

# Timber Academy High School

## 2015-2016 Campus Improvement Plan



**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, Deputy Superintendent, 1812 Welsh, College Station, TX 77840 (979-764-5476) has been designated to coordinate compliance with the nondiscrimination requirements of Title IX. Molley Perry, Executive Director of Special Services, 1812 Welsh, College Station, TX 77840 (979-764-5448) has been designated to coordinate compliance with the nondiscrimination requirements of Section 504 of the Rehabilitation Act.

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Data and documents reviewed include: CSISD School Board Priorities, CSISD 14/15 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 14/15 school year 83 students were served at Timber Academy High School including 34 males (40.96%) and 49 females (59.04%) 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. 35 (42.17%) completed all graduation requirements, 27 (32.53%) students were enrolled at the end of the year and 21 (25.30%) were leavers for a variety of reasons (12 students, 14.46% 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, 1 (1.20%) student 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, 89.16% of our students met the state's guidelines for being at-risk; while 43.37% were economically disadvantaged (as measured by being eligible for free or reduced price meals).

Ethnically our student body was 51.81% White, 26.51% Hispanic, 18.07% African American, 1.20% Asian, 0.00% American Indian, 2.41% Mixed Ethnicity, and 0% Hawaiian/Pacific Islander. Students ranged in age from 15 – 21 years of age. Student services were provided as follows: 504 – 12, Special Education – 9, and ESL – 4. The student attendance rate for 2014-2015 was 83.05%. Additional efforts to improve this will occur in 2015-2016.

The 15/16 anticipated dropout rate will be 10% or less. Dropout and completion rates will continue to be a focus for us in 2015-2016.

**More specific Leaver information:**

- 5 Students court ordered GED – 6.02%
- 0 Students received GED – 0.00%
- 3 Students transferred – 3.61%
- 13 Students unknown – 15.66%

<b>Goal 1</b>	<b>All students will successfully complete rigorous and relevant coursework that will prepare them for their future</b>
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<b>Objective(s)</b>	<ol style="list-style-type: none"> <li>1. Ensure that all students have access to rigorous and engaging curriculum and technology that promote learning to be a productive and responsible citizen in a global marketplace</li> <li>2. Support the needs of diverse learners as they engage in rigorous coursework</li> <li>3. Provide maximum access to the general curriculum for students with disabilities using inclusive practices across grade levels and campuses</li> <li>4. Develop a specific process to assist all students, which include White, Hispanic, Black, and economically disadvantaged students, in successfully graduating from high school</li> </ol>
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<b>Activities</b>	<b>Person(s) Resp</b>	<b>Resources</b>	<b>Timeline</b>
<b>A.</b> Develop a clear and compelling academic/instructional focus based on campus needs identified through the work with the leadership team	- Principal	- Staff Time	July-May
<b>B.</b> 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
<b>C.</b> <u>STATE MANDATED ASSESSMENTS content/skills sessions</u> will be implemented	-Staff	-State Comp Ed Funds	Aug-May
<b>D.</b> Research-proven <u>interventions &amp; progress monitoring</u> will be provided for all at-risk students to include, White, Hispanic, Black, Economically Disadvantaged.	- All Staff	- Staff Time	Aug-May
<b>E.</b> Staff will be educated on the needs and services for economically disadvantaged children	- Administration	- Staff Time	Ongoing
<b>F.</b> Coordinate the alignment of STATE MANDATED ASSESSMENTS objectives to TEKS across the curriculum in each core area	-Teachers; Edgenuity contract	-Campus/ District Budget	Ongoing
<b>G.</b> Offer tutorials for students who have not performed satisfactorily on state mandated tests	-Teachers	-Campus Budget	State Mandated Assessment Scores Aug - May
<b>H.</b> Provide information regarding post-secondary options that prepare students for <u>success beyond high school</u> , including colleges, universities and technical schools for all students, which include at-risk students, White, Hispanic, Black, Economically Disadvantaged	- Dean of Students; Transition Coordinator for SPED	-Staff Time	Aug - May
<b>I.</b> Students will utilize current technology to improve understanding of concepts, knowledge & skills	-Staff	-Staff time State Comp Ed Funds	Aug-May
<b>J.</b> <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); staff will utilize Twitter and teacher websites to increase student engagement and relevancy to the curriculum	-Administration	-State Comp Ed Funds	July-June
<b>K.</b> All students, which will include White, Hispanic, Black, and economically disadvantaged students, will have a graduation plan. Additionally, an annual review with parent notification will occur, to ensure that the students are progressing toward a timely graduation	Dean of Students	Staff time	August-May

