
Timber Academy

Campus Improvement Plan

2010-2011

Revised 6.25.10

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 06.21.10

Data and documents reviewed include: CSISD School Board Priorities, CSISD 09/10 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 09/10 school year 133 students were served at Timber Academy including 68 males (51%) and 65 females (49%) in grades 9-12. The majority of students attending Timber Academy are juniors or seniors having earned 10 or more credits prior to enrollment. 68 (51%) completed all graduation requirements, 29 (22%) students were enrolled at the end of the year and 36 (27%) were leavers for a variety of reasons (7 students, 5.2 % 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, 18 (13.5%) 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 2009, snapshot date, 91.5% of our students met the state's guidelines for being at-risk; while 53.2% were economically disadvantaged (as measured by being eligible for free or reduced price meals).

Ethnically our student body was 50.3% white, 22.6% Hispanic, 25.6% African American, and 1.5% other. Students ranged in age from 15 – 21 years of age. Student services were provided as follows: SIT - 3, 504 – 2, Special Education 16 and ESL – 3. The student attendance rate for 2009-2010 was 77%. Additional efforts to improve this will occur in 2010-2011.

The 10/11 anticipated dropout rate will be 10% or less. Drop out and completion rates will continue to be a focus for us in 2010-2011.

**Timber Academy Student Statistics
Comparison of 09/10 to 08/09 Data
Revised 6.18.10**

The number of students enrolled decreased slightly in 09/10 (133) compared to 08/09 (165) resulting in a 19.4% decrease.

Leaver Students

Leavers (104/133 = 78%) include graduates (68/104 = 65%), those who have completed all credits but still need one or more parts of the Exit Level TAKS (18/104 = 17%) and others no longer enrolled for a variety of reasons (17/104 = 16%).

The number of graduates increased significantly in 09/10 (68/133 = 51%) compared to 08/09 (70/165 = 42%). 54% (37/68) of students graduating in 09/10 were male compared to 61% in 08/09 (22/43). Ethnic breakdown of students was white 61.7% (42/68), Hispanics 19.1% (13/68), African Americans 17.6% (12/68) and other 1.4% (1/68) compared to 08/09 figures: white 57% (40/70), Hispanics 24% (17/70) and African Americans. The percent of SPED graduates increased in 09/10 to 16% (11/68) to compared to 08/09 (1/70 = 1%).

Current Students

29 students are scheduled to return following the 09/10 school year compared to 31 following the 08/09 school year. Ethnic breakdown of current students is as follows: white (11/29 = 38%), Hispanic (11/29 = 38%) and African American (7/29 = 24%). Juniors and seniors comprise 28/29 = 97%; 59% are male (17/29).

Number of students served = 133
Current Students = 29 (21.8%)



CURRENT STUDENTS = 29

Graduates = 68 (51%)
Others = 65 (49%)

Gender:			Ethnicity:			Services:		
Male	17		White	11		Regular	25	
Female	<u>12</u>		Hispanic	11		SIT	0	
Total	29		African Am.	7		504	3	
			Other	<u>0</u>		Sp. Ed.	<u>1</u>	
			Total	29		Total	29	

Grade Level:		
# Credits	Grade	
0 - 4.5	9th	0
5.0 - 9.5	10th	1
10.0 - 14.5	11th	9
15.0 -	12th	<u>19</u>
Total		29

KEY COMPONENTS▶ **Coordinated Behavior Management Plan**

- Goal 5 Safe, Supportive Environment: Objective B1, B2, B3, B4, C1

▶ **Culture of High Expectations**

- Goal 1 Academic Success: Objective A3, F1, F2, F3, F4
- Goal 2 Unique Needs: Objective B1, C2

▶ **Design Qualities/Student Engagement**

- Goal 1 Academic Success: Objective A1, B1, E8
- Goal 2 Unique Needs: Objective A1, B6, C5, D1,
- Goal 3 Scientific Research: Objective A2, A3, B2
- Goal 5 Safe, Supportive Environment Objective B6

▶ **Dropout Prevention**

- Goal 1 Academic Success: Objective E1, E2 ,E3, E4, E5, E6, E7, E9, F1, F2, G1, G2, G4, G5
- Goal 2 Unique Needs Objective C4, C7

