

# Katherine Anne Porter School CIP Plan (2016-2017)

<b>Goal #1:</b>	Attain a Special Education Drop-Out Rate of 25% (Reduction of 50% from 2015-2016 yr) by June 3rd, 2017.
<b>Objectives:</b>	<b>A</b> Identify students requiring additional instructional support through evaluation of STAAR Alg. 1 and Eng. 1 performance in Tier 1 or
	<b>B</b> Identify students requiring additional instructional support through performance below 50% on major classroom project/test by Spring Semester of Freshman year as results are received.
	<b>C</b> Provide professional development on how to analyze Special Education campus data to decrease ISS placement for students receiving Special Education services.

Action Steps	Person Responsible	Measurement/ Evaluations	Expenditures	Timeline
<b>A.1. Review of past STAAR Test scores and internal benchmark tests by teachers by the end of the first 6wks of each semester with students requiring additional support identified.</b>	<ul style="list-style-type: none"> <li>• Gifford</li> <li>• School Administration</li> <li>• All Teachers</li> </ul>	<ul style="list-style-type: none"> <li>• Students scoring below Tier II on STAAR Tests and/or</li> <li>• Students scoring below 50% on Benchmark testing</li> </ul>	<ul style="list-style-type: none"> <li>• SPED Summary of Performance form</li> <li>• DMAC program</li> </ul>	End of 1st Six weeks of Semester 1 & 2.
<b>A.2. Notification of Student and Parents by week 2 of second 6 weeks of the Semester.</b>	<ul style="list-style-type: none"> <li>• Dept. Heads</li> <li>• Wilfong</li> <li>• Sanchez</li> <li>• Gifford</li> </ul>	Record of email, letters home, and/or call sheets.	Materials and postage 21st Century Office Aide	2nd 6 weeks of semester 1 & 2

<p><b>C. 1.</b>  <b>Professional learning to better work with de-escalation strategies and dealing with students with anger issues (SAMA) and also learning to use DMAC data to better serve our students. (Title 1, SW components)</b></p>	<ul style="list-style-type: none"> <li>● Flynn</li> </ul>	<ul style="list-style-type: none"> <li>● 100% faculty participation in training sessions.</li> <li>● Monitoring through surveys, observations, walk- through, signup sheet.</li> <li>● Formative and Summative assessments</li> </ul>	<ul style="list-style-type: none"> <li>● Region 13 Training or equivalent</li> <li>● Training materials</li> </ul>	<ul style="list-style-type: none"> <li>● Aug. 2016 in-service</li> <li>● Mid-Year Training</li> <li>● End of year Training</li> </ul>
<p><b>C.2.</b>  <b>Educate stakeholders/ students of implement in school instruction time for Wonderful Wednesday schedule – 8:30-9:20</b></p>	<ul style="list-style-type: none"> <li>● Gifford</li> <li>● Councilors</li> <li>● All teachers</li> <li>● Administrative Team</li> </ul>	<ul style="list-style-type: none"> <li>● 90% of students enrolled during new Wednesday timeline</li> </ul>	<ul style="list-style-type: none"> <li>● Announcement / web site</li> <li>● Announcement/new student orientation</li> <li>● Announcement/ first day of school</li> </ul>	<ul style="list-style-type: none"> <li>● Summer school</li> <li>● New student orientation day</li> <li>● First day of school</li> </ul>
<p><b>C.3</b>  <b>Implement in-school instruction time for SEL and Career Options on Wednesday schedule – 8:30-9:20</b></p>	<ul style="list-style-type: none"> <li>● Tutors</li> <li>● Councilor</li> <li>● PTSO</li> <li>● Study Hall monitor</li> </ul>	<ul style="list-style-type: none"> <li>● 100% of students engaged before school starts on Wednesdays-- tutor/STAAR Practice/Making up work</li> </ul>	<ul style="list-style-type: none"> <li>● Classrooms</li> <li>● Parent volunteers</li> <li>● Councilors</li> <li>● Tutors</li> <li>● Study Hall monitor</li> </ul>	<ul style="list-style-type: none"> <li>● Principal creates program June 16, 2016</li> <li>● Aug. 2016 in-service have proposal out to all stakeholder</li> <li>● First day of school</li> </ul>

<b>Goal #2:</b>	<b>Reduce the rate of student Discipline Referral Rate</b>
<b>Objectives:</b>	the discipline referrals for offenses will be reduced by 25% from the previous school year The 2 <sup>nd</sup> year of Restorative Justice Program will be implemented
<b>A</b>	
<b>B</b>	Communication of Behavior Intervention plans to all stake holders

Action Steps	Person Responsible	Measurement	Resources Needed	Timeline			Due Date
<b>1. Access professional learning opportunities for teachers on anti-bullying, cyber safety, and mental health concerns. Professional learning to better work with de-escalation strategies and dealing with students with anger issues (SAMA)</b>	<ul style="list-style-type: none"> <li>● Administration</li> <li>● All teachers</li> </ul>	<ul style="list-style-type: none"> <li>● 100% staff present at professional in Aug.</li> </ul>	<ul style="list-style-type: none"> <li>● SAMA curriculum</li> </ul>	Aug. Training	Revisit of training during faculty meetings throughout the year	Return of region 13 visit question and answers for teachers after Dec. break	2017
<b>2. Implement a campus-wide Restorative Justice 2nd year behavior system from the beginning of the year that all campus staff can utilize and which includes strong systems with clear expectations.</b>	Administration All teachers Dr. Flynn	<ul style="list-style-type: none"> <li>● 100% staff present at professional in Aug.</li> </ul>	Expectations outline from Training	Aug. Training	Revisit of training during faculty meetings throughout the year by Dr. Flynn	Return of Dr. Flynn for visit for question and answers for teachers after Dec. break	<b>2017</b>