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<b>Evaluation</b>	<ul style="list-style-type: none"> <li>-Planning documents will reflect the leadership team plan for student success; all student groups exceed the state averages on all State Mandated Assessments; passing rates</li> <li>-All student groups exceed the state averages on all State Mandated Assessments</li> <li>-Increased Hispanic student performance on all State Mandated Assessments</li> <li>-Campus will track interventions &amp; progress made by at risk students</li> <li>-Book studies</li> <li>-State Mandated Assessments scores</li> <li>-Counseling Guidance Plans, Transition Plans, CATE Handbook, Counseling Website</li> <li>-Improved academic performance</li> <li>-Staff development records will be kept; student engagement increases; walkthroughs</li> <li>-Teachers trained and ready to share</li> <li>-Training of staff on going</li> <li>-Student completion rate for courses increases as does State Mandated Assessments passing rate</li> <li>-State Mandated Assessments scores Sign in sheets for tutorials</li> <li>-Increased percentage of students passing the English I/II EOC</li> <li>-Graduation rates will improve for all students, which will include White, Hispanic, Black, and economically disadvantaged students</li> </ul>
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<b>Goal 2</b>	<b>Through increasing opportunities for choice, students will be able to customize learning opportunities to meet their unique needs and develop creative thinking.</b>
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<b>Objective(s)</b>	<ol style="list-style-type: none"> <li>1. Provide opportunities for students to become fluent in and adapt to a variety of technologies</li> <li>2. Offer a wide array of workforce readiness programs to meet the expanding needs of students and the workforce</li> <li>3. Promote extra-curricular, co-curricular, and enrichment opportunities for every student</li> </ol>
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<b>Activities</b>	<b>Person(s) Resp</b>	<b>Resources</b>	<b>Timeline</b>
<b>A.</b> Timber Academy High School will focus upon staff development and implementation of SEL to address student engagement	- Staff, Instructional Coach	- District Budget	Aug-May
<b>B.</b> The SIT/504 team will be identified and trained to research educational needs of all students	- 504 Committee Chair	- Staff Time	Ongoing
<b>C.</b> SELT will train staff on identifying behavioral of concerns to support student academic learning	-SELT	- Staff Time	Ongoing
<b>D.</b> Provide training on accommodations for all students who receive services (ESL, Dyslexia, SPED, 504) to all staff	-504 Team, ESL Teacher, SPED Teacher	-Staff Time	Ongoing

E. Provide staff development for teachers that focuses on the intervention strategies (RTI)_for diverse learners, which will include all students, those on level and all at-risk students, White, Hispanic, Black, and Economically Disadvantaged	-Staff	-State Comp Ed Funds	Aug - May
	-Principal, Dean of Students	-State Comp Ed Funds	Aug- May
F. Research-proven interventions and progress monitoring will be provided for students at risk	-Disaggregation Data- Central Office Tutorials - Staff	-Campus Budget Staff Time	Ongoing
G. 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	-Dean of Students Assistant Principal SPED Teacher	-Campus Budget	Ongoing
H. Staff will identify and monitor at-risk students according to district plan	-Night School Principal and Night School Teachers	-State Comp Ed	Sept-May
I. Night School services will be provided at Timber Academy High School and special effort will be extended for Hispanic students	- Teachers & Dean of Students	-Staff Time	Aug- May
J. Students will be encouraged to complete courses via extended school and open school at TAHS and at district summer school	- All Teachers	-Staff Time; Campus Budget	Aug- May
K. Teachers will provide student with choices for alternative assignments and assignments to meet the standards	-Dean of Students	-Staff Time	Ongoing
L. Mentoring/job shadowing program for students			

