

# **COLORADO HIGH SCHOOL**



**Campus Improvement Plan  
2021-2022 School Year**

**Rebecca Russell, Principal**

## **Campus Improvement Plan Mission Statement**

The mission of the staff at Colorado High School is to prepare our students for personal and academic success. We will provide a safe, supportive environment conducive to learning, a progressive curriculum to ensure high student achievement, and varied activities and organizations to provide multiple venues for success.

The campus is committed to the belief that all children can learn and must be provided the opportunity to master the basic skills, develop thinking and problem-solving skills, and realize their potential.

As education is a lifelong process, the campus seeks to orient its educational opportunities toward preparing students to meet the complex situations they face as adults, both as individuals and as citizens in a democracy.

### **Committee Members**

Chairperson: Rebecca Russell  
Staff Representatives: Kaci Griffith (Counselor); LeaAnn Hudson (Language Arts); William Quinn (Math); Cherrie Pie Zafra (Science); Ann Bazany (Social Studies); Ed Wilson (Special Ed); Jennifer Morris (Ag); Tia Atkinson (FCS); Dan Gainey (Athletics); Sam Hale (Band)

District Representative: Denise Farmer, Assistant Superintendent

## **Campus Needs Assessment**

The following data sources were used for the CAN:

2020 EOC data, 2019 TAPR, 20120-2021 Attendance Reports, and PEIMS reports.

CHS Strengths:

CHS received an “A” rating in the A-F Accountability system.

CHS has installed safety equipment, including a “Detection System” at the entrance to the building, and has increased safety drills.

All CHS students are issued a technology device, such as laptop.

Strong parental involvement in extra-curricular activities and events.

CHS areas of need:

Improve grade level performance of the EOC tests in ELA and Math, for all students, Hispanics, and continuously enrolled categories.

Continue to implement procedures for safety and security of facility.

On-going technology training of staff, to maintain updated technology knowledge and usage in the classroom daily.

Increase parental involvement in student academics.

## CAMPUS IMPROVEMENT PLAN

**Goal 1:** To have all parents become full partners with educators in the education of their children.

**Goal 2:** Students will be encouraged and challenged to meet their full educational potential.

**Goal 3:** Through enhanced drop-out prevention efforts, all students will remain in school until they obtain a high school diploma. (ESEA Performance Goal 5) (ESC 2,4,5,6,7)

**Goal 4:** A well balanced and appropriate curriculum will be provided to all students. Students will be taught language arts, mathematics, science, social studies, fine arts, physical education, and technological literacy. Emphasis will be on developing critical thinking skills, problem solving strategies, and lifelong skills to continue learning. (ESC 2,3,6)

**Goal 5:** Qualified and highly effective personnel will be recruited, developed, and retained.

**Goal 6:** Students will demonstrate exemplary performance in comparison to national and international standards.

**Goal 7:** School campuses will maintain a safe and disciplined environment conducive to student learning

**Goal 8:** Educators will keep abreast of the development of creative and innovative techniques in instruction and administration using those techniques as appropriate to improve student learning.

**Goal 9:** Technology will be implemented and used to increase the effectiveness of student learning, instructional management, staff development, and administration.

**Goal 10:** Campuses will maintain a 95% attendance rate for all students and each student group.

**Goal 11:** Character and Citizenship Education will continue in grades 9-12 and appropriate programs will be provided for all students demonstrating need in suicide prevention, conflict resolution, violence prevention and/or discipline management.

**Goal 12:** Age-appropriate career education will be provided to all students.

Each school year, the principal of each school campus, with the assistance of the campus-level committee, must develop, review and revise the campus improvement plan. The purpose of this plan is to improve student performance on the state's academic excellence indicators for all student populations, as well as improve performance on any other performance measures for special needs populations. The campus improvement plan must be supportive of the objectives of the district improvement plan and must, at a minimum, support the state goals and objectives for education.

In addressing the needs of students at risk of dropping out of school, the district and/or campus improvement plan, as appropriate, must include the following:

- Assess the academic achievement for each special student population in the school using the TAPR and other assessment instruments.
- Set campus performance objectives based on the Academic Excellence Indicator System and other assessment instruments, including objectives for the special needs populations.
- Identify how the campus goals will be met for each student.
- Resources needed to implement identified strategies, including:
  1. Supplemental personnel attributed to state compensatory education and accelerated instruction.
  2. Supplemental direct costs attributed to state compensatory education.
- Identify staff needed to implement the plan.
- Timelines for monitoring strategies.
- Set timelines for reaching the goals.
- Establish measurable performance objectives and measure progress toward the performance periodically to ensure that the plan is resulting in academic improvement.
- Formative and summative evaluation criteria.

