

CHAPEL HILL INDEPENDENT SCHOOL DISTRICT



2007-2008
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 2007-2008 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
2007-2008**

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

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| Objective 1 | 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 2008. |
| Objective 2 | 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. |
| Objective 3 | 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. |
| Objective 4 | Decrease the drop-out rate during the 2007-2008 school year. |
| Objective 5 | Enhance the integration of technology in the classroom. |
| Objective 6 | 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 & sequence (Crain work) and mastery exams to address all TEKS and TAKS objectives.</p>	<p>Principal Teachers D. Cook H. Morriss L. Krumm</p>	<p>Region VII TAG Local funds Innovative Ed</p>	<p>Mastery Exam dates SAIC Meetings: Oct 16, Dec. 4, Jan. 29, March 11, April 29, & June 16</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. Focus: Increase achievement in all content areas for all student groups. Close gap between subgroups (including Spec. Ed).</p>	<p>Principal D. Cook Morriss Krumm Cleaver Parks Coaches</p> <p>H. L. T. M. Reading</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 16, Dec. 4, Jan. 29, March 11, April 29, & June 16 End of Each Six Weeks</p>	<p>Meet performance standards in order to meet AYP: Reading/ELA 53% Mathematics 42% 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>Principals R. Jarvis T. Cleaver</p>	<p>Title I OEYP Bilingual ARI/AMI Reading First Grant</p>	<p>Mastery Exam dates SAIC Meetings: Oct 16, Dec. 4, Jan. 29, March 11, April 29, & June 16 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. Incorporate podcasting.</p>	<p>T. Cleaver Principals LEP Teachers Munoz</p>		<p>Six Weeks Reporting</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>Principals 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 & 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.	J. Stubblefield S. Deason	Local TASB Salary Study Universities Region VII ESC	Sept / Jan - Highly qualified % reported.	Decrease teacher turnover rate district-wide. Maintain 100% of highly qualified staff.	
7. Maintain the percentage of highly qualified core academic subject area teachers on each campus to meet 100% so that minority students are not taught at higher rates than others by non-highly qualified teachers.	Principals T. Cleaver	Staff Development Region VII Recruiting	August January	Maintain the percentage of highly qualified teachers at 100% at each campus. Documented staff development opportunities for non-highly qualified teachers.	
8. Encourage "recommended" or "distinguished" programs for all students.	HS & MS Counselors	Parent Night	Spring - Dates TBA by HS/MS (Parent Nights, Counseling with MS students)	Increased percentage of students graduating on the RHP or DAHP	
9. Through vertical/horizontal meetings, use TAKS data to evaluate the Math, ELA, Science, & Soc. Studies curriculum to insure that all TEKS are taught.	D. Cook Morriss Krumm Principals Department Heads	H. L. 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.	
10. Provide New Teacher Induction Program / training to all new instructional staff.	D. Cook H. Morriss L. Krumm	Local	August - Implement June - Turn Over Rate	Decrease the teacher turn-over rate.	Completed
11. Provide training to staff on TAKS Alt, TAKS-A, and TAKS-M	M. Parks Testing Coordinator	Local State Assessment Material	Complete training by Nov. 30, 2007.	100% of students appropriately identified for state assessments.	

12. Continue technology training opportunities for all teachers to increase technology usage in the classroom.	C. Munoz Tech Scholars	Tech Funds SuperNet Title II, Part D Tech Scholars \$	Ed-Line - August Summer Calendar - April/May Attendance - July	Survey teacher needs. Teacher Participation. Teacher Competencies Developed	
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Names in **bold** indicate person(s) responsible for reporting progress of strateg

ACADEMIC PERFORMANCE (CONT.)