### Evaluation

- Staff development plans reflect 3Cs & 3Rs sessions; student passing rates on 2014-2015 State Mandated Assessments
- Team identified and trained
- Ongoing Staff Development, number of discipline referrals
- Staff Development evaluation data
- Staff development provided; number of Sp. Ed. referrals decreased
- Track interventions and progress made by at risk students
- Calendar prepared and tutorials scheduled by objectives
- Students identified and monitored
- Student course completion data will be gathered & analyzed
- Increased graduation rates of all students, especially Hispanic students
- Student course completion data will be gathered and analyzed
- Student surveys, walkthroughs
- Careers, employment, college and military opportunities for students post high school

**Goal 3 Provide a safe and supportive environment for all, with an emphasis on positive, strong, healthy relationships**

- Objective(s)**
1. Timber Academy High School/College View High School will meet the social/emotional needs of our students
  2. The school environment is safe and conducive to learning
  3. Develop specific processes to assist students in successfully transitioning to the next level of education academically, socially, and emotionally
  4. Nurture relationships among staff to promote personal and professional growth

5. Provide professional, customer-oriented interactions with parents, students, visitors, and staff

Activities		Person(s) Resp	Resources	Timeline
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<p><b>A.</b> Review, change (if needed) and follow the Crisis Management Plan as needed</p>	<p>Safety Committee Head, Staff</p>	<p>- Staff Time</p>	<p>Aug - May</p>
<p><b>B.</b> Timber Academy High School will review data 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</p>	<p>-Principal/Assistant Principal/Dean of Students</p>	<p>-Staff Time</p>	<p>Each Six Weeks</p>
<p><b>C.</b> Timber Academy High School will be consistent in applying disciplinary consequences</p>	<p>-Principal/Assistant Principal/Dean of Students</p>	<p>-Staff Time</p>	<p>Aug - May</p>
<p><b>D.</b> Develop and/or implement proactive intervention strategies in order to reduce the number of discipline referrals</p>	<p>-Foundations Team/ Staff Conscious Discipline Team</p>	<p>-Staff Time</p>	<p>Aug - May</p>
<p><b>F.</b> Develop and/or implement proactive intervention strategies that address offenses such as bullying, harassment, and violence</p>	<p>-Dean of Student &amp; Staff</p>	<p>-Staff Time; Staff Development</p>	<p>Aug - May</p>
<p><b>G.</b> Timber Academy High School and DAEP programs will participate in staff development training to address discipline issues</p>	<p>-Principal/Assistant Principal/Dean of Students</p>	<p>-Staff Time</p>	<p>Ongoing</p>
<p><b>H.</b> Will utilize the Student Council in an advisory capacity</p>	<p>-Student Council Sponsor</p>	<p>-Staff Time</p>	<p>Ongoing</p>
<p><b>I.</b> Staff development will be provided on the relationship between behavior management plans and the understanding of social, cultural, and developmental differences</p>	<p>-Principal/Assistant Principal/Dean of Students/Staff/Social Emotional Team</p>	<p>-State Comp Ed Funds</p>	<p>Aug - May</p>
<p><b>J.</b> Leadership team will train teachers on campus rules and procedures and develop a staff handbook</p>	<p>-Principal/Assistant Principal/Dean of Students</p>	<p>-Staff Time</p>	<p>Ongoing</p>
<p><b>K.</b> Principals and staff will consistently support teachers in enforcing student code of conduct rules</p>	<p>-All Staff</p>	<p>-Staff Time</p>	<p>Ongoing</p>
<p><b>L.</b> Local K-9 Unit will provide canine drug detection monthly</p>	<p>-Leadership Staff</p>	<p>-Staff Time</p>	<p>Monthly</p>
<p><b>M.</b> Will consistently enforce and implement the discipline plan for the school campus</p>	<p>-Leadership Team/ Staff</p>	<p>-Campus Funds</p>	<p>Ongoing</p>
<p><b>N.</b> Integrate CHAMPs in all Timber Academy High School Classrooms</p>	<p>-Foundation Team</p>	<p>-Staff Time</p>	<p>Ongoing</p>
<p><b>O.</b> Develop student/teacher mentor teams to meet weekly</p>	<p>-All Staff</p>	<p>-Staff Time</p>	<p>Aug-May</p>
<p><b>P.</b> Home visits as needed to absentees' home to assess needs</p>	<p>-Principal/Assistant Principal/Dean of Students</p>	<p>-Staff Time and District mileage reimbursement</p>	<p>Aug-May</p>
<p><b>Q.</b> Staff will mail home at least 2 positive postcards weekly</p>	<p>-Staff</p>	<p>-Staff Time</p>	<p>Aug-May</p>
<p><b>R.</b> Annual attendance rate for at-risk students will increase from the 83% documented on the Community Based Accountability data</p>	<p>-Staff Weekly Attendance Meetings</p>	<p>-Staff Time</p>	<p>Aug-May</p>
<p><b>S.</b> Teachers will sponsor a student activity/club</p>	<p>-All Teachers</p>	<p>-Staff Time</p>	<p>Weekly</p>
<p><b>T.</b> REAL Talk will be utilized during student advisory time</p>	<p>-Dean of Students, teachers, guest speakers</p>	<p>-Staff Time; Campus Budget</p>	<p>Daily</p>



