

CHAPEL HILL  
INDEPENDENT SCHOOL DISTRICT



2006-2007  
DISTRICT IMPROVEMENT PLAN



## Chapel Hill ISD Mission Statement

Chapel Hill Independent School District  
works through a team effort  
between home, school, and community to:

Provide a safe and nurturing environment

Provide opportunities for social and academic growth  
in a technologically enriched environment

Produce positive and productive  
members of society

## Comprehensive Needs Assessment

The following information sources provided the data for our comprehensive needs assessment. An in-depth review and disaggregation of data by the district site-based committee led to the development of the goals, objectives, and strategies included in the Chapel Hill ISD 2006-2007 District Improvement Plan.

- AEIS Data
- TELPAS, TPRI, AYP, SDAA/LDAA, ACT/SAT
- Program Evaluations
- Staffing Needs
- Professional / Paraprofessional training needs
- Benchmark tests, teacher checklists
- Discipline data
- Promotion / Retention rates
- Surveys
- Informal Evaluations
- Student Success Report
- Mastery Exam Results
- Performance Based Monitoring Analysis System (PBMAS)

The following funding sources support the strategies implemented to address identified students needs: Title I, Title IIA, IID, III, IV, V, Special Education, State Compensatory Education, Career and Technology Education, Optional Extended Year, ARI/AMI Grant, Reading First Grant, Gifted & Talented, Student Success LEP - Cycle 2

\*\* See attached PERFORMANCE OBJECTIVE MATRIX  
Sheet 2

**INSERT PERFORMANCE OBJECTIVE MATRIX**

**CHAPEL HILL INDEPENDENT SCHOOL DISTRICT**  
**DISTRICT IMPROVEMENT PLAN**  
2006-2007

**DISTRICT GOALS:**

- I. Chapel Hill ISD will meet or exceed the state standards in all areas reported on the TEA's AEIS which determines the district's accountability rating based on student performance figures in the areas of attendance, dropout rate, and the TAKS test.
- II. All performance goals identified in NCLB legislation have been adopted by the district and are reflective in this District Improvement Plan.

**ACADEMIC PERFORMANCE**

- |                    |   |
|--------------------|---|
| <b>Objective 1</b> | Develop and implement an innovative curriculum aligned with a comprehensive assessment and provide an interactive instructional program that will allow all student groups to perform 80% or greater in all subject areas on the TAKS test by 2007.                   |
| <b>Objective 2</b> | Identify and serve all eligible students in special populations (Special Education in LRE, LEP, GT, At-Risk, 504, Pregnant/Parenting, & Dyslexia) with programs designed to meet their needs.   |
| <b>Objective 3</b> | Recruit, hire, retain highly qualified staff and provide quality staff development for all teachers in the district to increase effective teaching strategies and student achievement.  |
| <b>Objective 4</b> | Decrease the drop-out rate during the 2006-2007 school year.  |
| <b>Objective 5</b> | Enhance the integration of technology in the classroom.   |
| <b>Objective 6</b> | All children with disabilities receive a free appropriate public education (FAPE) in the least restrictive environment (LRE) that promotes a high quality education and prepares them for higher education, employment, or independent living after they exit school. |

ACADEMIC PERFORMANCE (CONT.)

