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# **Timber Academy**

## **Campus Improvement Plan**

### **2012-2013**

**Revised 8.6.12**

**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.**

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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 8.6.12

Data and documents reviewed include: CSISD School Board Priorities, CSISD 11/12 District Improvement Plan, student attendance rates, dropout rates, graduation rates, TAKS scores, disciplinary data, alternative accountability data, AYP (Adequate Yearly Progress) and demographic data.

During the 11/12 school year 99 students were served at Timber Academy including 47 males (47.5%) and 52 females (52.5%) in grades 9-12. The majority of students attending Timber Academy are juniors or seniors having earned 10 or more credits prior to enrollment. 56 (56.6%) completed all graduation requirements, 22 (22.2%) students were enrolled at the end of the year and 21 (21.2%) were leavers for a variety of reasons (5 students, 5.1 % are dropouts) the rest include transferring to another Texas school, being home schooled, being incarcerated, being in rehab, and completing their GED. Of the leavers, 7 (7.1%) students completed all courses required for graduation but lacked one or more parts of the Exit Level TAKS at the end of May. On the October 2011, snapshot date, 86.4% of our students met the state's guidelines for being at-risk; while 52.3% were economically disadvantaged (as measured by being eligible for free or reduced price meals).

Ethnically our student body was 56.6% White, 27.3% Hispanic, 14.1% African American, and 2% other. Students ranged in age from 15 – 19 years of age. Student services were provided as follows: 504 – 1, Special Education 6 and ESL – 1. The student attendance rate for 2011 - 2012 was 81%. Additional efforts to improve this will occur in 2012 – 2013.

The 12/13 anticipated dropout rate will be 10% or less. Drop out and completion rates will continue to be a focus for us in 2011-2012.

More specific Leaver information:

5 Students court ordered GED – 5.1%

2 Students received GED – 2.0%

2 Students transferred – 2.0%

5 Students unknown – 5.1%

**Timber Academy Student Statistics  
Comparison of 10/11 to 09/10 Data  
Revised 8.6.12**

The number of students enrolled decreased slightly in 11/12 (99) compared to 10/11 (116) resulting in a 14.7% decrease.

Leaver Students

Leavers (77/99 = 77.8%) include graduates (56/77 = 72.7%), those who have completed all credits but still need one or more parts of the Exit Level TAKS (7/77 = 9.1%) and others no longer enrolled for a variety of reasons (14/77 = 18.2%).

The percentage of graduates increased slightly in 11/12 (56/99 = 56.6%) compared to 10/11 (61/116 = 52.5%). 39.3% (22/56) of students graduating in 11/12 were male compared to 50.8% (31/61) in 10/11. Ethnic breakdown of graduates was White 57.1% (32/77), Hispanic 25% (14/77), Black 16.1% (9/77), and American Indian 1.8% (1/77) compared to 10/11 figures: White 68.9% (42/61), Hispanic 14.8% (9/61) and Black 16.4% (10/61). The percent of SPED graduates decreased in 11/12 to 5.4% (3/56) compared to 10/11's 8.1% (5/61).

Current Students

22 students are scheduled to return following the 11/12 school year compared to 22 following the 10/11 school year. Ethnic breakdown of the 22 returning students is as follows: White (8/22 = 36.4%), Hispanic (9/22 = 40.9%), Black (4/22 = 18.2%) and American Indian (1/22 = 4.5%). The male students returning are 63.6% (14/22); female students returning are 36.4% (8/22).

**TIMBER ACADEMY**  
**2012-2013 GOALS AND OBJECTIVES**

**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.

**Goal 1: All Students Will Achieve Academic Success**

- Objective A All students will pass the State Mandated Assessments in 12/13.  
 Objective B Student performance on State Mandated Assessments will reflect a reduced achievement gap.  
 Objective C Timber Academy will provide higher education and career/technology education preparation and awareness for all students.  
 Objective D Timber Academy will use technology as an instructional, learning and management tool.  
 Objective E Drop out rates will decrease to less than 5%.  
 Objective F Attendance rates will increase to 90% or higher.  
 Objective G Completion rates will increase to 55% or higher.