- Activities & procedures to be monitored and adjusted
- Discipline referrals decrease from the prior school year
- Discipline issues are reported and handled in a consistent manner while being mindful of specific student needs, end of year and six weeks
- Pre-intervention strategies defined and implemented
- Disaggregated discipline data staff development feedback data
- Feedback from STUCO sponsor
- Staff development provided; discipline referrals are representative of the Timber Academy High School student population
- Staff following procedures
- Rules being enforced
- Local records
- End of year and six weeks reports
- Decreased discipline referrals
- Increased attendance rates and credits
- Mailings
- Student surveys

**Goal 4 Empower families and the community to be full partners in students' educational success.**

**Objective(s)**

1. Timber Academy/College View High School will provide opportunities for families to support their children in the learning process
2. Communicate effectively with families and the community regarding school activities and volunteer opportunities

**Activities**

	Person(s) Resp	Resources	Timeline
<b>A.</b> 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
<b>B.</b> Campus Improvement Committees will be representative of campus demographics	-Staff	- Staff Time	Aug-May
<b>C.</b> Continue outreach initiatives through community centers (such as Lincoln Center, TAMU Med Student Organization, Howdy Garden, "Scholarship Student Organization, Master Gardeners) to partner with parents and community members	-Staff	- Staff Time	Aug-May
<b>D.</b> Training will be provided for volunteers	-Staff	- Staff Time	Ongoing
<b>E.</b> Enlist local businesses to recruit students and support post-secondary transition awareness for special education students	-Dean of Students & SPED staff/ DARS	- Staff Time	Aug-May
<b>F.</b> Campus will maintain social media accounts and web page to communicate with students, parents, and community	-Assistant Principal, Dean of Students	- Staff Time	Aug-May
<b>G.</b> Service projects	-Staff	- Staff Time	Aug-May
<b>H.</b> Parent representative of our school population will be asked to serve on various campus and district-wide committees	-Principal	- Staff Time	Ongoing
	-Principal and Staff	- Staff Time	Ongoing

I. Will encourage parent involvement from diverse populations	-Principal or designee	- Activity Fund	Ongoing
J. Will ask parents to serve on advisory councils for campus decisions	-All Staff; Nurse Sanders	- Staff Time	Ongoing
K. Will ask parents and community leaders to make presentations and volunteer in classes	-Staff	- Staff Time	Ongoing
L. Will ask parents to chaperone field trips and school activities	-Principal Foundation Team	- Staff Time; Campus Budget	Ongoing
M. Will survey parents to analyze parent concerns and issues	-Staff	- Staff Time	Aug-May
N. Utilize School Messenger to communicate with parents	-Student Council, all staff	- Staff Time; Campus Budget	Fall, Spring
O. Timber Academy High School will hold Open House	- Attendance Clerk, Assistant Principal	- Staff Time	Daily
P. Staff will continue to call parent/guardian of any student who is absent if they have not called the school	- Attendance Clerk, Assistant Principal	-Postage	As needed per attendance guidelines
Q. Campus will mail home attendance letters on a regular basis	-Dean of Students	- Staff Time	Aug-May
R. Enlist local businesses to recruit and hire our students and graduates	-Dean of Students/Secretary	- Staff Time	Aug-May
S. Six week progress reports & newsletters will be prepared and distributed to each student with copy to parent	-Staff	- Staff Time	Aug-May
T. Timber Academy High School will partner with local businesses, community members, and parents to support the educational efforts through programming and donations			

