

# *The Wings Program*

Campus Improvement Plan  
2006 -- 2007

# S.T.E.P.S. ALTERNATIVE SCHOOL

## Site Base Decision Making Committee

2006 - 2007

<p><b>Teaching Professionals</b></p> <p>Bobby Brasher</p> <p>Christy Thrasher</p> <p>Roy Oglesby</p> <p>Mary Williams</p>	<p><b>Non-Teaching Professionals</b></p> <p>Randell Jarvis STEPS Principal</p> <p>Thomasine Cleaver, District Representative</p>	<p><b>Business Representative</b></p> <p>Kathy Newport Bulldog Country Donuts</p> <p><b>Business and Parent Representative</b></p> <p>Lynn Davis Burger King</p>
<p><b>Parents</b></p> <p>Tracey Dykes Wings Parent</p> <p>Dr. Mike Daniels Student Advocate Senior Pastor, Landmark Baptist Church</p>	<p><b>Community Representative</b></p> <p>Dearyl Ford</p> <p>Lucille Oldham</p>	<p><b>Advisory Participants</b></p> <p>Lisa Krumm Curriculum Coordinator</p> <p>Robina Clark Secretary</p> <p>Cleron Gipson Teaching Assistant</p>

**Draft**

# *The Wings Program*

## Plan of Action 2006--2007

This plan has been collaboratively developed by the campus planning committee, which represents all stakeholders. All performance goals identified in the No Child Left Behind legislation have been adopted by the district and are reflected in this Plan of Action.

The following funding sources support the objectives and strategies implemented to address identified student needs: Title IID, Title IV, Special Education, and State Compensatory Education.

# Mission Statement

**The mission of the Wings Program is to provide a safe, disciplined environment that encourages students to develop and succeed at their own pace. Wings provides an environment that will encourage and promote academic and behavioral potential, by developing positive attitudes, a sense of self-worth, and a vision of becoming successful and productive citizens in the community.**

# *The Wings Program*

## Needs Assessment

# *The Wings Program*

## Components of Comprehensive Needs Assessment

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Staff Development Survey

Framework for Successful Schools

PAS-DAS

TAKS results

DAEP Evaluation

Wings Graduates

Wings Course Completion

Attendance

Enrollment

AEIS Reports

An in-depth review and disaggregation of data by the campus site-based committee led to the development of the goal, objectives, and strategies included in this Plan of Action.

### Findings:

- Though most students are achieving passing scores on TAKS, a few are not. These students are receiving a certificate of completion rather than a high school diploma.
- Though the number of Wings graduates decreased last year, it had been increasing for the previous four years. The decrease last year was because of a new emphasis at the high school to provide additional options for at risk students.
- The attendance rate continues to be an item to target.
- The Wings Program is very effective in helping to keep the district drop-out rate low.

## Wings Enrollment and Graduates

Group	2005 - 06		2004 - 05		2003 - 04		2002 - 03		2001 - 02	
	No. in Group	% of Enrollment	No. in Group	% of Enrollment	No. in Group	% of Enrollment	No. in Group	% of Enrollment	No. in Group	% of Enrollment
Total Enrollment	39	100.00%	41	100.00%	39	100.00%	49	100.00%	41	100.0%
Special Ed.	1	2.56%	2	4.88%	3	7.69%	2	4.08%	3	7.3%
504	2	5.13%	2	4.88%	1	2.56%	2	4.08%		
At Risk	35	89.74%	31	75.61%	33	84.62%	44	89.80%	37	90.2%
Pregnant	8	20.51%	6	14.63%	6	15.38%	12	24.49%	9	22.0%
Parenting	2	5.13%	1	2.44%	1	2.56%	2	4.08%	-	
Pr. & Par	10	25.64%	7	17.07%	7	17.95%	14	28.57%	9	22.0%
Graduates	23	59.0%	31	75.61%	31	79.49%	39	79.6%	30	73.2%
Certificate of Completion	7	17.9%	5	12.20%	1	2.56%	3	6.1%	0	-
Grads + Certificates	30	76.9%	36	87.80%	32	82.05%	42	85.7%	30	73.2%
Credits Completed	77.5		104		108		199.5		134.5	

## Wings Attendance Rate

Student Groups	2005-06			2004-05			2003-04			2002-03		
	Enrollment	%	Attendance Rate	Enrollment	%	Attendance Rate	Enrollment	%	Attendance Rate	Enrollment	Student Group %	Rate
All students	39	100.0%	90.4%	41	100.0%	93.7%	39	100.0%	86.6%	49	100.0%	90.2%
Af. Am.							9	23.1%		11	22.4%	
Hispanic							8	20.5%		8	16.3%	
White							22	56.4%	91.4%	30	61.2%	92.0%
Econ. Disad.												

