hearings to discuss and hear attendance appeals. | Leadership Team | Staff time | Semester | Attendance data |
| Activity 30 | Will utilize the juvenile | Principal/Assistant | Staff time | Each | Improved attendance for |

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| | justice system to enforce compulsory attendance laws. | Principal/Dean of Students | | occurrence | chronic truancy |
| Activity 31 | Meet with 504 committee to review students in need of remediation | Teachers | Staff time | On going | Files reviewed and students' needs being met. |
| Activity 32 | Provide remedial summer instruction for any student who has not passed exit level State Mandated Assessments | Principal Staff | Campus budget | Summer 2015 | State Mandated Assessments scores Sign in sheets for tutorials |
| Activity 33 | Develop student/teacher mentor teams to meet weekly. | All Staff | Staff time | August - May | Increased attendance rates and credits |
| Activity 34 | Home visits as needed to absentees' home to assess needs | Principal, Assistant Principals, and Dean of Students | Staff time and district mileage reimbursement | August - May | Increased attendance rates |
| Activity 35 | Staff will mail home at least 2 positive post cards weekly | Staff | Staff time | Aug – May | Mailings |
| Activity 36 | Will respond to our Community Based Accountability data by increasing the percentage of students passing Algebra I EOC | Staff | Staff time Campus budget for after-hours tutoring | Aug-May | Increased percentage of students passing the Algebra I EOC |
| Activity 37 | Annual attendance rate for at-risk students will increase from the 72% documented on the Community Based Accountability data | Staff Weekly Attendance Meetings | Staff time | Aug-May | Increased attendance rate |

Goal 2: Educational Opportunities Will Meet the Unique Academic, Social and Emotional Needs of All Students

Objective A: Opportunities for dialogue and discussion will be created among teachers and administrators regarding the role that relationships, expectations and school culture play in student performance and behavior.

Objective B: Students will be served through Student Intervention Teams, 504, Special Education, and ESL.

Objective C: Students identified for special education will be representative of the campus student population.

Objective D: Opportunities for dialogue and discussion will be created among teachers and administrators regarding the role that relationships, expectations, and school culture play in student performance and behavior.

| Activity | Activity | Person Responsible | Resource/Cost | Time Frame | Evaluation |
|------------|---|----------------------------|-----------------|------------|---|
| Activity 1 | Timber Academy High School will focus upon staff development and implementation of the <u>Foundations</u> and protocols to address student engagement | Staff, instructional coach | District Budget | Aug-May | Staff development plans reflect 3Cs & 3Rs sessions; student passing rates on 2014-2015 State Mandated Assessments |
| Activity 2 | Timber Academy High School will focus upon staff development and implementation of the <u>Foundations</u> and protocols to address student engagement | Staff, instructional coach | District Budget | Aug-May | Staff development provided; students are successful in courses and on State Mandated Assessments |
| Activity 3 | The SIT/504 team will be identified and trained to research educational needs of all students | 504 Committee Chair | Staff time | Ongoing | Team identified and trained |
| Activity 4 | SIT/504 Team will train staff on identifying behavioral of concerns to support student academic learning. | 504 Team, Dean of Students | Staff time | Ongoing | Ongoing Staff Development, number of discipline referrals |

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| Activity 5 | Content mastery will be provided for SPED students | SPED teacher | Staff time | Ongoing | |
| Activity 6 | Monitoring of progress for SPED students and their IEPS | SPED teacher | Staff time | Ongoing | |
| Activity 7 | Provide training on accommodations for all students who receive services (ESL, Dyslexia, SPED, 504) to all staff | 504 team, ESL teacher, Special Ed., teacher | Staff time | Ongoing | Staff Development evaluation data |
| Activity 8 | Provide staff development for teachers that focuses on the <u>intervention strategies (RTI)</u> for diverse learners | Staff | State Comp Ed funds | Aug-May | Staff development provided; number of Sp. Ed. referrals decreased |
| Activity 9 | Research-proven <u>interventions and progress monitoring</u> will be provided for students at risk. | Principal, Dean of Students | State Comp Ed funds | Aug-May | Track interventions and progress made by at risk students. |
| Activity 10 | Staff will disaggregate State Mandated Assessments data by ethnicity and other groups such as economically disadvantaged and will provide tutorials for all students who do not master State Mandated Assessments objectives. | Disaggregation data-Central Office Tutorials-Staff | Campus Budget Staff time | On-going | Calendar prepared and tutorials scheduled by objectives |
| Activity 11 | Staff will identify and monitor at-risk students according to district plan. | Dean of Students Assistant Principal SPED Teacher | Campus budget | Ongoing | Students identified and monitored |

Goal 3: Educational Practices Will Be Predicated on Scientifically Based Research

Objective A: Curricula will be monitored, reviewed and aligned to meet TEKS standards.