<b>Evaluation</b>	<ul style="list-style-type: none"> <li>- Parents &amp; community members actively participate as evidenced by sign in sheets &amp; surveys</li> <li>- Committee membership represents school demographics; sign in sheets</li> <li>- Events scheduled &amp; parent community member attendance at events</li> <li>- Volunteers trained and actively working</li> <li>- List of new businesses who support Sp. Ed. students as employees</li> <li>- Social media traffic increases</li> <li>-Students providing service projects in community</li> <li>-Parent representation</li> <li>-Diverse attendance at all events</li> <li>-Active advisory councils</li> <li>-Presentations</li> <li>-Approved volunteer list will reflect parent involvement</li> <li>-Data disaggregated and changes in place</li> <li>-School Messenger reports</li> <li>-Open house participation</li> <li>-Calls being made / Attendance rates</li> <li>-List of new businesses who support our students as employees</li> <li>-Students &amp; parents to receive three week progress reports &amp; newsletters &amp; encouraged to review these</li> <li>-Partnerships established with businesses, community members, and parents</li> </ul>
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<b>Goal 5</b>	<b>Demonstrate accountability to our community by providing a quality education based on local standards, while meeting state and federal targets</b>
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<b>Objective(s)</b>	<p>1. Employ multiple measures of accountability, ensure measured progress over time and provide public access to the results</p> <p>2. Comply with all state and federal requirements</p>
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<b>Activities</b>	Person(s) Resp	Resources	Timeline
<b>A.</b> TAHS understands and believes strongly in getting all students to graduate high school and be post-secondary ready. Currently we have 33% college ready in both English and Math. Increase college ready graduates in both English and Math to 50% for all students, which include at-risk students White, Hispanic, Black, and Economically Disadvantaged	-All Staff	Staff Time	Aug-May
<b>B.</b> Be recognized in 60% of our Local Community Based Accountability Measure. Current average on CBA at or above recognized is 55%	-All Staff	Community members, staff, tutorials, job training	Aug-May
<b>C.</b> All students, which include, at-risk students, White, Hispanic, Black, and Economically Disadvantaged. Students, emphasis on Hispanic students, who have withdrawn/dropped out will be located and recruited for enrollment	-Principal/ Asst.Princ /secretary/ Dean of Students	State Comp Ed Funds	Ongoing
<b>D.</b> Leavers who have finished all courses but lack completion of all exit level State Mandated Assessments will be located and recruited for State Mandated Assessments remediation & enrollment – especially our lowest performance group – Hispanic students	-Testing Coordinator	State Comp Ed Funds	June-July
<b>E.</b> <u>Attendance guidelines</u> will be clearly communicated with students and parents/guardians	-Asst. Principal/Dean of Students/Staff	State Comp Ed Funds	Aug-May
<b>F.</b> Failure to attend school procedures will be followed consistently	-Asst. Principal/Attend. Sect.; Other Staff	State Comp Ed Funds	Aug-May
<b>G.</b> Will conduct attendance committee hearings to discuss and hear attendance appeals	-Leadership Team	Staff Time	Semester