## Wings Dropout Rate

Student Groups	1999-00				2000-01				2001-02		2002-03		2003-04		2004-05			2005-06		
	# of Dropouts	Membership	%	Drop out Rate	# of Dropouts	Membership	%	Drop out Rate	# of Dropouts	Drop-Out Rate	# of Dropouts	Drop-Out Rate	# of Dropouts	Drop-out Rate	# of Dropouts	Membership	Drop-out Rate	# of Dropouts	Membership	Drop-out Rate
All students	0	74	100%	0	0	71	100%	0.0%	0	0.0%	0	0.0%	0	0.0%	2	41	4.9%	1	39	2.8%
Af. Am.	0	36	49%	0	0	16	23%	0.0%	0	0.0%	0	0.0%								
Hispanic	0	11	15%	0	0	17	24%	0.0%	0	0.0%	0	0.0%								
White	0	27	36%	0	0	38	54%	0.0%	0	0.0%	0	0.0%								
Econ. Disad.	0	27	36%	0	0	21	30%	0.0%	0	0.0%	0	0.0%								

## Wings Completion Rate

	Class of 2001		Class of 2002		Class of 2003		Class of 2004
	# Completers	Comp. Rate	# of Completers	% of Completers	# of Completers	% of Completers	# of Completers
All Students	-	-	-	-	7	100%	-
African American	-	-	-	-	*	*	-
Hispanic	-	-	-	-	*	*	-
White	-	-	-	-	*	*	-
Economically Disadvantaged	-	-	-	-	5	100%	-
At Risk Students	-	-	-	-	7	100%	-

## Wings Courses Completed

	2001	2002	2003	2004	2005	2006
# of credits passed by all students	138	135.5	198.5	104	104	77.5
# of credits attempted by all students	141.5	137	199.5	108	104	77.5
% of credits earned by all students	97.5%	99.0%	99%	96%	100%	100%

# *The Wings Program*

## Campus Improvement Plan

## The Wings Program Campus Improvement Plan 2006-07

**Goal:** Wings students will meet or exceed minimum state accountability requirements for assessment, attendance and course completion.

**Objective 1:** 90% of all senior students enrolled will complete course requirements for a high school diploma and will meet or exceed minimum requirements on state assessments. 90% of the remaining students will complete courses attempted and will meet or exceed minimum requirements on state assessments.

Strategies		Person Responsible	Resources Needed	Timelines	Formative Evaluation	Summative Evaluation
1.	Provide small-group and individualized instruction to assist students in achieving passing grades.	Brasher, Thrasher, Williams, Ford, Gipson	Teachers and curricular materials.	January 16, 2007 May 15, 2007	90% of students passing all courses each 6-weeks	90% of courses attempted are successfully completed.
2.	Utilize the Odyssey Ware curriculum for core courses.	Brasher, Thrasher, Gipson	Odyssey Ware	January 16, 2007 May 15, 2007	90% of students passing all courses each 6-weeks.	90% of students obtain passing grades while enrolled at Wings
3.	Coordinate with CHHS to enroll Wings students in TAKS classes as appropriate.	Brasher, Jarvis, Thrasher	Staff	January 16, 2007 May 15, 2007	100% of students who have not yet passed TAKS are enrolled	90% of students pass TAKS

4.	Implement I.E.P.s, including modifications and behavior improvement plans for special education and 504 students. Coordinate with bi-lingual and ESL teachers for identified students.	Brasher, Gipson, Oglesby, Ford, Williams, Thrasher	Teachers Aides	January 16, 2007, May 15, 2007	Student portfolio shows evidence of required modifications being implemented.	90% of students obtain passing grades while enrolled at Wings.
5.	Teachers teach all TEKS standards in all courses.	Brasher Thrasher	Regular and supplementary curriculum, SCE funds	January 16, 2007 May 15, 2007	Student portfolios contain required activities for 90% or students.	90% of students achieve average of 70% or above on activities.
6.	Provide TAKS or SDAA tutorials based on needs assessment for students who will be taking TAKS or SDAA.	Oglesby, Brasher, Williams, Thrasher	Supplemental materials	January 16, 2007 May 15, 2007	Student portfolios contain required activities for 90% of students.	90% of students achieve average of 70% or above on Tutorials.
7.	Review progress of all minority students and economically disadvantaged students regularly to ensure academic success.	Brasher Thrasher	Staff time.	January 16, 2007 May 15, 2007	90 % passing rate	Students complete 90% of courses attempted.