▶ **Evaluate Student Achievement**

- Goal 1 Academic Success: Objective A4, A6

▶ **Instructional Technology**

- Goal 1 Academic Success: Objective D1, D2, D3, D4, D6, D7, D8, D9
- Goal 3 Scientific Research: Objective A3, C1, B3

▶ **Intervention**

- Goal 1 Academic Success: Objective A5, A6, A7, A8, B2, B3, B5, D5, D6, E4, F3, F4, G3,-G5
- Goal 2 Unique Needs: Objective B1-B3, B6, C1, C2, C3, C6, C7
- Goal 3 Scientific Research: Objective A4, B1, C2, B4

- Goal 5 Safe, Supportive Environment: Objective B1, B3, C1, B5

▶ **Monitor Curricular Material**

- Goal 1 Academic Success: Objective B4, D5
- Goal 3 Scientific Research: Objective A1

KEY COMPONENTS CONTINUED

▶ **Outreach Initiatives**

- Goal 2 Unique Needs Objective C4
- Goal 4 Parents and Community: Objective A1-A10, B1-B10, C1, C2, C3, D1, D2
- Goal 5 Safe, Supportive Environment Objective E1, E2

▶ **Post-Secondary Transition Awareness**

- Goal 1 Academic Success: Objective C1, C2
- Goal 4 Parents and Community: Objective B1, B4, E1

▶ **Principal Planning Process**

- Goal 1 Academic Success: Objective A2
- Goal 2 Unique Needs Objective B3, B4, B5
- Goal 3 Scientific Research Objective B5
- Goal 5 Safe, Supportive Environment: Objective B5, C2, C3, C4, C5

▶ **School Safety**

- Goal 5 Safe, Supportive Environment: Objective A1, A2, B1, -B5, C1, C2, D1-D8

**TIMBER ACADEMY
2010-2011 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 Texas Assessment of Knowledge and Skills (TAKS) in 09/10.
- Objective B Student TAKS performance 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 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 the relationships, expectations and school culture play in student performance and behavior.
- Objective B Students will be served through Campus Improvement Team, 504, Special Education and ESL.
- Objective C Students identified for special education will be representative of Timber Academy's 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.

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.

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.

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.

Goal 1: All Students Will Achieve Academic Success

Objective A: All students will pass the Texas Assessment of Knowledge and Skills (TAKS) in 2010-2011

	Activity	Person Responsible	Resource/Cost	Time Frame	Evaluation
A1	Focus upon staff development and implementation of the <u>Design Qualities</u> and protocols to address student engagement	Staff	State Comp Ed funds	Aug-May	Staff development plans reflect Design Qualities sessions; student passing rate on 2010-11 TAKS
A2	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 TAKS tests
A3	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 TAKS tests

A4	<u>Evaluate student achievement</u> in the following programs: Bilingual/ESL, LEP, Special Education, Career and Technology Education and students in at risk situations.	Staff	Staff time	Completed by October	Programs evaluated and analyzed; all students pass TAKS
A5	<u>TAKS content/skills sessions</u> will be implemented.	Staff	State Comp Ed funds	Aug-May	Increased student performance among all students on all TAKS tests
A6	<u>Reading/Math Assessment tool</u> will be administered to each student; results shared with staff	Counselor	State Comp Ed funds	As part of new student orientation process; Aug-May	Increased student performance among all students on all TAKS tests & in all subjects
A7	<u>Remedial reading and math services</u> for identified students will be provided.	Staff	State Comp Ed funds	Aug-May	Increased student performance among all students on all TAKS tests & in all subjects
A8	Research-proven <u>interventions & progress monitoring</u> will be provided for at risk students	Principal, teachers	State Comp Ed funds	Aug-May	Campus will track interventions & progress made by at risk students

Goal 1: All Students Will Achieve Academic Success

Objective B: Student TAKS performance will reflect a reduced achievement gap.