STRATEGY	ASSIGNMENT	RESOURCES / ALLOCATION	TIMELINE FOR MONITORING	EVIDENCE OF ACCOMPLISHMENT	NOTES
13. 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.	Principals M. Parks	Counselors CMC teachers Reg Ed Teachers	Pre-campus referrals Team Meetings (monthly) by Nov. 30, 2007	100% of students will be identified for programs to meet their identified needs.	
14. Special Education staff (resource/CM teachers) at each campus will collaborate with the appropriate regular education teachers to provide modifications information/explanations for special ed students.	Principals Resource teachers CMC teachers	IEPs ARD Minutes	End of each six weeks	100% of special education students passing all classes.	
15. Continue on-going staff development for ARD committee members regarding the process for making placement decisions based on student needs.	Principals Diagnosticians M. Parks	Region VII	December 2007 May 2008	Class proportion ratios in academic general education classes and non-academic activities regarding the proportion of students with disabilities.	
16. Provide a coherent sequence of courses that lead to state-wide articulation.	Robin Kyser HS counselors	R. Kyser	CATE Certification Assessment Dates TBA	90% of CATE students enrolled in coherent sequence of courses.	
17. Increase enrollment in the CATE Programs	R. Kyser HS counselors	R. Kyser	Enrollment Semester 1 Enrollment Semester 2		

18. Utilize Title II, Part D technology funds to implement Ed Line district-wide (Including Ed Line training).	C. Munoz	Title II, Part D Jackson	September 2007 End of Each Six Weeks	100% of GradeQuick users are participating with Edline. Parent satisfaction - survey
19. Provide all teachers with high quality professional development (including technology).	Principals Cook Morriss Krumm Cleaver Tyner- Parks Munoz	Local Tech Scholars Region VII Title IIA, I, III,	August 2007 January 2008 SAIC Meeting dates	Increased student achievement. Documentation of SD offered and attended by teachers.

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ACADEMIC PERFORMANCE (CONT).

STRATEGY	ASSIGNMENT	RESOURCES / ALLOCATION	TIMELINE FOR MONITORING	EVIDENCE OF ACCOMPLISHMENT	NOTES
20. State Compensatory Ed Funds will be used to enhance the reform strategies of a Title I school wide programs at: Jackson Wise Kissam Middle School District	T. Cleaver Principals	SCE Funds FTEs 3 \$95,435. FTEs 5.0 \$154,305. FTEs 4 \$134,175.00. FTEs 7.70 \$274,430. \$79,095.00	December 2007 February 2008 April 2008 2008 June	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.	
21. State Compensatory Ed funds will be used to provide reform strategies for at-risk students. High School STEPS/Wings	T. Cleaver Principals	SCE Funds FTEs 4.32 \$192,370. FTEs 3.28 \$150,545.00.	December 2007 February 2008 April 2008 June 2008	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.	

22. Provide SIOP training for all teachers/aides.	Cleaver Morriss Krumm	Title III Title I	Apr-08	Increase LEP achievement: SSI, TAKS, TELPAS
23. Update a "core team" for the Texas Behavior Support Initiative, including CPI training.	M. Parks	State funds Spec Ed	December 2007 Completed by February 2008	Student progress will improve as evidenced by teacher observations for all students. Reduction in discipline/ISS referrals.

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
24. 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	Principals T. Cleaver D. Cook M. Parks	Region VII	August 2007 January 2008	100% of students accurately identified for appropriate program(s).	
25. Continue Class Size Reduction in grades 1 and 3.	Elementary Principals	Title funds	August 2007 January 2008	Jan. 80% at grade level May 98% promotion	
26. Meet objectives outlined in the Spec. Ed. Continuous Improvement Plan.	M. Parks	PBMAS	December 2007 May 2008	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 2007-2008 school year.

STRATEGY	ASSIGNMENT	RESOURCES / ALLOCATION	TIMELINE FOR MONITORING	EVIDENCE OF ACCOMPLISHMENT	NOTES
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<p>1. All campuses will establish student incentive programs to increase attendance, including the use of parental contacts and notification to legal authorities concerning truancy. Focus: LEP students</p>	<p>Principals Teachers Attendance Clerks</p>	<p>Local PTA State Comp Ed</p>	<p>End of each six weeks.</p>	<p>96% or greater attendance rate maintained.</p>	
<p>2. Monitor the attendance of LEP students and provide interventions and incentives to reduce the LEP dropout rate.</p>	<p>Principals Cleaver</p>	<p>Title III Title I</p>	<p>End of each six weeks.</p>	<p>Increased attendance, and completion rates of LEP students, and decrease in dropout rates by 50%.</p>	

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

PARENTAL INVOLVEMENT / COMMUNICATION

Objective 1

Communicate effectively with students, parents, and community in an effort to help students reach their full academic potential.