<b>Evaluation</b>	<ul style="list-style-type: none"> <li>- Number of graduates vs. dropouts in May, TAPR</li> <li>- 2016 CBA</li> <li>- Records will be kept; Increased graduation completion of all students, especially Hispanic students</li> <li>- Handbook, student/parent orientations, attendance letters, emails, phone calls</li> <li>- Filing w/ justice system</li> <li>- Attendance data</li> </ul>
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Dates	Instructional	Social-Emotional	Physical
August professional development days	G/T & Technology - (Building Website, Remind, Social Media) You Matter. Differentiation for students with disabilities. G/T - Teacher choice in breakout sessions. e/school instruction SPED instructional strategy (Weingand) Dyslexic instructional strategy	Tools for your toolbox- SPED & Differentiation for students with disabilities. EduHero - (Bullying, Child abuse, Sexual Harassment) Inspiration Growth vs. Fixed mindset Team Building SELT – Setting Limits and Expectations. GRIT and keeping it REAL. Relationships CPI	EduHero - (Blood borne pathogens, FERPA) Nuts-and-Bolts
September 8th			AED/CPR Training
September 15th			Fire Drill on 09.15.15
September 17th faculty meeting	Technology - <a href="#">ScreenCast-o-matic</a> & Twitter chats	-Celebrations -Share what district's SELT guidelines for success, "HEART" handout.	Safety and Security
September 22nd			Lock Down Drill 09.22.15
September 29th			AED/CPR Training
October 12th faculty meeting	-SIT Process (Stewart & Weingand) -Review of tabs on go.csisd.org TAKS Training for October testing (powerpoint)	-Celebrations -Relationships	Vision team share the <a href="#">CVHS vision</a>
October 7th, 13th, & 20th			Fire Drill on 10.07.15 & AED/CPR Training sessions
October 15th professional development day	Models accelerate learning (Ann Rife leads an Art project for all staff. Puzzle Activity)	SEL – <a href="#">Assertiveness</a> Celebrations	
November 4, 2015			Fire Drill 11.04.15
November 11th early release day	Writing - what are you doing for get our students to write? (blog, etc.)	Lesson Design in a blended learning classroom Celebrations -Grit/tenacity	Procedures for common areas discussion
November 18	STAAR training for December testing		
November 19th faculty meeting	3 minute model – quick writes (note cards, google spreadsheet & docs, <a href="#">todaysmeet</a> , etc.), <a href="#">Thinklink</a> , and review <a href="#">ScreenCast-o-matic</a>	Celebrations 3Cs & 3Rs	Develop and/or revise class wide motivators (Safe and Civil Schools)
December 3rd			Fire Drill 12.03.15
December 10th faculty meeting	10 minute model on Th/P/Sh and how to incorporate tech with this strategy (today's meet, Google	Celebrations	Holiday Celebration

	spreadsheet, etc.)		
<b>January 6th</b>			<b>Fire Drill 01.06.16</b>
<b>January 21st faculty meeting</b>	Technology focus on <a href="#">Sway</a> , Google Slides, <a href="#">Slides Carnival</a> , and <a href="#">Prezi</a> .	Celebrations	-Setting common areas expectations, new duties, and cafeteria procedures Lock Down Drill 01.21.16
<b>January 27th early release day</b>	-Explore tech options in the new building  -Send out campus test administrator annual training guidelines/ procedures (due by 2/22/16)	-SEL - Routines Procedures in your class. Celebrations -Effective Decision Making	
<b>February 2nd</b>			<b>Fire Drill 02.06.16</b>
<b>February 23rd</b>			<b>AED Drill 02.23.16</b>
<b>February 10th</b>	TELPAS Holistic training		
<b>February 15th professional development day</b>	-Teach Like a Pirate Day - Planning. -Dyslexic instructional strategy (Weingand) -Overview of the new technology in the new building -TAKS Training for Feb/March testing (powerpoint)	-Empathy - The Power of Acceptance. (How to handle disappointment) -Celebrations Choice and Customization – Make-n-Take or Conversation on learning	
<b>March 9th</b>	TELPAS Reading test training		
<b>March 10th faculty meeting</b>	-Challenges in Blended Learning. -STAAR training for English EOC (powerpoint)	-Celebrations -Appreciating differences	<b>Fire Drill 03.10.16</b>
<b>April 5th</b>			<b>-Fire Drill 04.05.16</b>
<b>April 6th early release day</b>	-Bilingual/ESL strategies (Ramirez)	Celebrations	<b>-Campus Improvement Planning.</b>
<b>April 19th</b>			<b>-Drop and Cover Drill 04.19.16</b>
<b>April 21st faculty meeting</b>	-In-depth training on new technology in the new building -SPED instructional strategy (Weingand) -STAAR Training for May (powerpoint)	-Inspiration -Celebrations	
<b>May 11th</b>			<b>-Fire Drill 05.11.16</b>
<b>May 19th faculty meeting</b>		-Team Building. -Celebrations	<b>-Campus Improvement Planning -EOY checkout.</b>

# 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.

### **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
- 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

2015-2016

Revised 6.22.15

### I. Needs Assessment

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

### II. Focus of SCE services for 2015-2016

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
    - 6 teachers (6 FTEs) to teach the smaller classes.
  - VI. Budget Requirements--State Compensatory Education funds = \_\_\_\_\_
    - Salary for five core subject teachers with benefits, and 1 fine arts teacher (6.0 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.

**School Improvement Planning Committee  
2015-2016**

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