STRATEGY	ASSIGNMENT	RESOURCES / ALLOCATION	TIMELINE FOR MONITORING	EVIDENCE OF ACCOMPLISHMENT	NOTES
<p>1. Utilize locally developed scope &amp; sequence and mastery exams to address all TEKS and TAKS objectives.</p>	<p><b>Principal</b> Teachers D. Cook H. Morriss L. Krumm</p>	<p>Region VII TAG Local funds Innovative Ed</p>	<p>Mastery Exam dates SAIC Meetings: Oct 3, Nov. 14, Jan. 9, Feb. 27, April 17, &amp; June 12</p>	<p>90% scoring at least 75% Meet target student achievement goals for each subgroup (4 years to Exemplary)</p>	
<p>2. Provide programs and/or instructional strategies to increase math, reading, writing, science, and social studies achievement for all student groups. <b>Focus: Increase achievement in all content areas for all student groups. Close gap between subgroups (including Spec. Ed).</b></p>	<p><b>Principal</b> D. Cook H. Morriss L. Krumm T. Cleaver M. Parks Reading Coaches</p>	<p>Title I Title IIA Title IIA -CSR SS LEP Cycle 2 Headstart /ESC 7 Full Day PK Grant Reading First ARI/AMI</p>	<p>Mastery Exam dates SAIC Meetings: Oct 3, Nov. 14, Jan. 9, Feb. 27, April 17, &amp; June 12 End of Each Six Weeks</p>	<p>Meet performance standards in order to meet AYP: Reading/ELA <b>53%</b> Mathematics <b>42%</b> Meet AYP by reducing the gap between present levels and AYP standards by 10% each year. PBMAS Results</p>	
<p>3. Provide intervention and remediation programs (i.e. OEYP) to meet the needs of special populations / student groups across the district (including at-risk, drop-outs, 504, LEP, Dyslexia, Spec Ed)</p>	<p><b>Principals</b> R. Jarvis T. Cleaver</p>	<p>Title I OEYP Bilingual ARI/AMI Reading First Grant</p>	<p>Mastery Exam dates SAIC Meetings: Oct 3, Nov. 14, Jan. 9, Feb. 27, April 17, &amp; June 12 End of Each Six Weeks</p>	<p>Reduce the number of students retained. Focus: Grade 5 and HS (credits awarded for classification of grade level)</p>	
<p>4. Provide strong academic programs for LEP students to insure proficiency in English.</p>	<p><b>T. Cleaver</b> Principals LEP Teachers</p>			<p>Increased TELPAS Scores Graduation Rate 95% Promotion Rate</p>	
<p>5. Provide appropriate assessment and challenging GT program(s) for identified GT students.</p>	<p><b>Principals</b> Counselors D. Cook GT/AP/PreAP Teachers</p>	<p>GT Funds Region VII</p>	<p>Sept / Jan - GT enrollment in advanced classes. May - AP Exam June - AP Results</p>	<p>Assessment: Increase in AP enrollment &amp; scores, Ethnicity representative of CHISD</p>	

Names in **bold** indicate person(s) responsible for reporting progress of strategy.

ACADEMIC PERFORMANCE (CONT.)

STRATEGY	ASSIGNMENT	RESOURCES / ALLOCATION	TIMELINE FOR MONITORING	EVIDENCE OF ACCOMPLISHMENT	NOTES
6. Recruit highly qualified staff and implement competitive pay scale.	<b>J. Stubblefield S. Deason</b>	Local TASB Salary Study Universities Region VII ESC	Sept / Jan - Highly qualified % reported.	Decrease teacher turnover rate district-wide. Increase the number of highly qualified staff.	
7. Encourage "recommended" or "distinguished" programs for all students.	<b>HS Counselors MS Counselors</b>	Parent Night	Spring - Dates TBA by HS/MS (Parent Nights, Counseling with MS students)	Increased percentage of students graduating on the RHP or DAHP	
8. Through vertical/horizontal meetings, use TAKS data to evaluate the Math, ELA, Science, & Soc. Studies curriculum to insure that all TEKS are taught.	<b>D. Cook Morriss Krumm</b> Principals Department Heads	<b>H. L.</b> Innovative Ed TAKS Guidelines JFTK Data TAKS Data Region VII	Each Six Weeks (TBA by Curriculum Staff & Principals) August            January May	90% Student Success Rate 80% mastery or greater in all TAKS areas. 15% increase on TPRI first and final assessment.	
9. Provide New Teacher Induction Program / training to all new instructional staff.	<b>D. Cook H. Morriss L. Krumm</b>	Local	August - Implement June - Turn Over Rate	Decrease the teacher turn-over rate.	
10. Provide training to staff on TAKS Alt, TAKS-I, and TAKS-M	<b>M. Parks Testing Coordinator</b>	Local State Assessment Material	Complete training by April 30, 2006.	100% of students appropriately identified for state assessments.	
11. Continue technology training opportunities for all teachers to increase technology usage in the classroom.	<b>C. Munoz</b>	Technology Funds SuperNet Title II, Part D Target Grant	Ed-Line - August Summer Calendar - April/May Attendance - July	Survey teacher needs. Teacher Participation. Teacher Competencies Developed	

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ACADEMIC PERFORMANCE (CONT.)