STRATEGY	ASSIGNMENT	RESOURCES / ALLOCATION	TIMELINE FOR MONITORING	EVIDENCE OF ACCOMPLISHMENT	NOTES
<p>1. Provide opportunities for parents to be partners in the education of their child:</p> <ul style="list-style-type: none"> *SBDM *Program Planning * Open House Events *Volunteer Program * Campus/District Newsletters * District Website and Email * Parent Conferences * Parent Literacy 	<p>Principals D. Cook C. Munoz Teachers D.Walton</p>	<p>PTA/PTO Marquees Title I Businesses Internet</p> <p>SSI-LEP</p>	<p>Campus SBDM dates</p> <p>Dates TBA Sept., Nov., Feb., June Sept., Nov., Feb., June End of each six weeks. End of each six weeks.</p>	<p>Increased parental involvement.</p>	

2. Through parent meetings and written documentation, provide all parents with information about: TAKS and interpretation of scores, academic requirements, programs (AP, PreAP, ESL, Bilingual, GT, Dyslexia, OEYP, Special Education, NCLB)	Principals Counselors T. Cleaver D. Cook M. Parks	Title TEA Region VII L. Krumm H. Morriss M. Parks R. Simpson	September, 2007 November, 2007 February, 2008 May, 2008	Parent participation/survey response.	
3. Each campus will provide notification to parents for students "at-risk" of failing.	Principals	Local funds T. Cleaver	3rd week of each grading period	100% of teachers will notify parents of students "at-risk" of failing the semester and/or six weeks.	
4. Provide appropriate information to parents via NCLB.	Principals Mrs. Cleaver	Title I	August 2007 SAIC Meeting Dates	Copies of letters retained by principals.	

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

DISCIPLINE, HEALTHY, 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!.	Principals 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.	Principals D. Cook	Title IV, Part A New Teacher Induction	New Teacher Induction - Aug. 2007 January, 2008	Decrease in number of discipline referrals.	New Teacher Induction Campus SD training (complete)

3. Inform parents/community of campus crisis procedures.	Principal	Bob Allen Campus Newsletter Website	Fall, 2007	100% of campuses distributed information.
4. Campus procedures to address national crisis with students.	Principal	Bob Allen	Fall, 2007	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.	MS & HS Principal	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.
6. Provide an environment that fosters safe and enjoyable fitness activities for all students.	Principals	Local Funds	January 2008 May 2008	Increased attendance rate.
7. Develop, adopt and implement a "dating violence" policy.	Cleaver Hand	Region VII TASB HB 121	January 1, 2008	Board Action

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

**2007-2008
District Educational Improvement**

District Chairman

Joe Stubblefield
Superintendent

Co-Chairman

Donni Cook
Asst. Superintendent for Curriculum/Instruction

Campus Level Members

Wise Elementary Pat Ferguson (Spec Prog)
Julie Miller (Teacher)
Carmen Delgado (Bilingual)

Jackson Elementary Sebria Mitchell (Teacher)
Janie Rodriguez (Teacher)

Other Members

Parent Kim Kea
Dewayne Hett
Laura Jackson

Business Greg Kirkley

Joyce Milton (Teacher)
Kissam Intermediate Stephanie Stanton (Teacher)
 Emily Kerr (Teacher)
 Minnie Harris (Teacher)
Chapel Hill Middle School Donna Cline (Teacher)
 Debbie Perkins (Teacher)
 Sherrill Echols (Counselor)
Chapel Hill High School Tony Adams (Teacher/CATE)
 Frances Palmer (Counselor)
 Linda Horton (Teacher)
STEPS/Wings Bobby Brasher (Teacher)

Community Pam Davidson
 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.