Objective B: Instructional strategies will be used so that students are engaged in learning at all levels

| | Activity | Person Responsible | Resource/Cost | Time Frame | Evaluation |
|------------|--|--|---------------------------------------|------------|---|
| Activity 1 | Campus will provide tutorials before each State Mandated Assessments Exit retesting date. | Teachers | Campus Budget | On going | Test Scores |
| Activity 2 | Teachers will be encouraged to attend grant writing workshops to fund researched based curricula needs. | Public Information Director Principal Education Foundation | Staff time | Ongoing | Grants received |
| Activity 3 | Develop a process which assures that <u>curricular materials</u> purchased & developed in 2014-2015 and beyond meet scientifically-based research requirements | Staff | Staff time | Aug-May | Process is reviewed; student achievement data is reviewed |
| Activity 4 | <u>Provide technology training</u> for teachers that focuses on engaging students by enabling them to integrate technology into their classrooms | Technology specialist | State Comp Ed funds Title II funds | Aug-May | Technology training provided and lessons integrated |
| Activity 5 | Research-proven <u>interventions and progress monitoring</u> will be provided for at risk students | Principal | State Comp Ed, Staff | Aug-May | Track interventions and progress made by at risk students |
| Activity 6 | Teachers will be evaluated via walk-throughs and PDAS | Principal/Assistant Principal/Dean of Students | Campus time | On going | End of year teacher evaluations and observations |

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| Activity 7 | Mentoring/job shadowing program for students | Dean of Students | Staff time | On going | Careers, employment, college and military opportunities for students post high school |
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Goal 4: Parents and Community Members Will Be Actively Engaged

Objective A: Parental involvement will be representative of Timber Academy High School student population.

Objective B: Training and resources for parents and volunteers will be provided.

Objective C: Parents will be informed of career and higher education opportunities for their children.

Objective D: Community members will be used as a resource for educational opportunities.

Objective E: Timber Academy High School will utilize technology to communicate with parents and the community.

| Activity | Person Responsible | Resource/Cost | Time Frame | Evaluation | |
|------------|---|---------------------|------------|------------|---|
| Activity 1 | All parents and community members will be encouraged/invited to participate in Timber Academy High School activities, with emphasis placed on historically marginalized populations | Staff | Staff time | Aug-May | Parents & community members actively participate as evidenced by sign in sheets & surveys |
| Activity 2 | Campus Improvement Committees will be <u>representative</u> of campus demographics | Staff | Staff time | Aug-May | Committee membership represents school demographics; sign in sheets |
| Activity 3 | Continue <u>outreach initiatives</u> through community centers (such as Lincoln Center, TAMU ONE LOVE Organization, Master Gardeners) to partner with parents and community members | Staff | Staff time | Aug-May | Events scheduled & parent community member attendance at events |
| Activity 4 | Training will be provided for volunteers | Secretary and staff | Staff time | On going | Volunteers trained and actively working |

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| Activity 5 | Service projects | Staff | Staff time | Aug-May | Students providing service projects in community |
| Activity 6 | Parent representative of our school population will be asked to serve on various campus and district-wide committees | Principal | Staff time | On going | Parent representation |
| Activity 7 | Will encourage parent involvement from diverse populations | Principal and staff | Staff time | On going | Diverse attendance at all events |
| Activity 8 | Will ask parents to serve on advisory councils for campus decisions | Principal or designee | Staff time | On going | Active advisory councils |
| Activity 9 | Will ask parents and community leaders to make presentations and volunteer in classes | Nurse Sanders | Staff time | On going | Presentations |
| Activity 10 | Will ask parents to chaperone field trips and school activities | Staff | Activity fund | Ongoing | Approved volunteer list will reflect parent involvement |
| Activity 11 | Will survey parents to analyze parent concerns and issues | Principal Foundation team | Staff time | On going | Data disaggregated and changes in place |
| Activity 12 | Improve <u>parent communication</u> about the availability of online resources such as our web page, Facebook, and School Messenger to monitor student progress | Staff | Staff time | Aug-May | Evidence of communications to parents via web, hardcopy, and similar items |