	Activity	Person Responsible	Resource/Cost	Time Frame	Evaluation
B1	Focus upon staff development and implementation of the <u>Design Qualities</u> to address student engagement	Principal & Instructional Coach	Staff time	Aug-May	Staff development plans reflect Design Qualities sessions; student passing rates on 09/10 TAKS

B2	Research-proven <u>interventions and progress monitoring</u> will be provided for students at risk.	Principal	Staff time	Aug-May	Interventions and progress made by at risk students
B3	Staff will be educated on the needs and services for disadvantaged children.	Principal	Staff time	On -going	Impact of poverty simulation
B4	Coordinate the alignment of TAKS objectives to TEKS across the curriculum in each core area.	Teachers	Campus budget	On-going	TAKS scores
B5	Offer tutorials for students who have not performed satisfactorily on state mandated tests.	Teachers	0	On going	TAKS scores

Goal 1: All Students Will Achieve Academic Success

Objective C: Timber Academy will provide higher education and career/technology education preparation and awareness for all students.

	Activity	Person Responsible	Resource/Cost	Time Frame	Evaluation
C1	Enlist local businesses to recruit students and support <u>post-secondary transition awareness</u> for special education students	Counselor, SPED staff & DCP staff	Staff time	Aug-May	List of new businesses who support Sp. Ed. students as employees
C2	Provide information regarding curriculum choices that prepare students for <u>success beyond high school</u> , including colleges, universities and technical schools	Counselor	Staff time	Aug-May	Counseling Guidance Plans, Transition Plans, CATE Handbook, Counselor Handbook

Goal 1: All Students Will Achieve Academic Success

Objective D: Timber Academy will use technology as an instructional, learning and management tool.

	Activity	Person Responsible	Resource/Cost	Time Frame	Evaluation
D1	Campus will maintain updated <u>web page</u> for general information and individual teacher <u>web pages</u> for subject specific information.	Staff & Technology Facilitator	Staff time	Aug-May	Web pages will be current
D2	Students will be encouraged to use technology such as <u>Smart Board</u> presentations etc. to improve understanding of concepts, knowledge & skills	Staff	Staff time	Aug-May	Improved academic performance
D3	<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
D4	<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
D5	<u>Computer based curriculum</u> will be utilized	Teachers	State Comp Ed funds	August - May	Student achievement levels will be monitored
D6	<u>First Class email</u> will be utilized daily to improve communications among staff, parents and others	Teachers and staff	State Comp Ed funds	August - May	First Class email will be checked/responded to twice daily

D7	<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
D8	Assess staff needs on technology and provide professional development based on those needs and on the district technology plan.	Technology facilitators	0	On going	Training provided
D9	Provide use of technology by students in various disciplines through science, English, art, math, social studies, and health	Teachers	Budget campus	Ongoing	Teachers trained and ready to share Training of staff on going

Goal 1: All Students Will Achieve Academic Success

Objective E: Dropout rates will decrease to less than 5%.

	Activity	Person Responsible	Resource/Cost	Time Frame	Evaluation
E1	Students who have withdrawn/dropped out will be located and <u>recruited for enrollment</u>	Principal/secretary/ counselor	State Comp Ed funds	July-June	Records will be kept
E2	Leavers will be <u>accurately coded</u>	Principal/secretary	State Comp Ed funds	July-June	Records will be kept
E3	Leavers who have finished all courses but lack completion of all exit level TAKS will be located & <u>recruited</u> for TAKS remediation & enrollment	Principal/secretary/ counselor	State Comp Ed funds	July-June	Records will be kept
E4	Night School services will be	Night School principal	State Comp Ed	Sept-May	Student course

	provided at Timber Academy	and Night School teachers			completion data will be gathered & analyzed
E5	Explore <u>scholarship opportunities</u> for Timber Academy Night School students	Counselor, Night school principal	Staff time	Aug-May	3-5 scholarships will be made available for Timber Academy students each three week night school session
E6	Teachers, counselor & 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
E7	Students will be encouraged to <u>complete courses</u> via summer school	Teachers & counselor	Staff time	Aug-May	Student course completion data will be gathered and analyzed
E8	<u>Redesign</u> curriculum materials; use credit recovery computer based materials	Teachers	Staff time	Aug-May	Student completion rate for courses increases as does TAKS passing rate
E9	Student <u>completion rate</u> of math & science courses and math & science TAKS increases	Teachers	Staff time	Aug-May	Student completion rate for courses increases as does TAKS passing rate

Goal 1: All Students Will Achieve Academic Success

Objective F: Attendance rates will increase to 90% or higher.

