

Eldorado High Campus Improvement Plan

2010-2011

Date of School Board Approval



Legal References

- *Each school **district** shall have a district improvement plan that is developed, evaluated, and revised annually, in accordance with district policy, by the superintendent with the assistance of the district -level committee. (Section 11.251 of the Texas Education Code)*
- *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 **student achievement 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 staff of Eldorado High School believes that ALL students can learn. We believe that our school's purpose is to educate all students to high levels of academic performance while fostering positive growth in social/emotional behaviors and attitudes. We accept the responsibility to teach all students.

Planning and Decision Making Committee

Name	Position Parent, Business, Community, Teacher, etc	Signature
Melonie Reynolds	Teacher	
Karen Trent	Teacher	
Sara Candela	Teacher	
Danny Wilhelm	Teacher	
Paige Ragsdale	Counselor/Parent	
Robert Gibson	Principal	

Comprehensive Needs Assessment

A Comprehensive Needs Assessment was conducted with the Committee on _____.

Participants in Attendance	Data Sources Examined
	<div style="border: 1px solid black; padding: 5px;"> <p><i>AEIS</i></p> <p><i>Federal Accountability Data for AYP</i></p> <p><i>TAKS Data—disaggregated (i.e. AEIS IT)</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/AP/IB data</i></p> <p><i>Truancy data</i></p> <p><i>Homeless population analysis</i></p> <p><i>Teacher retention data</i></p> <p><i>FitnessGram Data</i></p> </div>

Comprehensive Needs Assessment: Summary of Findings

Prioritized Areas of Concern	
Areas of Concern	Data Source
<i>Math scores grades , 11</i>	<i>State Accountability (AEIS)</i>
<i>Social Studies, ELA, Math, and Science scores grade 10</i>	<i>State Accountability (AEIS), AYP</i>
<i>Percentage of Hispanic students identified for Special Education</i>	<i>Program data, PBMAS</i>
<i>Counseling Program</i>	<i>Parent, community, and student surveys; administration evaluations</i>
<i>Special Programs – Dyslexia; ESL</i>	<i>Parent, community, and student surveys; student achievement; participation in special programs</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)

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
- How students are exited from 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 Campus \$209,439.00

Total FTEs funded through SCE at this Campus 5.01

The process we use to identify students at risk is:

PEIMS Coordinator, 504 director, Special Ed. Instructor, ESL coordinator, Campus counselor, and Campus principal

The process we use to exit students from the SCE program who no longer qualify is:

PEIMS Coordinator, 504 director, Special Ed. Instructor, ESL coordinator, Campus counselor, and Campus principal

At Eldorado High School State Compensatory Funds are used to support Title I initiatives.

State Compensatory Education Program

Developed by Education Service Center Region XV

Program Evaluation/Needs Assessment
Grades __ 9-12 _____

TAKS	Math % Met Standard			Reading/ELA % Met Standard			Writing % Met Standard			Science % Met Standard			Social Studies % Met Standard		
	2007	2008	2009	2007	2008	2009	2007	2008	2009	2007	2008	2009	2007	2008	2009
Students At-Risk	36.1	30.1	56.7	84.2	75.5	80.9	Na	Na	Na	32.7	50	51.4	81.3	92.1	78.5
Students Not At-Risk	91	73	90.9	96.2	91.8	95.4	Na	Na	Na	86.4	78.3	96.6	97.5	97.2	96.5

	Drop Out Data		Completion Data	
	2008	2009	2008	2009
Students At-Risk	1	1		
Students Not At-Risk	0	1		

The comprehensive, intensive, accelerated instruction program at this district/campus ...consists of after school tutorials for students at-risk, and the purchase and implementation of the Capturing Kids Hearts program to reduce the risk for student dropping out of school.

Upon evaluation of the effectiveness of this program the committee finds that...

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 (students in pre-k and k that are retained at parent request are not considered at-risk).
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</i>
<i>Title I, Part C (Migrant)</i>
<i>Title II, Part A (TPTR)</i>
<i>Title II, Part D (Technology)</i>
<i>Title IV, Part A</i>
<i>Title VI, Part B Rural/Low Income</i>
<i>Carl Perkins</i>
ARRA Stimulus Funds (<i>List Specific ARRA Fund</i>)
State Programs/Funding Source
<i>Accelerated Reading Instruction Funds</i>
<i>Career/Technology Education</i>
<i>State Compensatory Education</i>
<i>Dyslexia</i>
<i>Gifted/Talented</i>
<i>Special Education</i>
<i>Bilingual/ESL Program</i>
Local Programs/Funding Source
<i>Grants</i>

Goal 1: Eldorado ISD will have an Exemplary rating by 2012 and be on track for 100% student proficiency by 2014 (NCLB).

Objective 1: By May 2010, 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 AYP in every area measured.