Additionally, the campus-level committee must approve the portions of the campus plan that address campus staff development needs.

The Texas Education Code requires each school district to have a district and campus improvement plan. The state compensatory education program must be described in the campus improvement if the state compensatory education program is implemented district-wide.

Law requires the district/campus improvement plan is the primary record supporting expenditures attributed to the state compensatory education program.

In determining the appropriate accelerated, intensive compensatory programs and/or services, districts must use student performance data from the STAAR and other appropriate assessment instruments and achievement tests administered under Subchapter B, Chapter 39 of the Texas Education Code. The district must design the state compensatory education program based on the identified needs of students at risk of dropping out of school.

State compensatory education resources must be redirected when evaluations indicate that programs and/or services are unsuccessful in producing desired results for students at risk of dropping out of school.

Many districts utilize their regional education service centers to assist in the development of their campus and/or district improvement plans. ESCs provide technical assistance to school districts and can provide a wealth of information on best practices and model programs.

# COLORADO HIGH SCHOOL

**Goal 1:** To have all parents become full partners with educators in the education of their children.

**Objective:** Emphasis will be on strengthening communication and parent/community involvement. (ESC 7)

Implementation: Reform Methodologies, Strategies, and Activities	Timeline	Person(s) Responsible	Resources/ Allocation	Formative Evaluation	SWC	Expected Outcomes	Summative Evaluation
<b>Grade Level: 9-12</b>							
<u>1.1:</u> Strengthen communication with the community and parents through phone calls, Skyward, e-mail, social media, websites for the district and campus, parent-teacher conferences, local news sources	Aug-May	Principal, Counselor, Teachers, Campus Communication Specialist	Teachers, Secretaries, Tech. Specialist, Computers, Phone System, Skyward, Paper - Local Budget	conference schedules, sign-in sheets, parent feedback, regular website updates	6	Increased parental participation	parent participation
<u>1.2:</u> Maintain copies of District Improvement Plan, TAPR, released STAAR results and other parent resources on the campus and publicize available resources.	Aug-Jan	Principal, Counselor	Secretaries, Copies/Local Budget		6	Increased awareness of school policies and programs, improved parenting skills	User check-in and community input
<u>1.3:</u> Actively pursue parent and community input on the campus level. (CIC, CTE Advisory, Health Advisory, GT, ESL, Special Education)	Aug-May	Principal	None	4 times a year/Minutes of meetings	6	Increased parent input	Minutes of advisory meetings
<u>1.4:</u> Actively encourage parents and community members to participate in both academic and non-academic activities, and to volunteer in schools.	Aug-May	Principal, teachers	Rooms, Parent Involvement Materials, Publicity/Local Budget	Campus Review Yearly District Review	6	Increased parent participation	Yearly report of number of opportunities for parents,
<u>1.5:</u> Provide parent education and support with special attention given to parents of ESL, migrant, and special needs students.	Aug-May	Principal, Counselor, ESL Teacher, Sp. Ed. Teachers	Parent Involvement, Parent Training Materials, Refreshments for Meetings/Local Budget	Each semester/Number of participants, participant feedback	6,10	Increased parent involvement	Parent survey, record of contacts, sign-in sheets

