

Marshall High School Campus Improvement Plan

2010-2012

August 9, 2010

Date of School Board Approval

Legal References

- *Each school year, the principal of each school **campus**, with the assistance of the campus-level committee, shall develop, review, and revise the campus improvement plan for the purpose of improving student performance for all student populations, including students in special education programs under Subchapter A, Chapter 29, with respect to the academic excellence indicators adopted under Section 39.051 and any other appropriate performance measures for special needs populations. (Section 11.253 of the Texas Education Code)*

Mission Statement

The faculty and staff at Marshall High School believe all students can learn. Our purpose is to educate every student so that they reach their fullest academic potential. Every student who graduates from MHS will have the necessary skills and values to reach and attain their goals and dreams. It is our obligation and responsibility to see this happens for each student.

Planning and Decision Making Committee

Name	Position Parent, Business, Community, Teacher, etc	
Ted Huffhines	Principal	
Glory McCoy	Curriculum ELA/ SS	
Rusty Minyard	Curriculum Math/ Science	
Tiffany Best	Teacher	
Bobby Carson	Teacher	
Tonya Lugones	Teacher	
Kristen Cole	Teacher	
Cassandra Smith	CTE Coordinator	
Brad Epperson	Parent	
Lisa Glorioso	Parent	
Lekendric Biggs	Parent	
Brad Howlett	Business	
Keith Purvis	Business	

Comprehensive Needs Assessment

A Comprehensive Needs Assessment was conducted with the Committee on June 8, 2010 and.

Participants in Attendance	Data Sources Examined
<i>Ted Huffhines</i>	<div style="border: 1px solid black; padding: 10px;"> <p><i>AEIS / DMAC</i></p> <p><i>Federal Accountability Data for AYP</i></p> <p><i>TAKS Data--disaggregated</i></p> <p><i>District PEIMS reports</i></p> <p><i>PBMAS reports</i></p> <p><i>Dropout and School Leaver data—disaggregated</i></p> <p><i>District retention data</i></p> <p><i>District discipline referral data</i></p> <p><i>Parent, Community, Teacher, and /or Student surveys</i></p> <p><i>Student attendance data</i></p> <p><i>Benchmark testing data</i></p> <p><i>Referral percentages for students in Special Education</i></p> <p><i>TPRI data</i></p> <p><i>Campus parent participation records</i></p> <p><i>Campus mentor participation records</i></p> <p><i>Community education program records</i></p> <p><i>SAT/ACT data</i></p> <p><i>Truancy data</i></p> <p><i>Homeless population analysis</i></p> <p><i>Teacher retention data</i></p> </div>
<i>Glory McCoy</i>	
<i>Rusty Minyard</i>	
<i>Debbie Crooms</i>	
<i>Bobby Carson</i>	
<i>Tanya Lugones</i>	
<i>Lisa Glorioso</i>	
<i>Peggy Johnson</i>	
<i>James Thompson</i>	

Comprehensive Needs Assessment: Summary of Findings

You may provide a written summary of the findings from the data analysis, i.e. Blank Elementary School has need for improvement in the areas of math, 3rd grade reading, 5th grade science, classroom discipline, and parental involvement. or choose to use something like the table below.

Prioritized Areas of Concern	
Areas of Concern	Data Source
<i>Math TAKS scores in grades 9, 10 and 11 for all sub populations.</i>	<i>State Accountability (AEIS)</i>
<i>Science TAKS scores in grades 9, 10 and 11 for all sub populations.</i>	<i>State Accountability (AEIS)</i>
<i>Professional Development for differentiated instruction, and classroom management</i>	<i>Staff survey, CWT data, PDAS</i>
<i>MHS completion rate and attendance rate</i>	<i>Program data, PBMAS</i>
<i>Parental Involvement</i>	<i>Parent, community, and student surveys; administration evaluations</i>
<i>Safe and drug free school</i>	<i>Parent, community, and student surveys; student achievement; participation in special programs, Discipline data from PEIMS</i>

**In this plan, the term “student groups” refers to students who are
H, W, AA, ED, Migrant, LEP, G/T, and Special Education (modify as necessary)**