	Activity	Person Responsible	Resource/Cost	Time Frame	Evaluation
F1	<u>Attendance guidelines</u> will be clearly communicated with students and parents/guardians	Staff	State Comp Ed funds	August - May	Handbook, student/parent orientations, attendance letters, emails, phone calls
F2	<u>Failure to attend school procedures</u> will be followed consistently	Attendance secretary; other staff	State Comp Ed funds	August - May	Handbook, orientation sessions, attendance letters, emails, phone calls; filing w/ justice system
F3	Will conduct attendance committee hearings to discuss and hear attendance appeals.	Leadership Team	0	Semester	Attendance data
F4	Will utilize the juvenile justice system to enforce compulsory attendance laws.	Principal and Assistant Principal	0	Each occurrence	Improved attendance for chronic truancy

Goal 1: All Students Will Achieve Academic Success

Objective G: Completion rates will increase to 90% or higher.

	Activity	Person Responsible	Resource/Cost	Time Frame	Evaluation
G1	<u>Student completion rates</u> of courses and exit level TAKS will be closely monitored	Staff	State Comp Ed funds	August - May	Handbook, student/parent orientations, progress reports, newsletters, letters, phone calls, conferences
G2	<u>Completion Rate II</u> data will be gathered & analyzed	Secretary, Principal & Counselor	State Comp Ed funds	July - June	Completion Rate II data will reflect an increase in student completion rates.

G3	Meet with 504 committee to review students in need of remediation	Paige Martin Teachers	0	On going	Files reviewed and students' needs being met.
G4	Provide tutorials and remediation for students failing their math or science class	Staff	Campus budget	On going	TAKS scores
G5	Provide remedial summer instruction for any student who has not passed exit level TAKS	Principal IFT	Campus budget	Summer 2011	TAKS scores Sign in sheets for tutorials

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.

	Activity	Person Responsible	Resource/Cost	Time Frame	Evaluation
A1	Timber Academy will focus upon staff development and implementation of the <u>Design Qualities</u> and protocols to address student engagement	Staff; instructional coach	Title II funds State Comp Ed funds	Aug-May	Staff development plans reflect Design Qualities sessions; student passing rates on 2009-10 TAKS

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

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

	Activity	Person Responsible	Resource/Cost	Time Frame	Evaluation
B1	Timber Academy will focus upon staff development and implementation of the <u>Design Qualities</u> and protocols to address student engagement	Staff; instructional coach	State Comp Ed funds	Aug-May	Staff development provided; students are successful in courses and on TAKS

B2	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
B3	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
B4	Provide training on accommodations for all special needs students (ESL, Dyslexia, SPED, SAILS) to all staff	SAILS/504 team, ESL teacher, Special Ed., teacher	0	Ongoing	Staff Development evaluation data
B5	Provide staff development for teachers that focuses on the RTI for diverse learners	Staff	State Comp Ed	Ongoing	Staff development provided; number of SPED referrals
B6	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.

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

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

	Activity	Person Responsible	Resource/Cost	Time Frame	Evaluation
C1	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
C2	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.

C3	Staff will disaggregate TAKS data by ethnicity and other subgroups such as economically disadvantaged and will provide tutorials for all students who do not master TAKS objectives.	IFT	Activity fund Campus Budget	On-going	IFT calendar prepared and tutorials scheduled by Objectives
C4	Hold tutorials and provide transportation (late bus)	All staff Receptionist IFT	Activity fund Campus Budget	On-going	Use of late bus evident; evidence of teacher tutorials being held
C5	Train all teachers to use Content Mastery to ensure student success	Content Mastery Teacher	0	Ongoing	Staff development feedback forms
C6	Provide mentoring to individual students to ensure attendance at TAKS tutorials through advisory time.	IFT	0	Ongoing	Staff development feedback forms
C7	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 2: Educational Opportunities Will Meet the Unique Academic, Social and Emotional Needs of All Students

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
D1	Focus upon staff development and implementation of the <u>Design Qualities</u> (specifically Coaching for Design) to address student engagement	Principal, instructional coach	State Comp Ed.	Aug - May	Staff development plan reflects Design Qualities sessions; Student passing rates on 09/10 TAKS

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

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

	Activity	Person Responsible	Resource/Cost	Time Frame	Evaluation
A1	Campus will work with curriculum to increase the number of commended students on all TAKS tests.	Staff	Campus Budget	On going	TAKS commended student results.
A2	Campus will provide tutorials before each TAKS Exit retesting date.	Teachers	Campus Budget	On going	Test Scores
A3	Teachers will be encouraged to attend grant writing workshops to fund researched based curricula needs.	Public Information Director Principal	0	Ongoing	Grants received