<u>1.6:</u> Coordinate activities and functions with the other campuses.	Aug-May	Principal, Secretary	Fundraisers, Facilities	Yearly	6	Increased parent participation	Membership numbers, sign-in sheets
<u>1.7:</u> Include the Student-Parent-Staff compact in the student handbooks.	Aug-Sept	Principal	None	Annually/Documents returned, comments from students and parents, level of parent involvement	6	Increased parent involvement, increased student achievement	Number of parent contacts, student achievements, discipline reports
<u>1.8:</u> Inform and involve parents of eighth grade students and high school students in scheduling and degree/career planning, including information about TEXAS Grant, Teach for Texas, and other scholarship/aid.	Aug-May	Counselor, Principal	Perkins,	Annually/Documents returned, comments from students and parents; level of parent involvement	6,7	Increased student preparation of college or career, increased number of graduates under recommended and distinguished graduation plans	Scholarships obtained, report of graduates and follow-up
<u>1.9:</u> Keep parents informed of student progress. Activities will include :( 1 ) Distribution of 3-week progress reports and 6 weeks report cards. (2) Send benchmark reports home after exams are given.	Aug-May	Principal, Teachers	Local Budget	Progress reports, report cards, benchmarks	6	Increase academic progress and parent communication	Academic progress reflected in report cards and benchmark reports
<u>1.10:</u> Conduct orientation meeting for incoming 9th graders and their parents. Counselors conduct one on one meeting with each student and their parents or guardians to discuss their child's career pathway.	March-April	Principal, Teachers, Counselor	Perkins, Local Budget	Orientation schedule, choice sheets	6,7	Student/parent awareness of policies, procedures, services, and course offerings	Handbook acknowledgement forms, counselor's log, choice sheets
<u>1.11:</u> Provide career and college prep information for all students.	On-going	Counselor	Perkins, Local	Schedule of meeting	7	Help students establish career and educational goals.	Counselor sign-in sheets
<u>1.12:</u> Provide a detailed syllabus at the beginning of each semester for all courses outlining class requirements, teacher expectations for student work and achievement, and the grading policy.	Aug. and Jan.	Teachers	Local	Keep parents informed on course offerings	6	Keep parents informed and updated	Copies of syllabus

# COLORADO HIGH SCHOOL

**Goal 2:** Students will be encouraged and challenged to meet their full educational potential.

**Objective:** (See attached needs assessment/performance objectives). (ESC 4 and 5)

**Implementation:**

**Reform Methodologies, Strategies, and Activities**

**Grade Level: 9-12**

	Timeline	Person(s) Responsible	Resources/ Allocation	Formative Evaluation	SWC	Expected Outcomes	Summative Evaluation
<u>2.1:</u> Assure placement of all special needs' students in the least restrictive environment.	Aug-May	Principal, Diagnostician, Counselor, Teachers	Special Education/Local Funds	Each grading period/assessment results, IEP review		Increased achievement	Passing rates, standardized tests
<u>2.2:</u> Provide additional help for special education students and at-risk students through resource and inclusion (teachers and aides).	Aug-May	Special Program Teachers, Principal	Special Education/Local Funds	Each grading period/Benchmark results, IEP review	2	Increased achievement in least restrictive environment	EOC scores, assessment results, grades, IEP review
<u>2.3:</u> Implement/refine Accelerated Instruction & GT strategies for all students.	Aug-May	Principal, Counselor	Local Funds, Title I	Each grading period/Grades and assessment scores	2	Increased achievement	STAAR scores, benchmark results, record of class credit
<u>2.4:</u> Provide extended year service for remediation or acceleration for special education and regular education students if necessary. Conduct Summer School.	June-July	Principal, High School Counselor, Teachers	Local Funds, ESL Funds, Title 1	Each grading period/report card, benchmark assessments, student comments	2	Increased achievement	Standardized test scores, retention rate, benchmark results, student feedback
<u>2.5:</u> Provide tutoring for students needing academic help and support: tutorials, EOC classes/tutorials	Aug-May	Counselor/At-Risk Coordinator	Local Budget, Title 1	Each grading period/report card, benchmark assessments, student comments	2,9	Increased achievement, lower failure rate	Standardized test scores, retention rate, student and parental feedback, benchmark results
<u>2.6:</u> Increase the use of manipulative, graphing calculators, and hands-on activities in math and science classes.	Aug-May	Principal, Teachers	Local Funds, Title I	Bi-annually/grades, test scores, number of staff trained, list of materials purchased		Increased achievement in math and science classes, students prepared for STAAR	Report cards, EOC scores