Needs Assessment: Analysis of Student Performance

Students who are	Areas of Concern	Causal Factors Ask Why?	Where do we want to be?	Ideas to get there.
White 100% NCLEB	Science Scores	Random Test Scores fall 4% for subpop Scores are below normals	exemplary or near-exemplary 5% per year	more differentiated instruction; increased use of Tech
Hispanic 100% NCLEB	Science, Math	Scores are below normals	5% per year	use more DI (English) increase Tech in classroom re-allocate 5% of funds increase DI (English) increase Tech in classroom
African American 100% NCLEB	Early science & math	Scores are approx 10% below campus	Exemplary - increase 5% per year	
documented by disadvantaged TEST NCLEB	Early math	"	"	
LEP/Bilingual/ESL NCLEB	Early Math	(approx 20%) written significantly below various campus normals	Exemplary - increase 5% per year	
Special education needs SPECIAL-NEK	Math & Science	Improved Significantly but still below campus and district norms. RI is EDA	Exemplary - increase 10% per year	increase differentiation early, finding gaps, EP
Master/Grade				
Homeless				
Migrant				

State Compensatory Education

This District has written policies and procedures to identify the following:

- Students who are at risk of dropping out of school under state criteria
- Students who are at risk of dropping out of school under local criteria
- How students are entered into the SCE program
- The cost of the regular education program in relation to budget allocations per student and/or instructional staff per student ratio

Total SCE funds allotted to this District/Campus _____ \$0000000_____

Total FTEs funded through SCE at this District/Campus _____ 00000_____

The process we use to identify students at risk is:

504, Special Education, economically disadvantaged and students who have failed TAKS or are one or more grade levels behind.

***Optional for Title I Schoolwide schools:
At Marshall High School State Compensatory Funds are used to support Title I initiatives.***

**State Compensatory Education Program
Program Evaluation/Needs Assessment
Grades 9-12**

TAKS	Math % Met Standard			Reading/ELA % Met Standard						Science % Met Standard			Social Studies % Met Standard		
	2008	2009	2010	2008	2009	2010				2008	2009	2010	2008	2009	2010
Eco Dis Advantage	53%	59%	63%	76%	82%	79%				54%	55%	61%	83%	87%	85%
All Students	63%	68%	71%	81%	86%	85%				64%	66%	72%	86%	90%	91%

		Completion Data		
		2007	2008	2009
Eco Disadvantaged		77%	90%	92%
All Students		83%	90%	91.5%

The comprehensive, intensive, accelerated instruction program at this district/campus...*consists of before and after school tutorials for students at-risk, one additional math teachers to reduce the student teacher ratio in math, and the implementation of strategies to reduce drop outs. The implementation of positive rewards for student success and programs for building positive relationships with students to reduce the risk of dropping out of school.*

State Compensatory Education

State of Texas Student Eligibility Criteria:

A student under 21 years of age and who:

1. Is in prekindergarten – grade 3 and did not perform satisfactorily on a readiness test/assessment given during the current school year.
2. Is in grades 7-12 and did not maintain a 70 average in two or more subjects in the foundation curriculum during a semester in the preceding or current school year OR is not maintaining a 70 average in two or more foundation subjects in the current semester.
3. Was not advanced from one grade to the next for one or more school years
4. Did not perform satisfactorily on a state assessment instrument, and has not in the previous or current school year 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
5. Is pregnant or is a parent
6. Has been placed in an AEP during the preceding or current school year
7. Has been expelled during the preceding or current school year
8. Is currently on parole, probation, deferred prosecution, or other conditional release
9. Was previously reported through PEIMS to have dropped out of school
10. Is a student of limited English proficiency
11. Is in the custody or care of DPRS or has, during the current school year, been referred to DPRS
12. Is homeless
13. 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.

Federal, State and Local Funding Sources

Federal funding sources that will be integrated and coordinated with State and Local funds to meet the needs of all students.

Program/Funding Source
Federal Programs
<i>Title 1, Part A (Econ. Disadvantaged)</i>
<i>Title I part D: 2 (Neglected & Delinquent Students)</i>
<i>Title II, Part A (TPTR)</i>
<i>Title II, Part D (Technology)</i>
<i>Title IV, Part A (Innovative)</i>
<i>ESEA Title VI (Innovative)</i>
<i>Carl Perkins</i>
<i><u>Title III part A (LEP); Title IV part A (Safe & Drug Free)</u></i>
<i><u>SIP</u></i>
State Programs/Funding Source
<i>Career/Technology Education</i>
<i>State Compensatory Education</i>
<i>Dyslexia</i>
<i>Gifted/Talented</i>
<i>Special Education</i>
<i>High School Allotment</i>
Local Programs/Funding Source
<i>General Funds</i>

Goal 1: *Marshall High School will have an Exemplary rating by 2012 and be on track for 100% by 2014 (NCLB).*

Objective 1: *By May 2011, 80% of all students and each student group, including Special Education students tested, will pass all portions of the state assessment. This Campus will meet Recognized status and AYP in every area measured.*