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| Activity 13 | Timber Academy High School will hold various information nights for parents and students | Dean of Students Assistant Principal | Staff time | On going | Scheduled meetings Open house |
| Activity 14 | Timber will strive to invite students and parents of ethnically diverse students who represent our campus at all evening meetings | Dean of Students Assistant Principal | Staff time | On going | Diversity at events |
| Activity 15 | Staff will continue to call parent/guardian of any student who is absent if they have not called the school | Attendance Clerk Assistant Principal | Staff time | Daily | Calls being made Attendance rates |
| Activity 16 | Campus will mail home attendance letters on a regular basis | Attendance Clerk Assistant Principal | Postage | When a student accumulates more than 5 absences | Attendance Rates |
| Activity 17 | Enlist local businesses to <u>recruit</u> and hire our students and graduates | Dean of Students | Staff time | Aug-May | List of new businesses who support our students as employees |
| Activity 18 | <u>Six week progress reports & newsletters</u> will be prepared and distributed to each student with copy to parent | Dean of Students/Secretary | Staff time | Aug-May | Students & parents to receive three week progress reports & newsletters & encouraged to review these |
| Activity 19 | Timber Academy High School will <u>partner</u> with local businesses, community members, and parents to support the educational efforts through programming and donations | Staff | Staff time | Aug-May | Partnerships established with businesses, community members, and parents |
| Activity 20 | Will maintain an updated website, Twitter, and | Asst. Principal | Staff time | On going | Updated Facebook page |

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| | Facebook including student activities and achievements | | | | |
| Activity 21 | Utilize ONE LOVE Organization at TAMU | Staff | Staff time | On going | Mentoring, Tutoring, and relationships are built |
| Activity 22 | ONE LOVE will provide a Master Gardener/Horticulture involvement experience | Staff Community TAMU | Staff time | Aug-May | Mentoring, Tutoring, and relationships are built |

Goal 5: A Safe and Supportive Environment Will Be Provided For All Students

Objective A: Timber Academy High School will comply with the District Crisis Management Plan.

Objective B: Procedures for management of student behavior will be consistent.

Objective C: Behavior management plans will serve the needs of all students.

Objective D: Comply with the district Crisis Management Plan, code of Conduct, and Education Code ensuring that procedures and safeguards are in place and staff is trained.

| Activity | Person Responsible | Resource/Cost | Time Frame | Evaluation | |
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| Activity 1 | Review and change (if needed) the <u>Crisis Management Plan</u> at least annually | Safety committee head, staff | Staff time | Aug-May | Activities & procedures to be monitored and adjusted |
| Activity 2 | Review <u>Safety Audit</u> recommendations and implement as appropriate | Safety committee head, staf | Staff time | Aug-May | Activities & procedures to be monitored and adjusted |
| Activity 3 | Timber Academy High School will <u>review data</u> based on types of offenses, intervention, gender, and ethnicity in the following areas: number of discipline referrals, number and reasons for in-school suspensions; number and reasons for placement at Venture Center; number and reasons for out of school suspensions | Principal/Assistant Principal/Dean of Students | Staff time | September 1 | Discipline referrals decrease from the prior school year |
| Activity 4 | Pre-DAEP placement committee review of Venture student placement referrals | Central office staff DAEP staff Referring principal | Staff time | Aug- June | |

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| Activity 5 | Timber Academy High School will be <u>consistent</u> in applying disciplinary consequences. | Principal/Asst. Principal/Dean of Students/Staff | Staff time | Aug-May | Discipline issues are reported & handled in a consistent manner while being mindful of specific student needs, end of year and six weeks |
| Activity 6 | Develop and/or implement <u>proactive intervention strategies</u> in order to reduce the number of discipline referrals | Foundations Team/Staff Conscious Discipline team | Staff time | Aug-May | Pre-intervention strategies defined and implemented |
| Activity 7 | Develop and/or implement <u>proactive intervention strategies</u> that address offenses such as bullying, harassment, and violence | Dean of Students & staff | Staff time; staff development | Aug-May | Pre-intervention strategies defined and implemented |
| Activity 8 | Timber Academy High School and DAEP programs will participate in staff development training to address discipline issues | Principal/Assistant Principal/Dean of Students | Staff time | Ongoing | Disaggregated discipline data staff development feedback data |
| Activity 9 | Will utilize the Student Council in an advisory capacity | Student Council sponsor | Staff time | On going | Monthly feedback in Principal's Student Advisory Committee Meetings |
| Activity 10 | <u>Staff development</u> will be provided on the relationship between behavior management plans and the understanding of social, cultural, and developmental differences | Principal/Asst. Principal/Dean of Students/Staff/Social Emotional Team | State Comp Ed funds | Aug-May | Staff development provided; discipline referrals are representative of the Timber Academy High School student population |