<u>2.7:</u> Review the identification procedures for GT, ESL and At-Risk students, especially those from low SES and minority populations, and provide GT training and updates to all teachers.	Aug-May	Principals, Counselors	Local Staff Development Budget, GT Budget	Each grading period/grades, test scores, number of staff trained		Increased services for GT students/better subgroup representation	Enrollment in honors classes, classes for ESL and G/T Students, list of identified students
<u>2.8:</u> Review GT / ESL programs & update and revise the handbooks.	Oct-Dec	GT Coordinator and ESL Coordinator	None needed	Annually/Teacher-Parent feedback, compare with state plan		Increased services for GT and ESL students/Student achievement	Student achievement on grades, EOC Exams
<u>2.9:</u> Identify At-Risk students, according to state guidelines and provide research-based, accelerated instruction.	Sept-May	Counselors	SCE and local budget	Each grading period	2,9	Increase student achievement, lower dropout rate	Report cards, standardized tests, dropout rates, credit accrual
<u>2.10:</u> Provide career, vocational and job-related training for both special education and regular education.	Aug-May	Special Education Director, Principal, Vocational Coordinator, Counselor	Local Funds, State Career Tech Funds, Perkins	Each grading period/Number in classes, class work and job evaluations		Students appropriately prepared for workforce	Grades, credits earned, employer & teacher evaluations
<u>2.11:</u> Identify students meeting the definition of homeless and provide needed support in conjunction with ESC14.	Aug-July	Homeless Liaison	Local and state funds, Title I	Each semester/Grade, teacher-nurse feedback, supplies and services provided		Student achievement	Grades, tests, student-teacher evaluations
<u>2.12:</u> Implement campus-to-campus transitional plans and procedures for all special needs' students to ensure the efficient flow of information needed for program planning.	Aug-May	Principal, Special Programs Staff, Diagnostician	Local, Sp. Ed	Each semester/Student progress	7	Increased achievement	Teacher feedback, student achievement
<u>2.13:</u> Provide additional WTC and TSTC classes and dual credit courses to our students both academically and occupationally.	Aug-May	Principal, Counselor	Perkins	Continuous		Increase in the number of offerings	Annual agreements
<u>2.14:</u> Continue monitoring the appropriate assessments/data to track student progress: TAPR, EOC Tests, ASVAB, TSI, PSAT, SAT, ACT, IEP's	Aug-June	Teachers, Principal, Counselor	Local, Perkins,	Continuous	8	Teacher information sharing	Disaggregating of data



<u>2.15:</u> Continue growth of UIL participation by increasing student recognition and placing emphasis on academic excellence	Aug-Oct	Principals, UIL Director, UIL Academic Coaches	Local Funds	November	Increased participation	UIL Participation Records
<u>2.16:</u> Continue Career/Technology Programs: Family & Consumer Science, Agriculture, BIM, Automotive Tech, Health Care Science	Aug-May	Vocational Teachers, Counselor	CATE Funds, Perkins	Continuous	Increase student participation in career / technology programs	Lesson Plans, Student Records, Special Program Records
<u>2.17:</u> Ensure compliance with requirements of Title IX (gender equity).	Aug-May	Principal, Athletic Director	Local Funds	Title IX Non-Discriminatory Notice and School Policy	Continued compliance with Title IX	Board Policy, Meetings and agendas

## COLORADO HIGH SCHOOL

**Goal 3:** Through enhanced drop-out prevention efforts, all students will remain in school until they obtain a high school diploma. (ESEA Performance Goal 5) (ESC 2,4,5,6,7)

**Objective:** Maintain dropout rate at below 1% for all student groups.

### Implementation:

#### Reform Methodologies, Strategies, and Activities

#### Grade Level: 9-12

3.1: CHS will aggressively track non-attending students. Activities will include: (1) Daily attendance checks (by period), (2) Mail letters home (3) Phone calls/conferences, (4) Court action taken if necessary.

3.2: Extended day and/or year programs will be offered for Special Education, Migrant, LEP, and regular education students.

Timeline	Person(s) Responsible	Resources/ Allocation	Formative Evaluation	SWC	Expected Outcomes	Summative Evaluation
Aug-May	Principal, Attendance Clerk teachers	Local Funds	On-going/attendance		Increased attendance and achievement	PEIMS drop-out data and attendance
On-going	Principal, Counselor, Teachers	Local Funds and SCE Funds	Promotion Rate	2	Increased achievement and lower drop-out rate	PEIMS, grade reports, state testing results, credit recovery