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

Data 2008-2009	All Students	H	W	ED	Spec. Ed.	Male	Female
% Met Standard	63%	58%	73%	55%	14%	61%	63%

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	2,9	Core subject teachers Principal	Every 3 weeks	Title I Funds SCE Funds \$ # FTE	Improved six weeks grades Reduced failure rate
Provide flexible, focused small group instruction in the core subject areas utilizing the 5E Model of Instruction.		Core subject teachers Principal	Every 3 weeks		Improved performance on concept specific TAKS aligned assessment Student success as evidenced by walkthrough documentation.

Goal 2: In Eldorado ISD 100% of core academic classes will be taught by highly qualified teachers and 100% highly qualified staff will be maintained.

Objective 1: 100% of core academic classes will be taught by highly qualified teachers and 100% of paraprofessionals with instructional duties will meet NCLB requirements. The LEA will recruit and retain highly qualified teachers.

Summative Evaluation: 100% of core academic classes will be taught by Highly Qualified teachers and 100% Highly Qualified staff will be maintained.

Data 2008-2009	% Classes taught by Highly Qualified Teachers	% Highly Qualified Teachers	% Highly Qualified Paraprofessionals
	100	100	100

Activity/Strategy	Title 1 Schoolwide Component	Person(s) Responsible	Timeline	Resources	Formative Evaluation
Provide a yearly stipend of \$1000 to teachers who are recruited and remain in the district more than two years.	3, 5	Principal, Human Resources Dept.	May, 2009	Local Funds Title II Funds	100% core academic classes taught by HQ teachers, 100% paraprofessional meet NCLB requirements
Ensure that low income and minority students are not taught at higher rates than other students by unqualified, out-of-field, or inexperienced teachers.	3	Principal, Human Resources Dept.	Beginning of each semester	Local Funds State Funds Title II Funds	Low income and minority students are taught by HQ teachers

Goal 2: In Eldorado ISD 100% of core academic classes will be taught by highly qualified teachers and 100% highly qualified staff will be maintained.

Objective 2: 100% of instructional staff will implement strategies that improve student success as a result of high quality professional development.

Summative Evaluation: Student success on TAKS specific to targeted areas of staff development.

Activity/Strategy	Title 1 Schoolwide Component	Person(s) Responsible	Timeline	Resources	Formative Evaluation
Provide meaningful, scientific, research-based professional development for all teachers and paraprofessionals	3,4	Principal, Staff Development Dept.	End of each semester	Local Funds State Funds Title I Funds Title II Funds	Increased student performance on benchmark assessments
Identify teachers and paraprofessionals who do not meet NCLB HQ requirements and provide specific professional development	3,4	Principal, Human Resources Dept.	Beginning and end of each semester	Local Funds Title I Funds Title II Funds	100% core academic classes taught by HQ teachers, 100% paraprofessional with instructional duties will meet NCLB requirements

Goal 3: All students in Eldorado ISD will be educated in learning environments that are safe, drug free, and conducive to learning.

Objective 1: By May 2010 the number of incidents involving violence (to include dating violence), tobacco, alcohol and other drug use, will be reduced by 25 % as measured by PEIMS and number of discipline referrals.

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

Data 2008-2009	All Students
Discipline/Incidents	7

Activity/Strategy	Title 1 Schoolwide Component (#1-10)	Person(s) Responsible	Timeline	Resources	Formative Evaluation
Conduct assembly with the purpose of disseminating information with regard to current rules and regulations including consequence for bullying, violence including date violence, harassment, alcohol and drug use.		Principal Counselor	First grading period Monitor: End of each grading period	TABC Local Law Enforcement Regional agencies	Reduction in PEIMS and discipline referrals

Goal 4: All students in Eldorado ISD will graduate from high school.

Objective 1: By May 2010, a dropout rate of less than 1% for all students and all student groups will be maintained and achieve a completion rate of at least 85%.

Summative Evaluation: Dropout rate of less than 1% and a completion rate of at least 85%.

Data 2008-2009	All Students	H	W	AA	ED	Migrant	LEP	Spec.Ed.	GT	Male	Female
Dropout Report	2.5%	2.2%	3.1%	0	0	0	0	0	0	1.8%	3.2%

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 Designated teachers	End of each semester	Title I SCE \$ # FTE Computer programs	Successful completion of course work to recover credits

Goal 5: Parents and Community will be partners in the education of students in Eldorado ISD.

Objective 1: By May 2010, at least 90% 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: School records indicate that at least 90% of students' parents/family members participated in partnership in education opportunities.

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 and advertise a "Parent Center" where educational and parenting information can be accessed.	6, 10	Counselor Principal	Monitor usage each 6 six weeks	Title 1 State and local funds PTA funds Parent Liaison Web based resources Community agencies	Documentation of usage