Objective 2: *By May 2011 Math scores will increase 10 % for each student group.*

Objective 3: *By May 2011 Science scores will increase 10 % for each student group.*

Objective 4: *By May 2011 ELA scores will increase 10% for each student group.*

Summative Evaluation: *80% of all students pass all portions of the state tests, meet ARD expectations, and the Campus/District will meet AYP.*

Math	All Students	H	W	AA	ED	Science	All Students	H	W	AA	ED
% Met Std 2009	68%	69%	78%	58%	59%	% Met 2009 Standard	66%	61%	80%	55%	55%
2010	71%	72%	81%	61%	63%	2010	72%	68%	87%	60%	61%

Activity/Strategy	*Title 1 Schoolwide Component (#1-10)	Person(s) Responsible	Timeline	Resources	Formative Evaluation
Provide tutorial times for students who are at risk of failure in core subject areas before and after school	2,9	Core subject teachers	Every 3 weeks	Title I Funds SCE Funds \$	Improved six weeks grades Reduced failure rate
Provide tangible incentives for students who pass		A-Team	All year/ea. 6 weeks	Academic achievement funds	Improved behavior, six weeks grades. attendance
Providing in class tutors for independent/ small groups in ELA, math and science classes	2, 9	Curr. Coaches, tutor coord.	All year	Title 1 Funds SIP	Improved 6 weeks grades Reduced failure rate

Math pullout intervention for 10 th graders		Principal, CC, Dept. Chair, . And consultant	All year	SIP grant funds	Increased math scores for all sub populations.
Added a supplemental Math Coach			All year	Math Grant	Improved math instruction and scores
Reduced class sizes for math and science		Principal, Curr. Coaches, Dept. head	All Year	#FTE	Improved math and science scores
Common planning period for all ELA, math and science teams		Principal, Curr. Coaches	All Year	#FTE	Improved instruction, Improved m and s scores
Implement C-Scope curriculum in Core classes w/ 5E model lessons		Curr. Coaches, Dept Heads	Each three weeks	Technology, projectors & screens Staff	Improved scope and sequence of instruction, more rigorous instruction
Proactive conferences of identified students who are in danger of failing or have failed. Home visits to those students who have failed and where parent involvement is non existent.		Core Teachers, Curr. Coord.	All year		Increased passing rate
Increased use of technology		Teachers, A-Team, Counselors, Dept. Heads librarian Principal, Curr.	All year	SIP grant, T3 Grant, Math coaches grant	Formative assessments, benchmarks, common

in the classroom for math by implementing smartboards and clicker assessment devices		Coord., teachers		SIP Arra funds	assessments per C-Scope
Increase student success in math and science by supplying one on one graphing calculators for use in class and on assessments		Principal, curr. Coach, math DH and math and science teachers	All year	#FTE	Formative assessments, BM, common assessments
Instruction provided by 100% Highly Qualified teachers		Principal, Human Resources department	All Year	#FTE	Meeting of certification and credential requirements for HQ status
High Quality Professional Development to maintain 100% of classes taught by highly qualified teachers		Principal, HR		#FTE	
Attract and retrain high quality highly qualified teachers		Principal, HR	All year	#FTE	
Extended tutoring by teachers using pullouts to improve Open Ended Response results		CC- ELA Dept. Chair- ELA ELA teachers	January to March	#FTE	Improved OER results for students.
Math and ELA tutorials for identified 10 th graders after school (provide food and transportation home- 8x)		Principal, Curr-coaches, teachers, transportaion	March and April	SIP funds	Improved AYP scores for NCLB
				Title funds/ special	Improved performance for

Grand Central Station will be implemented for 9 th and 10 th grades		Principal, CC, Core teachers	All year	education funds	students identified at-risk per GCS
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Goal 2: Improve classroom instruction through quality professional development

Objective 1: Increase the use of differentiated instruction in all classrooms.

Objective 2: Increase the use of cross curricular instruction in Core subjects.

Objective 3: Improve the level of classroom management by all staff.

Summative Evaluation: Measure engagement level of students through the class room walk through data collected each six weeks; measure the reduction in office referrals by teacher by six weeks.