Goal 1	Activity	Person Responsible	Resource/Cost	Time Frame	Evaluation
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
Activity 3	<u>STATE MANDATED ASSESSMENTS content/skills sessions</u> will be implemented.	Staff	State Comp Ed funds	Aug-May	Increased student performance among all students on all State Mandated Assessments

Activity 4	Research-proven <u>interventions &amp; 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	Staff time	On -going	Impact of poverty simulation
Activity 6	Coordinate the alignment of STATE MANDATED ASSESSMENTS objectives to TEKS across the curriculum in each core area.	Teachers	Campus 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	Staff time	Aug-May	List of new businesses who support Sp. Ed. students as employees
Activity 9	Provide information regarding curriculum choices 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
Activity 10	Campus will maintain updated <u>web page</u> for general information and individual teacher <u>web pages</u> for subject specific information.	Staff & Technology Personnel	Staff time	Aug-May	Web pages will be current
Activity 11	Students will be encouraged	Staff	Staff time	Aug-May	Improved academic

	to use technology such as <u>Smart Board</u> presentations etc. to improve understanding of concepts, knowledge & skills				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	Principal & Technology Specialist	State Comp Ed funds	July-June	Staff development records will be kept
Activity 13	<u>Smart Boards</u> will be utilized to enhance student engagement levels	Teachers	State Comp Ed funds	August -May	Student achievement levels will be monitored
Activity 14	<u>Computer based curriculum</u> will be utilized	Teachers	State Comp Ed funds	August - May	Student achievement levels will be monitored
Activity 15	<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 16	<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
Activity 17	Assess staff needs on technology and provide professional development based on those needs and on the district technology plan.	Technology facilitators	Campus Budget	On going	Training provided
Activity 18	Provide use of technology by students in various disciplines through science, English, art, math, social	Teachers	Budget campus	Ongoing	Teachers trained and ready to share Training of staff on going

	studies, and health				
Activity 19	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	July-June	Records will be kept
Activity 20	Leavers will be <u>accurately coded</u>	Dean of Students/secretary	State Comp Ed funds	July-June	Records will be kept
Activity 21	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	Principal/Asst. Principal/secretary/ Dean of Students/teachers	State Comp Ed funds	July-June	Records will be kept
Activity 22	Night School services will be provided at Timber Academy	Night School principal and Night School teachers	State Comp Ed	Sept-May	Student course completion data will be gathered & analyzed
Activity 23	Explore <u>scholarship opportunities</u> for Timber Academy Night School students	Dean of Students, Night school principal	Staff time	Aug-May	3-5 scholarships will be made available for Timber Academy students each three week night school session
Activity 24	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 25	Students will be encouraged to <u>complete courses</u> via summer school	Teachers & Dean of Students	Staff time	Aug-May	Student course completion data will be gathered and analyzed
Activity 26	<u>Redesign</u> curriculum materials; use credit recovery	Teachers	Staff time	Aug-May	Student completion rate for courses increases as does

	computer based materials				State Mandated Assessments passing rate
Activity 27	Student <u>completion rate</u> of math & science courses and math & science 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 28	<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 29	<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 30	Will conduct attendance committee hearings to discuss and hear attendance appeals.	Leadership Team	0	Semester	Attendance data
Activity 31	Will utilize the juvenile justice system to enforce compulsory attendance laws.	Principal/Assistant Principal/Dean of Students	0	Each occurrence	Improved attendance for chronic truancy
Activity 32	<u>Student completion rates</u> of courses and exit level State Mandated Assessments will be closely monitored	Principal/Assistant Principal/Dean of Students/Staff	State Comp Ed funds	August - May	Handbook, student/parent orientations, progress reports, newsletters, letters, phone calls, conferences
Activity 33	Meet with 504 committee to review students in need of remediation	Special Education Teacher/ Teachers	0	On going	Files reviewed and students' needs being met.
Activity 34	Provide tutorials and remediation for students failing their math or science class	Staff	Campus budget	On going	State Mandated Assessments scores
Activity 35	Provide remedial summer	Principal	Campus budget	Summer 2013	State Mandated



	instruction for any student who has not passed exit level State Mandated Assessments	IFT			Assessments scores Sign in sheets for tutorials
Activity 36	Develop student/teacher mentor teams to meet weekly.	All Staff	Staff time	January-May	Increased attendance rates
Activity 37	Competition between mentor teams.	All Staff	Staff time and rewards	January- May	Increased attendance rates