<p><b>3. Establish campus norms for communication with all stakeholders.</b></p>	<ul style="list-style-type: none"> <li>● Counselors</li> <li>● Teachers</li> <li>● Administrative Team</li> <li>● SPED</li> </ul>	<ul style="list-style-type: none"> <li>● 100% staff present at professional in Aug.</li> <li>● 100% student with discipline issues families will have an annual meeting with admin</li> </ul>	<ul style="list-style-type: none"> <li>● SPED Department will lay out guidelines for Aug. in-service</li> </ul>	<p>Aug. Training</p>	<p>Revisit of training during faculty meetings throughout the year</p>	<p>Return of SPED Department for visit question and answers for teachers after Dec. break</p>	<p>2017</p>
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<b>Goal #3:</b>	Students will increase STAAR Passing Rates in Algebra and English.
<b>Objectives: A</b>	<i>Courses develop project based learning protocol/criteria/assessment tools</i>
<b>B</b>	<i>Create cross-curricular objectives in Course Sheets that show STAAR verbiage throughout all curriculum</i>
<b>C</b>	<i>Diagnostics designed to show which students need assistance</i>

Action Steps	Person Responsible	Measurement	Resources Needed	Timeline			Due Date
<b>1. Project Based professional learning</b>	<ul style="list-style-type: none"> <li>Department Head</li> <li>Departments/ individual teachers</li> <li>Mrs. Creager</li> </ul>	<ul style="list-style-type: none"> <li>100% of teachers actively participating in Professional Learning</li> <li>Fully developed projects for classroom implementation</li> </ul>	<ul style="list-style-type: none"> <li>Materials provided by Mrs. Creager for Training</li> </ul>	Aug. In-service	Department Heads quarterly checks with department Lesson plans	End of year check -evaluation will show project based learning	2017
<b>2. Bench Mark Testing/ Diagnostics Testing Done by First two weeks of school campus wide Information used from test to be given to Tutors</b>	<ul style="list-style-type: none"> <li>Department Head</li> <li>Departments/ individual teachers</li> </ul>	<ul style="list-style-type: none"> <li>100% Completed by first two weeks of school</li> <li>Tutor list created for year of students in need of extra help</li> </ul>	<ul style="list-style-type: none"> <li>Bench Mark Test created in DMAC</li> </ul>	First two weeks of school	Implement-a tion of student list for tutors	Implement-a tion of student list for tutors	

<p><b>3. Develop content for Course Sheets</b></p>	<ul style="list-style-type: none"> <li>● Department Head</li> <li>● Departments/ individual teachers</li> <li>● Superintendent creates course sheets and distributes to D.H.</li> </ul>	<ul style="list-style-type: none"> <li>● Course Sheets to be filled out and worked on by departments</li> <li>● 100% of course sheets to be completed by end of year</li> </ul>	<p>Sheets Given to Department Heads by Superintendent</p>	<p>Aug. In-service-departments work on course sheets</p>	<p>Department Heads quarterly checks with department</p>	<p>End of year check</p>	
<p><b>4. Provide Supplemental Instruction Materials and programs to increase student achievement.</b></p>	<ul style="list-style-type: none"> <li>● Admin</li> <li>● John Sanchez</li> <li>● Chris Connors</li> </ul>	<ul style="list-style-type: none"> <li>● 15-25% of enrolled students using program for credit recovery and/or supplemental classroom material.</li> </ul>	<ul style="list-style-type: none"> <li>● Odysseyware</li> <li>● Or equivalent program</li> </ul>	<ul style="list-style-type: none"> <li>● Have students actively enrolled by end of December, 2016</li> </ul>			

<p><b>5. Developing unit cross-curricular projects/ Create cross-curricular objectives</b></p>	<ul style="list-style-type: none"> <li>● Department Head</li> <li>● Departments/ individual teachers</li> </ul>	<ul style="list-style-type: none"> <li>● 100% of teachers involved in cross-curricular projects</li> </ul>	<ul style="list-style-type: none"> <li>● Project standards and guidelines, etc.</li> <li>● Example projects</li> </ul>	<p><u>2016-17</u></p> <p>Aug. In-service-departments work on course sheets</p> <p>Department Heads quarterly checks with department</p> <p>End of year check</p>	<p><u>2016-17</u></p> <p>all grade</p> <p>Implement-a tion of 1 interdisciplinary project per course per year</p> <p>Department Heads quarterly checks with department</p> <p>End of year check</p>	<p><u>2017-18</u></p> <p>all grade</p> <p>Implement-a tion of 2 interdisciplinary project per course per year</p> <p>Department Heads quarterly checks with department</p> <p>End of year check</p>	<p>2018</p>
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