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| Activity 11 | Review discipline data and develop a plan to appropriately address campus discipline issues based on identified campus needs | Principal/Asst. Principal/Dean of Students | State Comp Ed funds | Aug-May | Plans developed; discipline referrals are representative of Timber Academy High School student population |
| Activity 12 | Leadership team will meet regularly to discuss how they follow up on referrals | Principal/ Assistant principal/ Dean of Students | Staff time | On going | Data from discipline referrals |
| Activity 13 | Leadership team will train teachers on campus rules and procedures and develop a staff handbook | Principal/ Assistant Principal/ Dean of students | Staff time | On going | Staff following procedures |
| Activity 14 | Principals and staff will consistently support teachers in enforcing student code of conduct rules | All staff | Staff time | On going | Rules being enforced |
| Activity 15 | Will discuss, utilize, and train for the implementation of the Crisis Management Plan in faculty and staff development meetings | Safety committee head | District Budget | On going | All staff understands district plan Staff development |
| Activity 16 | Will discuss, utilize, and train for its own emergency plan of action within district guidelines | Safety committee head Leadership Team | Campus Budget | On going | All staff understands emergency procedures for the school Sign in sheets from meetings |
| Activity 17 | Will execute fire drills on a monthly basis. Disaster drills and safe shelter in place drills will be executed periodically | Safety committee head Leadership Team | Campus Budget | On going | Emergency drill reports completed and turned in |

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| Activity 18 | Will develop emergency intruder procedures, train staff in these procedures, and require visitors to acquire a name badge after signing in with Hall Pass | Leadership Team/ Secretary | Campus Budget | On going | Faculty meeting sign in sheets Visitor sign in sheets No reports of unregistered visitors |
| Activity 19 | Will require a parent/guardian signature stating receipt of the Student Code of Conduct through info snap | Dean of Students | Staff time | Ongoing | 100% acknowledgement in info snap |
| Activity 20 | Will require all staff to display an ID badge | All staff | Campus budget | On going | Display of ID Badges |
| Activity 21 | Local K-9 Unit will provide canine drug detection monthly | Leadership Team | Staff time | Monthly | Local records |
| Activity 22 | Will consistently enforce and implement the discipline plan for the school campus | Leadership Team Staff | Campus Funds | On going | End of year and six weeks reports |
| Activity 23 | D-Hall round up 10 minutes before the dismissal bell | Assistant Principal | CD of music | On going | Decreased missed after school D-Halls |
| Activity 24 | Parent phone call prior to extended D-Hall | Extended D-Hall Staff | Staff Time | On going | Decreased missed extended D-Halls |
| Activity 25 | Integrate CHAMPs in all Timber Academy High School Classrooms | Foundation Team | Staff Time | On going | Decreased discipline referrals |

Appendix

College Station ISD Teen Parent Program Life Skills Program for Teen Parents

Addendum to:

- 1) Campus Improvement Plan
- 2) District Improvement Plan

Mission Statement:

The mission of the Life Skills Program for Teen Parents is to enable school-age parents, through education, to become self-sufficient, responsible, job-oriented citizens. The program's goal is to reduce the number of students who drop out of school due to pregnancy and/or parenthood and to recover young parents who are 21 years old or younger to the educational system.

Subject: **Pregnancy Related Services (PRS) Program**

- A. Identification and intake documentation of pregnant students will be completed, verified, and filed by authorized district personnel.
- B. The following services will be offered each student in the PRS Program. It is not required that each student needs or uses each/every service.
 - Compensatory Education Home Instruction (CEHI)
 - Counseling---individual, peer, career
 - Self-help programs
 - Job-readiness training
 - Transportation for pregnant students
 - Instruction in child development, parenting, and home and family living
 - Assistance to students in the program in obtaining available services from government agencies or community service organizations

- C. The certified teacher serving as the CEHI instructor will maintain a log of home instruction during the days or weeks the student receives CEHI.
- D. Documentation of each student's participation in the PRS program will be on file with the Coordinator of the CSISD Teen Parent Program.
 - Verification of pregnancy
 - CEHI teacher's log
 - Copy of ARD and IEP, if applicable
 - PRS Entry date
 - Date of delivery
 - Doctor's notes that require either prenatal confinement or extension of the six weeks postpartum period
 - PRS Exit date
- E. A Teen Parent Program Policy and Procedure Manual has been developed for use by students, parents, and staff.