STRATEGY	ASSIGNMENT	RESOURCES / ALLOCATION	TIMELINE FOR MONITORING	EVIDENCE OF ACCOMPLISHMENT	NOTES
12. Each campus will utilize a student intervention/referral assistance team to meet student needs. The response to intervention (RTI) will result in appropriate student referrals.	<b>Principals</b> M. Parks	Counselors CMC teachers Reg Ed Teachers	Pre-campus referrals Team Meetings (monthly) by Feb. 2007	100% of students will be identified for programs to meet their identified needs.	
13. Special Education staff (resource teachers/content mastery teachers) at each campus will collaborate with the appropriate regular education teachers to provide modifications information/explanations for special ed students.	<b>Principals</b> Resource teachers CMC teachers	IEPs ARD Minutes	End of each six weeks	100% of special education students passing all classes.	
14. Continue on-going staff development for ARD committee members regarding the process for making placement decisions based on student needs.	Principals Diagnosticians <b>M. Parks</b>	Region VII	December 2006 May 2007	Class proportion ratios in academic general education classes and non-academic activities regarding the proportion of students with disabilities.	
15. Provide a coherent sequence of courses that lead to state-wide articulation.	<b>R. Simpson</b> HS counselors	R. Simpson	CATE Certification Assessment Dates TBA	90% of CATE students enrolled in coherent sequence of courses.	
16. Increase enrollment in the CATE Programs	<b>R. Simpson</b> HS counselors	R. Simpson	Enrollment Semester 1 Enrollment Semester 2		
17. Utilize Title II, Part D technology funds to implement Ed Line district-wide (Including Ed Line training).	<b>C. Munoz</b>	Title II, Part D Jackson	September 2006 End of Each Six Weeks	100% of GradeQuick users are participating with Edline. Parent satisfaction - survey	

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ACADEMIC PERFORMANCE (CONT).

STRATEGY	ASSIGNMENT	RESOURCES / ALLOCATION	TIMELINE FOR MONITORING	EVIDENCE OF ACCOMPLISHMENT	NOTES
18. State Compensatory Ed Funds will be used to enhance the reform strategies of a Title I school wide program at:	<b>T. Cleaver</b> Principals	SCE Funds  FTEs 5.5 \$168,120. FTEs 7.0 \$196,070. FTEs 4 \$125,585.00. FTEs 6.15 \$239,045. \$28,000.00	December 2005 February 2007 April 2007 June 2007	Student Success Rate Mastery Exam Success Decrease the variance between at-risk passing rate on the TAKS compared to other students in all areas tested.	
19. State Compensatory Ed funds will be used to provide reform strategies for at-risk students.	<b>T. Cleaver</b> Principals	SCE Funds  FTEs 3.82 \$128,370. FTEs 3.5 \$144,825.00	December 2006 February 2007 April 2007 June 2007	Student Success Rate Mastery Exam Success Decrease the variance between at-risk passing rate on the TAKS compared to other students in all areas tested.	
20. Provide SIOP training for all teachers/aides.	Cleaver Morriss Krumm	SS LEP - Cycle 2	October 2006 December 2006	Increase LEP achievement: SSI, TAKS, TELPAS	
21. Update a "core team" for the Texas Behavior Support Initiative, including CPI training.	<b>M. Parks</b>	State funds Spec Ed	December 2006 Completed by February 2007	Student progress will improve as evidenced by teacher observations for all students. Reduction in discipline/ISS referrals.	

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ACADEMIC PERFORMANCE (CONT.)

STRATEGY	ASSIGNMENT	RESOURCES / ALLOCATION	TIMELINE FOR MONITORING	EVIDENCE OF ACCOMPLISHMENT	NOTES
22. Provide annual update training for all staff to ensure common understanding of district procedures for identifying, supporting, and monitoring the following students:  Dyslexia and related disorders LEP, At-Risk, Spec Ed, GT	<b>Principals</b> T. Cleaver D. Cook M. Parks	Region VII	August, 2006 October 9, 2006 January 2, 2007 May 14, 2007	100% of students accurately identified for appropriate program(s).	
23. Continue Class Size Reduction in grades 1 and 3.	<b>Elementary Principals</b>	Title funds	August, 2006 January, 2007	Jan. 80% at grade level May 98% promotion	
24. Meet objectives outlined in the Spec. Ed. Continuous Improvement Plan.	<b>M. Parks</b>	PBMAS	August, 2006 January, 2007	Meet criteria set in plan. See formative and summative evaluation measures in plan.	

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**ATTENDANCE, DROP-OUT, COMPLETION RATE**

**Objective 1**

To work with parents, students, teachers, administrators, and community resources to exceed the state standard of 96% during the 2006-2007 school year.

STRATEGY	ASSIGNMENT	RESOURCES / ALLOCATION	TIMELINE FOR MONITORING	EVIDENCE OF ACCOMPLISHMENT	NOTES
1. All campuses will establish student incentive programs to increase attendance, including the use of parental contacts and notification to legal authorities concerning truancy.	<b>Principals</b> Teachers Attendance Clerks	Local PTA State Comp Ed	End of each six weeks.	96% or greater attendance rate maintained.	
2. Provide learning center incentives for LEP students.	<b>Principals Cleaver</b>	SS-LEP Cycle 2	Completion of Projects	Increased attendance, and completion rates of LEP students.	