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

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
B1	Develop a process which assures that <u>curricular materials</u> purchased & developed in 2010-2011 and beyond meet scientifically-based research requirements	Staff	Staff time	Aug-May	Process is reviewed; student achievement data is reviewed
B2	Focus upon staff development and implementation of the <u>Design Qualities and protocols</u> to address student engagement	Staff	Title II funds State Comp Ed funds	Aug-May	Staff development plans reflect Design Qualities sessions; student passing rates on 2010-11 TAKS
B3	<u>Provide technology training</u> for teachers that focuses on engaging	Technology specialist	State Comp Ed funds	Aug-May	Technology training provided and lessons

	students by enabling them to integrate technology into their classrooms		Title II funds		integrated
B4	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
B5	Teachers will be evaluated using Essential Elements of Instruction via walk-through evaluations.	Principal and Assistant Principal	0	On going	End of year teacher evaluations and observations.

Goal 4: Parents and Community Members Will Be Actively Engaged

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

	Activity	Person Responsible	Resource/Cost	Time Frame	Evaluation
A1	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
A2	Campus Improvement Committee will be <u>representative</u> of campus demographics	Staff	Staff time	Aug-May	Committee membership represents school demographics; sign in sheets
A3	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
A4	Training will be provided for	Secretary and staff	Staff time	On going	Volunteers trained and

	volunteers.				actively working
A5	Parent representative of our school population will be asked to serve on various campus and district-wide committees.	Principal	0	On going	Parent representation
A6	Will encourage parent involvement from diverse and low SES families	Principal and staff	0	On going	Diverse attendance at all events
A7	Will ask parents to serve on advisory councils for campus decisions	CIP chair	0	On going	Active advisory councils
A8	Will ask parents and community leaders to make presentations and volunteer in classes.	Staff	0	On going	Presence in classrooms
A9	Will ask parents to chaperone field trips and school activities	Staff	Campus activity fund	Ongoing	Approved volunteer list will reflect parent involvement
A10	Will survey parents to analyze parent concerns and issues	Principal	0	On going	Data disaggregated and changes in place

Goal 4: Parents and Community Members Will Be Actively Engaged

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

	Activity	Person Responsible	Resource/Cost	Time Frame	Evaluation
B1	Improve <u>parent communication</u> about the availability of online resources such as our web page to monitor student progress; mail six week progress reports & parent newsletters	Staff	Staff time	Aug-May	Evidence of communications to parents via web, hardcopy, and similar items
B2	<u>Volunteer orientation</u> will be provided	Counselor	Staff time	Aug-May	Volunteers will be familiar with routines & procedures

B3	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
B4	Timber will hold various information nights for parents and students	Dean of Students Assistant Principal	Staff time	On going	Scheduled meetings
B5	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
B6	Timber will continue to utilize communication methods such as the campus website, postcards, and periodic principal notes.	Principal Technology staff	Campus budget	On going	Increased parent/community participation and involvement
B7	Join AMCHS communicating with local African American ministers regarding school events.	Leadership Team	0	On going	Increased parent/community participation and involvement
B8	Campus will utilize school community partners, such as the Lincoln Center	All Staff	0	On going	Increased parent/community participation and involvement
B9	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
B10	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

Goal 4: Parents and Community Members Will Be Actively Engaged

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

	Activity	Person Responsible	Resource/Cost	Time Frame	Evaluation
C1	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
C2	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
C3	<u>Six week progress reports & newsletters</u> will be prepared and distributed to each student with copy to parent.	Teachers	Staff time	Aug-May	Students & parents to receive three week progress reports & newsletters & encouraged to review these

Goal 4: Parents and Community Members Will Be Actively Engaged

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

	Activity	Person Responsible	Resource/Cost	Time Frame	Evaluation
D1	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

D2	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
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Goal 4: Parents and Community Members Will Be Actively Engaged

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

	Activity	Person Responsible	Resource Cost	Time Frame	Evaluation
E1	Will maintain an updated website including student activities and achievements.	Staff	0	On going	Updated web page
E2	Will post course information on the webpage	Staff	0	On going	Increase in number of staff utilizing the web page to post information

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.