**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 administrator 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	Person Responsible	Resource/Cost	Time Frame	Evaluation	
Activity 1	Timber Academy 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 Design Qualities sessions; student passing rates on 2011-12 State Mandated Assessments
Activity 2	Timber Academy 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 SAILS/504 team will be identified and trained to research educational needs of all students	504 Committee Chair	0	Ongoing	Team identified and trained
Activity 4	SAILS/504 Team will train staff on identifying behavior of concerns and how to get help for students.	SAILS/504 Team, Dean of Students	0	Ongoing	Ongoing Staff Development
Activity 5	Provide training on accommodations for all	SAILS/504 team, ESL teacher, Special Ed.,	0	Ongoing	Staff Development evaluation data

	special needs students (ESL, Dyslexia, SPED, SAILS) to all staff	teacher			
Activity 6	Research proven interventions and progress monitoring will be provided for students at risk.	Principal	State Comp Ed funds	On going	Track interventions and progress made by at risk students.
Activity 7	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 8	Research-proven <u>interventions and progress monitoring</u> will be provided for students at risk.	Principal	State Comp Ed funds	Aug-May	Track interventions and progress made by at risk students.
Activity 9	Staff will disaggregate State Mandated Assessments data by ethnicity and other subgroups such as economically disadvantaged and will provide tutorials for all students who do not master State Mandated Assessments objectives.	IFT	Activity fund Campus Budget	On-going	IFT calendar prepared and tutorials scheduled by Objectives
Activity 10	The Dean of Students will identify and monitor at-risk students according to district plan.	Dean of Students Assistant Principal	SPED \$ 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 fun researched based curricula needs.	Public Information Director Principal	0	Ongoing	Grants received
Activity 3	Develop a process which assures that <u>curricular materials</u> purchased & developed in 2012-2013 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 using via walk-through	Principal/Assistant Principal/Dean of Students	0	On going	End of year teacher evaluations and observations.

	evaluations.				
Activity 7	Mentoring/job shadowing program	Chad Gardner	Staff time	On going	Careers for students after high school

**Goal 4: Parents and Community Members Will Be Actively Engaged**

Objective A: Parental involvement will be representative of Timber Academy 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 will utilize technology to communicate with parents and the community.

Activity	Person Responsible	Resource/Cost	Time Frame	Evaluation	
Activity 1	African American, Hispanic and economically disadvantaged parents and community members will be encouraged/invited to participate in Timber Academy activities	Staff	Staff time	Aug-May	Parents & community members actively participate as evidenced by sign in sheets & surveys
Activity 2	Campus Improvement Committee 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) 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
Activity 5	Parent representative of our school population will be	Principal	0	On going	Parent representation

	asked to serve on various campus and district-wide committees.				
Activity 6	Will encourage parent involvement from diverse and low SES families	Principal and staff	0	On going	Diverse attendance at all events
Activity 7	Will ask parents to serve on advisory councils for campus decisions	CIP chair	0	On going	Active advisory councils
Activity 8	Will ask parents and community leaders to make presentations and volunteer in classes.	Staff	0	On going	Presence in classrooms
Activity 9	Will ask parents to chaperone field trips and school activities	Staff	Campus activity fund	Ongoing	Approved volunteer list will reflect parent involvement
Activity 10	Will survey parents to analyze parent concerns and issues	Principal	0	On going	Data disaggregated and changes in place
Activity 11	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
Activity 12	<u>Volunteer orientation</u> will be provided	Dean of Students	Staff time	Aug-May	Volunteers will be familiar with routines & procedures
Activity 13	Continue <u>outreach initiatives</u> through community centers (such as Lincoln Center) to partner with parents and community members	Staff	Staff time	Aug-May	Events scheduled & parent community member attendance at events

Activity 14	Timber will hold various information nights for parents and students	Dean of Students Assistant Principal	Staff time	On going	Scheduled meetings
Activity 15	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	0	On going	Diversity at events
Activity 16	Staff will continue to call parent/guardian of any student who is absent if they have not called the school.	Attendance Clerk Assistant Principal	0	Daily	Calls being made Attendance rates
Activity 17	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 18	Enlist local businesses to <u>recruit</u> and hire our students and graduates.	Dean of Students DCP staff	Staff time	Aug-May	List of new businesses who support our students as employees
Activity 19	Continue <u>outreach initiatives</u> through community centers (such as Lincoln Center) to partner with parents and community members	Staff	Staff time	Aug-May	Events scheduled & parent community member attendance at events
Activity 20	<u>Six week progress reports &amp; newsletters</u> will be prepared and distributed to each student with copy to parent.	Asst. Principal/Secretary	Staff time	Aug-May	Students & parents to receive three week progress reports & newsletters & encouraged to review these