Texas Education Agency

Life Skills Program for Teen Parents

- A school district may provide an integrated program of educational and support services for students who are pregnant or who are parents.
- The program shall include:
 1. Individual counseling, peer counseling, and self-help programs
 2. Career counseling and job readiness training
 3. Transportation for pregnant/parenting students, as appropriate, to and from the campus
 4. Instruction related to knowledge and skills in child development, parenting, and home and family living
 5. Assistance to students in the program in obtaining available services from government agencies or community service organizations, including prenatal and postnatal health and nutrition programs
- The district shall solicit recommendations for obtaining community support for the students and their children from community organizations.

College Station ISD

TEEN PARENT PROGRAM (Life Skill Program for Teen Parents)

1. Create a climate to encourage self-motivation, raise self-esteem, and raise student/teacher expectations
2. Provide opportunities to obtain parenting knowledge and skills
3. Raise percentage of students passing State Mandated Assessments
4. Emphasize vocational skills, training, and placement
5. Implement services and follow-up to facilitate completion of high school
6. Implement ideas to increase parental involvement
7. Support students in preparation for childbirth and parenting responsibilities
8. Reduce future unplanned adolescent pregnancies
9. Provide activities that promote physical and emotional well-being of students
10. Recover dropouts due to pregnancy and/or parenting
11. Develop citizenship and responsible membership in society
12. Increase student attendance rates

Strategies summarizing the use of PRS Funds

- Classroom instruction including projects – supplies and materials (no food cost)
- Guest speakers – mainly materials
- Nurse instructor
- Career Dean of Students
- Field trips
- Teacher support system
- School transportation for students and their children
- School nurse/librarians/Dean of Students – resource information, materials and supplies to serve the students
- Childcare
- Travel for resource staff (conferences)
- Technology Equipment

**Timber Academy High School Plan for State Compensatory Services
2014-2015
Revised 6.11.14**

I. Needs Assessment

- Classroom Observation
- Classroom Assessments
- State Mandated Assessments Scores
- Six week progress reports

II. Focus of SCE services for 2014-2015

Preparation and remediation for State Mandated Assessments in reading, language, mathematics, science and social studies and/or who have not been successful in the regular classroom environment.

- Instruction in much smaller groups and strategies to address behavior management
- Instructional supplies to support differentiated instruction
- Travel for professional development

III. Students identified under State Compensatory Education TEC, Section 29.081

A student at risk of dropping out of school includes each student who is under 21 years of age and who:

1. Was not advanced from one grade level to the next for one or more school years;
2. If the student is in grade 7, 8, 9, 10, 11, or 12 and did not maintain an average equivalent to 70 on a scale of 100 in two or more subjects in the foundation curriculum during a semester in the preceding or current school year or is not maintaining such an average in two or more subjects in the foundation curriculum in the current semester;
3. Did not perform satisfactorily on an assessment instrument administered to the student under Subchapter B, Chapter 39, and who has not in the previous or current school year subsequently 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;
4. Is pregnant or is a parent;
5. Has been placed in an alternative education program in accordance with Section 37.006 during the preceding or current school year;

6. Has been expelled in accordance with Section 37.007 during the preceding or current school year;
7. Is currently on parole, probation, deferred prosecution, or other conditional release;
8. Was previously reported through the Public Education Information Management System (PEIMS) to have dropped out of school;
9. Is a student of limited English proficiency, as defined by Section 29.052;
10. Is in the custody or care of the Department of Protective and Regulatory Services or has, during the current school year, been referred to the department by a school official, officer of the juvenile court, or law enforcement official;
11. Is homeless, as defined by 42 U.S.C. Section 11302, and its subsequent amendments;
12. 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.

IV. Instructional Delivery

- Students receive instruction in their areas of weakness according to State Mandated Assessments scores, benchmark tests, and ADM disaggregation.
- Students receive instruction in small groups. Class size reduction and differentiated instruction strategies implemented.

V. Staff Requirements

- 5 teachers (5 FTEs) to teach the smaller classes.

VI. Budget Requirements--State Compensatory Education funds = _____

- Salary for four core subject teachers with benefits, and 1 fine arts teacher (5.0 FTEs)
- Substitute Pay
- Supplies for class and materials
- Travel for professional development
- Miscellaneous operating expenses

VII. Funding Resources

- State Compensatory Education - supplemental to the regular education program.

VIII. Projected Outcomes

- The gap between students who are not identified and those who are identified will be lessened on the state mandated assessment.

IX. Evaluation Model

- Formative evaluation model would include objective assessments, benchmark assessments, and a practice State Mandated Assessments. Summative evaluation model would include an evaluation of the State Mandated Tests results for the students who were identified as in at-risk situations compared to the results for non-identified students on the campus.