	Activity	Person Responsible	Resource/Cost	Time Frame	Evaluation
A1	Review and change (if needed) the <u>Crisis Management Plan</u> at least annually.	Crisis Management coordinator; staff	Staff time	Aug-May	Activities & procedures to be monitored and adjusted
A2	Review <u>Safety Audit</u> recommendations and implement as appropriate	Crisis Management coordinator; staff	Staff time	Aug-May	Activities & procedures to be monitored and adjusted

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

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

	Activity	Person Responsible	Resource/Cost	Time Frame	Evaluation
B1	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 and Assistant Principal	Staff time	September 1	Discipline referrals decrease from the prior school year
B2	Timber Academy will be <u>consistent</u> in applying disciplinary consequences.	Staff	Staff time	Aug-May	Discipline issues are reported & handled in a consistent manner while being mindful of specific student needs
B3	Develop and/or implement <u>proactive intervention strategies</u> (foundations) in order to reduce the number of discipline referrals	Staff	Staff time	Aug-May	Pre-intervention strategies defined and implemented
B4	Develop and/or implement <u>proactive intervention strategies</u> that address offenses such as bullying, harassment, and violence (date and/or sexual)	Counselor & staff	Staff time; staff development	Aug-May	Pre-intervention strategies defined and implemented
B5	Timber will participate in staff	Principal and Assistant	0	Ongoing	Disaggregated discipline data

	development training to address discipline issues	Principal			staff development feedback data
B6	Will utilize the Student Council in an advisory capacity	Student Council sponsor	0	On going	Monthly feedback in Principal's Student Advisory Committee Meetings.

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

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

	Activity	Person Responsible	Resource/Cost	Time Frame	Evaluation
C1	Staff development will be provided on the relationship between behavior management plans and the understanding of social, cultural and developmental differences	Staff; instructional coach	State Comp Ed funds	Aug-May	Staff development provided; discipline referrals are representative of the Timber Academy student population
C2	Review discipline data and develop a plan to appropriately address campus discipline issues based on campus needs identified	Principal	State Comp Ed funds	Aug-May	Plans developed; discipline referrals are representative of Timber Academy student population
C3	Leadership team will meet regularly to discuss how they follow up on referrals	Principal Assistant principal Dean of Students	0	On going	Data from discipline referrals
C4	Leadership team will train teachers on campus rules and procedures.	Principal Assistant Principal Dean of students	0	On going	Staff following procedures
C5	Principals and staff will consistently support teachers in enforcing student code of conduct rules	All staff	0	On going	Rules being enforced

Goal 5: A Safe and Supportive Environment Will Be Provided For 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
D1	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
D2	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
D3	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
D4	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
D5	Will require a parent/guardian signature stating receipt of the Student Code of Conduct	Advisory Teachers	0	Fall 2010 and ongoing	100% return of signature pages in all advisory classes
D6	Will require all staff to display an ID badge	All staff	Campus budget	On going	Display of ID Badges
D7	Local K-9 Unit will provide canine drug detection monthly	Leadership Team	0	Monthly	Local records
D8	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

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 TAKS
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 counselor
- Field trips
- Teacher support system
- School transportation for students and their children
- School nurse/librarians/counselors – resource information, materials and supplies to serve the students
- Childcare
- Travel for resource staff (conferences)
- Technology Equipment

**Timber Academy Plan for State Compensatory Services
2010-2011
Revised 6.23.10**

I. Needs Assessment

- Classroom Observation
- Classroom Assessments
- TAKS Scores
- Three week progress reports

II. Focus of SCE services for 2009-2010

Preparation and remediation for TAKS 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 TAKS scores, benchmark tests, and ADM disaggregation.
- Students receive instruction in small groups. Class size reduction and differentiated instruction strategies implemented.

V. Staff Requirements

- 6 teachers (6.0 FTEs) to teach the smaller classes and 1 aide (1.0 FTE) to assist in instruction.

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

- Salary for four core subject teachers with benefits, one content mastery teacher, and one fine arts teacher (6.0 FTEs)
- Instructional Aide (1.0 FTE) with benefits
- 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 TAKS tests.
- Summative evaluation model would include an evaluation of the TAKS results for the students who were identified as in at-risk situations compared to the results for non-identified students on the campus.