Activity/Strategy	Title 1 Schoolwide Component	Person(s) Responsible	Timeline	Resources	Formative Evaluation
Leadership Staff book study over Collin's <u>Good to Great</u>	5	Principal, teachers, curr. coaches	Twice a month meetings to discuss and share	SIP funds	Improved levels of instruction and student engagement
Differentiated Instruction training for math instruction through Math Coach- Math Grant	3, 5	Principal, Curr. Coaches, Teachers	All year	Math Coaches Grant	Improved differentiated instruction in math classes

Staff Professional Development using Fred Jones Classroom management strategies	3	Principal, Ap's, Curr. Coaches	All year	Local Funds State Funds Title II Funds SIP	Improved classroom management and reduced office referrals.
Mentoring program for all new teachers	1	Principal, Human Resources Dept.	All year	State Funds	Increased teacher retention; improved instruction by new teachers
Diff. Instr. Training using Kagan strategies for all staff		Principal C-I Director	All year	SIP academy roll	Increased use of DI in all classes to meet different learning styles
Classroom walk throughs looking for learning objective and level of student engagement and Kagan implementation		AP's, CC, Principal, & CTE Coord.	All year		Use data to determine levels of engagement and level of student understanding what they are to learn.

Goal 3: All students at Marshall High School will be educated in a safe and drug free environment that is conducive to learning.

Objective 1: By May 2011 there will be a 10% reduction in the number of incidents involving violence, drugs, alcohol or tobacco products.

Summative Evaluation: Example: There is a reduction in both incidents noted and discipline referrals by the amount stated.

Data	All Students '09	'10
Discipline/Incidents for violence, drugs, alcohol or tobacco	24	36

Activity/Strategy	Title 1 Schoolwide Component (#1-10)	Person(s) Responsible	Timeline	Resources	Formative Evaluation
Increased searches by drug dogs	10	Principal, HCSO	Multiple times each semester	State funds Local Funds Title 1 Funds	Reduction in the number of incidents involving TAOD
Speakers who give guidance on proper choices regarding TAOD		Principal, Longview Health and Wellness,	1 time each semester	State Funds, Local Funds, Title 1 Funds	Reduction in the number of incidents involving TAOD
Crime stoppers telethon		Assoc. principal, club members, community	January	Community donations, club members and sponsors	Increased number of calss with information leading to arrests/convictions
Use of campus police as a officers every day as a deterrent		Principal, AP	All year		Reduction in the number of incidents involving TAOD

Wellness education		CIS, Principal	2 times each semester	State and Local Funds	Student survey on TAOD choices
Red Ribbon Week celebration for being drug free		CIS, counselors, Crime stoppers		Safe and Drug Free	Reduction in the number of incidents involving TAOD
Anti Bullying training		Dept. Supt. Principal	April '11		Reduction in the number of incidents involving TAOD

Goal 4: All students at Marshall High School will graduate from high school.

Objective 1: By May 2011, Marshall High School will achieve a completion rate of at least 93%.

Summative Evaluation:

Data 2007-2008	All Students	H	W	AA	ED						
Compl. Rate 07-08	90.3%	90.0%	92.4%	87.8%	90.0%						
09-10	91.5%	90.9%	93.3%	89.7%	92%						

Activity/Strategy	Title 1 Schoolwide Component (#1-10)	Person(s) Responsible	Timeline	Resources	Formative Evaluation
Provide credit recovery program and/or acceleration program for students at-risk for failure/drop out	2,9	Principal Counselors Designated teachers	End of each semester	Title I SCE \$ # FTE Computer programs	Successful completion of course work to recover credits
Incentives based on attendance and passing classes.		Principal, Ap's, Curr. Coaches, Dept. heads, counselors	Each six weeks	Academic Achievement donations	Successful course completion

Increased professional development in reading and math (in areas needing improvement and in systems of reform)		Principal, Curr. Coaches.	All year	SIP grant	Common, formative and summative assessments
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Goal 5: Parents and Community will be partners in the education of students at Marshall High School.

Objective 1: By May 2009, at least 85% of all students' parents and/or family members will participate in at least one school sponsored academic activity for/with their child(ren).

Summative Evaluation:

Activity/Strategy	Title 1 Schoolwide Component (#1-10)	Person(s) Responsible	Timeline	Resources	Formative Evaluation
Provide State assessment results to parents in a language they can understand	6	Principal	Within 10 days of receipt of reports	Reports from testing company.	Parents receive reports of assessment results
Provide personnel who are bi lingual to help with parent contacts.		Principal and HR	All year		
Survey parents regarding various aspects of their students education		Principal, Ap's	All year	Title 1	Use survey data in future decision making

Goal :

Objective:

Summative Evaluation:

Data 2006-07	All Students	H	W	AA	ED	Migrant	LEP	Spec.Ed.	GT	Male	Female

Activity/Strategy	Title 1 Schoolwide Component (#1-10)	Person(s) Responsible	Timeline	Resources	Formative Evaluation