Activity 21	Timber Academy 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 22	Will maintain an updated Facebook including student activities and achievements.	Asst. Principal	0	On going	Updated Facebook page
Activity 23	Utilize Helping Hearts Organization	Jeremy Stewart	Staff time	On going	Mentoring, Tutoring, and relationships are built



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

Objective A: Timber Academy 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
Activity 1	Review and change (if needed) the <u>Crisis Management Plan</u> at least annually.	Randall Pratt; staff	Staff time	Aug-May	Activities & procedures to be monitored and adjusted
Activity 2	Review <u>Safety Audit</u> recommendations and implement as appropriate	Randall Pratt; staff	Staff time	Aug-May	Activities & procedures to be monitored and adjusted
Activity 3	Timber Academy 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	Timber Academy will be <u>consistent</u> in applying disciplinary consequences.	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
Activity 5	Develop and/or implement <u>proactive intervention strategies</u> (foundations) in order to reduce the number of discipline referrals	Foundations Team/Staff	Staff time	Aug-May	Pre-intervention strategies defined and implemented
Activity 6	Develop and/or implement <u>proactive intervention strategies</u> that address offenses such as bullying, harassment, and violence (date and/or sexual)	Dean of Students & staff	Staff time; staff development	Aug-May	Pre-intervention strategies defined and implemented
Activity 7	Timber will participate in staff development training to address discipline issues	Principal/Assistant Principal/Dean of Students	0	Ongoing	Disaggregated discipline data staff development feedback data
Activity 8	Will utilize the Student Council in an advisory capacity	Student Council sponsor	0	On going	Monthly feedback in Principal's Student Advisory Committee Meetings.
Activity 9	<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	State Comp Ed funds	Aug-May	Staff development provided; discipline referrals are representative of the Timber Academy student population
Activity 10	Review discipline data and develop a plan to appropriately address campus discipline issues based on campus needs identified	Principal/Asst. Principal/Dean of Students	State Comp Ed funds	Aug-May	Plans developed; discipline referrals are representative of Timber Academy student population
Activity 11	Leadership team will meet regularly to discuss how	Principal/ Assistant principal/	0	On going	Data from discipline referrals

	they follow up on referrals	Dean of Students			
Activity 12	Leadership team will train teachers on campus rules and procedures.	Principal/ Assistant Principal/ Dean of students	0	On going	Staff following procedures
Activity 13	Principals and staff will consistently support teachers in enforcing student code of conduct rules	All staff	0	On going	Rules being enforced
Activity 14	Will discuss, utilize, and train for the implementation of the Crisis Management Plan in faculty and staff development meetings.	Randall Pratt	District Budget	On going	All staff understands district plan Staff development
Activity 15	Will discuss, utilize, and train for its own emergency plan of action within district guidelines	Randall Pratt/ Leadership Team	Campus Budget	On going	All staff understands emergency procedures for the school Sign in sheets from meetings
Activity 16	Will execute fire drills on a monthly basis. Disaster drills and safe shelter in place drills will be executed periodically	Randall Pratt/ Leadership Team	Campus Budget	On going	Emergency drill reports completed and turned in
Activity 17	Will develop emergency intruder procedures, train staff in these procedures, and require visitors to acquire a name badge after signing in with Raptor	Leadership Team/ Secretary	Campus Budget	On going	Faculty meeting sign in sheets Visitor sign in sheets No reports of unregistered visitors
Activity 18	Will require a parent/guardian signature stating receipt of the Student Code of Conduct	Advisory Teachers	0	Fall 2012 and ongoing	100% return of signature pages in all advisory classes

Activity 19	Will require all staff to display an ID badge	All staff	Campus budget	On going	Display of ID Badges
Activity 20	Local K-9 Unit will provide canine drug detection monthly	Leadership Team	0	Monthly	Local records
Activity 21	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 22	D-Hall round up 10 minutes before the dismissal bell.	Rath	CD with hoe-down music	On going	Decreased missed after school D-Halls
Activity 23	Parent phone call Friday afternoon before Saturday D-Hall	Saturday D-Hall Staff	Staff Time	On going	Decreased missed Saturday D-Halls
Activity 24	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 Plan for State Compensatory Services  
2012-2013  
Revised 7.26.12**

I. Needs Assessment

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

II. Focus of SCE services for 2012-2013

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.