Names in **bold** indicate person(s) responsible for reporting progress of strategy.



**DISCIPLINE, SAFE, & DRUG-FREE ENVIRONMENT**

**Objective 1**

Employ procedures and violence prevention strategies to create a safe and positive climate for learning for all student groups.

STRATEGY	ASSIGNMENT	RESOURCES / ALLOCATION	TIMELINE FOR MONITORING	EVIDENCE OF ACCOMPLISHMENT	NOTES
1. Provide programs that promote school safety and a drug free environment for all student groups including direct instruction of the student code of conduct, and Character Counts!.	<b>Principals</b> T. Cleaver	Title IV, Part A SCCADA Character Counts! Crisis Management Plan	Program dates TBA by campuses.	Decrease number of discipline referrals. 100% student participation in programs.	
2. Through staff development, provide tools for effective classroom management strategies.	<b>Principals</b> D. Cook	Title IV, Part A New Teacher Induction	New Teacher Induction - Aug. 2006 October, 2006 January, 2007	Decrease in number of discipline referrals.	
3. Inform parents/community of campus crisis procedures.	<b>Principal</b>	Bob Allen Campus Newsletter Website	Fall, 2006	100% of campuses distributed information.	
4. Campus procedures to address national crisis with students.	<b>Principal</b>	Bob Allen	Fall, 2006	All campuses have written procedures distributed to staff.	
5. Implement random drug testing and increase intervention programs at the MS and HS level to deter student use of drugs.	<b>MS &amp; HS</b> <b>Principal</b>	T. Cleaver Title IV, Part A Trinity Mother Frances	Administered every 30 days. TBD by Trinity Mother Frances	Decrease in number of student drug use each month.	

Names in **bold** indicate person(s) responsible for reporting progress of strategy.

<p>2006-2007 District Educational Improvement</p>
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**District Chairman**

Joe Stubblefield  
Superintendent

**Co-Chairman**

Donni Cook  
Asst. Superintendent for Curriculum/Instruction

**Campus Level Members**

**Wise Elementary** Pat Ferguson (Spec Prog)  
Lesha Coker (Teacher)  
Carmen Delgado (Bilingual)  
Nancy Harris (Teacher)

**Jackson Elementary** Starlea Atkinson (Nurse)  
Christi Steele (Teacher)  
Joyce Milton (Teacher)

**Kissam Intermediate** Stephanie Stanton (Teacher)  
Emily Kerr (Teacher)  
Melanie Rivers (Teacher)

**Chapel Hill Middle School** Donna Cline (Teacher)  
Deb Perkins (Teacher)  
Sherrill Echols (Counselor)

**Chapel Hill High School** Tony Adams (Teacher/CATE)  
Francis Palmer (Counselor)  
Brenda Childs (Teacher)

**STEPS/Wings** Bobby Brasher (Teacher)

**Other Members**

**Parent** Pam Davidson  
Kim Kea  
Dewayne Hett  
Krystal Johnson

**Business** Greg Kirkley

**Community** Mike Hilliard  
Brenda Wickware

**Advisory Members** Thomasine Cleaver - Special Programs  
Dearyl Ford - DAEP/ABU  
Helyn Morriss - Elem Curriculum  
Lisa Krumm - Sec Curriculum  
Mitzi Parks - Special Education  
Maria Pichon - Hispanic Population

## Pregnancy Related Services Description

Chapel Hill ISD provides pregnancy related services (PRS), which are support services for pregnant students to help them adjust and stay in school during the pregnancy and postpartum period. Additional support services provided by the district include compensatory education home instruction (CEHI), counseling services, health services, and service coordination for government agencies and community service organizations.

A required support service for districts that offer a PRS program, CEHI provides academic services to the student at home or hospital bedside. During periods of confinement, students will receive eye-to-eye contact with a certified teacher from the district for a minimum of four hours a week. Students served four or more hours will earn five days present for ADA. A student receiving CEHI may also receive limited services at the alternative school campus to help with the transition from home back to school. The district has designated Bobby Brasher and Christy Thrasher for compensatory education home instruction (CEHI).

Counseling services are provided two times a month or as needed for the pregnant students. Health services are provided by the school nurse.

The students are guided to appropriate outside agencies depending on individual needs.