8.	High school and middle school counselors provide teachers and parent's information about higher education admission and financial opportunities, the TEXAS grant program and the Teach for Texas grant program, and the need for students to make informed curriculum choices to be prepared for success beyond high school.	Jarvis Brasher Clark	Staff time	January 16, 2007 May 15, 2007	Copies of information provided are filed in the school office.	All students receive information provided by the counselors.
9.	Provide staff development based on needs assessment and legislative requirements.	Jarvis	Compensatory funds	January 16, 2007 May 15, 2007	Evaluation Form completed by staff members who attend training sessions indicates 80% positive comments.	80% of comments will be positive.
10.	State Comp. Funds will be used to provide reform strategies for at-risk students.	Jarvis Brasher Thrasher Gipson Clark Hammons	3.50 FTE's \$144,825	January 16, 2007 May 15, 2007	90% passing rate.	Students complete 90% of courses attempted.

Objective 2: Mutual parent, teacher, and student cooperation will result in student attendance that meets or exceeds the minimum state accountability requirements.

Strategies		Person Responsible	Resources Needed	Timelines	Formative Evaluation	Summative Evaluation
1.	Parents will call the school by 8:30 a.m. to notify the school of student's absence. If the parent does not call, the school will call the parent.	Brasher Jones Gipson	Staff	January 16, 2007 May 15, 2007	Attendance rate each 6-weeks will be above 85% or above	Annual attendance rate will be 85% or above.
2.	Students who are absent more that 5 days will be brought before the attendance committee, which includes the parent, for consideration of possible return to the regular campus.	Jarvis Brasher Clark	Staff time	January 16, 2007 May 15, 2007	Attendance each 6-weeks will be 85% or above.	Annual attendance rate will be 85% or above.
3.	Conduct home visits or parents conferences for students who are truant.	Brasher Jarvis Clark	Staff time	January 16, 2007 May 15, 2007	Home Visit Log will indicate home visits and parent conferences for students who are truant.	Attendance rate will be 85% or above.
4.	Provide a copy of the student's graduation plan to the parents.	Brasher Clark Gipson	Staff time	January 16, 2007 May 15, 2007	Each student file has a notation of delivery of the plan to parents.	90% of senior students will complete requirements for graduation. All students will complete 90% of courses attempted.

Objective 3: Provide an environment that is safe and free from violence.

Strategies		Person Responsible	Resources Needed	Timelines	Formative Evaluation	Summative Evaluation
1.	Implement Wings rules and regulations to prevent violence. Refer violators to principal	Brasher Thrasher Gipson Clark Oldham	Staff	January 16, 2007 May 15, 2007	Discipline referrals indicate no incidence of violence each 6-weeks.	425 Report indicates no incidence of violence for the year.
2.	Provide staff development for conflict resolution, crisis intervention, and discipline management techniques	Jarvis	State Comp. Funds	January 16, 2007 May 15, 2007	Sign In Sheets indicate presence of 90% of staff.	425 Report indicates no incidence of violence for the year.

Objective 4: Provide life skills training for at-risk students so that 90% of students will demonstrate success with life management skills essential for a healthy, productive life.

Strategies		Person Responsible	Resources Needed	Timelines	Formative Evaluation	Summative Evaluation
1.	Provide substance abuse counselor for educational purposes.	Jarvis	SCAADA counselor Title IV, Safe and Drug Free	January 16, 2007 May 15, 2007	Log of counselor sessions indicates at least two sessions per month.	Students will complete 90% of courses attempted.
2.	Provide home visits for students for the required time period after the delivery of their baby.	Brasher Thrasher Oldham	Staff time.  SCE funds	January 16, 2007 May 15, 2007	Log of home visits.	Students will complete 90% of courses attempted.
3.	Provide parenting training for pregnant girls and for parenting students.	Brasher	Staff Time	January 16, 2007 May 15, 2007	Log of training events	90% of students complete program
4.	Provide nutritional and hygiene training.	Brasher	SCE funds	January 16, 2007 May 15, 2007	Log of training events.	90% of students complete program

Objective 5: Provide transitional services for all special education students to ensure continuity of services.

Strategies		Person Responsible	Resources Needed	Timelines	Formative Evaluation	Summative Evaluation
1.	Attend ARD meetings for all students entering or exiting Wings to plan for transition to the least restrictive environment and provide support as appropriate.	Jarvis Oglesby Brasher Thrasher	Staff time.	January 16, 2007 May 15, 2007	Log of ARD attendance indicates attendance at all ARD' s.	Review of student records indicates special education students completed 90% of courses attempted while at Wings.
2.	Come together as a committee to consider special education referral for students whose performance on course work indicates a significant discrepancy between grade placement and achievement.	Jarvis Oglesby Brasher Thrasher	Staff time.	January 16, 2007 May 15, 2007	Log of meeting of teachers to review Student Success Rate Report.	Log of meeting of teachers to review Student Success Rate Report.

# 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 Kevin McCormick 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.

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