3.3: Provide a drug and alcohol prevention program, character education and social skills program. Continue to participate in Red Ribbon week and its activities.	On-going	Counselor, Teachers, Principal	SDFS Funds, Local Funds FCS	Monthly/Program choices, participation rates		Decrease in number of students involved with tobacco, alcohol and drugs	Discipline records, SDFS performance evaluation,
3.4: Provide after school, and/ or summer school for students with excessive absences.	Aug-May	Principal, Teachers	Local Funds, Title 1	Grading periods/Sign-in sheets	2	Reduction in drop-out due to attendance	Drop-out numbers, absentee report
3.5: Provide numerous opportunities and encourage participation in a wide range of co-curricular and extra-curricular activities.	Aug-May	Principal, Sponsors	Local Funds	Record of participation		Increased motivation to stay in school	Graduation rate, percent involvement
3.6: Provide alternative settings and arrangements such as Wallace High School and DAEP.	Aug-May	Principal, Counselor, DAEP Coordinator	Local Funds	Yearly/Credits earned, log of lab use		Reduce drop-out rate	Report cards, class credit, log of lab use
3.7: Investigate and implement new career/technology courses to motivate students. Welding, CAD and Auto Mechanics college classes held at TSTC.	Aug-May	Principal, Counselor, Grant coordinator	CTE Funds, Local Funds, Perkins	Grading periods/Enrollment figures		Lower drop-out increased relevancy, increased motivation	Numbers of successfully completing courses
3.8: Provide career awareness training in grades 9-12 and aid students in career planning through presentations to classes by parent's/community members.	On-going	Counselor, Principal, Teachers,	Local Funds, CATE, Perkins	On-going/Number of activities and participation rates, lesson plans	7	Lower drop-out increased relevancy, increased motivation	Numbers successfully completing courses, numbers pursuing higher education
3.9: Provide needed interventions for students to be successful with EOC testing such as: EOC tutorial, computer assistance, small group instruction.	On-going	Principal, Teachers, Counselor	Local Funds, Title I	Interventions provided, students participating in activities	2,9	Increased achievement, lower drop-out rate	PEIMS data, STAAR results, % of students that graduate within four years

3.10: Conduct academic and discipline conferences with parents and students when concerns arise.	Aug-May	Principal, Teachers, Counselor	None	Yearly / number of parent conferences, all stakeholder input	6	Increased academic and behavior improvement	List of parents participating, number of conferences conducted
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## COLORADO HIGH SCHOOL

**Goal 4:** A well balanced and appropriate curriculum will be provided to all students. Students will be taught language arts, mathematics, science, social studies, fine arts, physical education, and technological literacy. Emphasis will be on developing critical thinking skills, problem solving strategies, and lifelong skills to continue learning. (ESC 2,3,6)

**Objective:** (See attached needs assessment/performance objectives).

### Implementation: Reform Methodologies, Strategies, and Activities

#### Grade Level: 9-12

	Timeline	Person(s) Responsible	Resources/ Allocation	Formative Evaluation	SWC	Expected Outcomes	Summative Evaluation
4.1: Continue the implementation of assessment alignment in all core subjects.	Jan-May	Principal, Teachers	Local Funds	Yearly assessments		Increased achievement in core subjects	Grades, assessment documents
4.2: Continue to evaluate course offerings and sequences in science, social studies, math, language arts and electives for EOC preparation.	Aug-May	Principal, Teachers	Local Funds	Yearly/Course schedules		Increased achievement	Test scores
4.3: Expand vocational education courses, including job training for special education as well as regular education students.	Aug-May	Vocational Teachers, Principal, Special Education Teachers	Perkins, Special Education, CATE Funds	Each semester/Enrollment in classes, job coach's reports, student-teacher-parent feedback		Increased skills in vocational areas	Grades and credits earned
4.4: Integrate technology into all curriculum areas with laptops/chrome books for each student	Aug-May	Principals, Technology Director, Teachers	CATE Funds Perkins Grant Title 1	Each semester/Lesson plans	2	Increased proficiency with technology, increased achievement	Projects, grades, feedback

4.5: Provide homework help and extended day tutorials for all students.	Sept-May	Principals, Teachers	SCE Funds, Local Funds, Perkins, Title 1	Weekly grade review	2,9	Increase student achievement	Current year state assessment data, report card grades, and credits earned.
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## COLORADO HIGH SCHOOL

**Goal 5:** Qualified and highly effective personnel will be recruited, developed, and retained.

**Objective:** By the end of the 2017 – 2018, assure that all students will be taught by highly qualified teachers. (ESEA Performance Goal 3)

### Implementation:

#### Reform Methodologies, Strategies, and Activities

#### Grade Level: 9-12

5.1: Utilize the use of the Web Site, ESC 14 and TASA to locate highly qualified teacher applications and attend job fairs.

Timeline	Person(s) Responsible	Resources/ Allocation	Formative Evaluation	SWC	Expected Outcomes	Summative Evaluation
Aug-July	Superintendent, Principal	Local Funds	As needed/Number of teachers hired, teacher evaluations - PSC Report	3	All courses taught highly qualified teachers	Number of teachers highly qualified
Aug-May	Asst. Super., Principal	Local Funds, TXBESS materials	Monthly/Mentor assigned training schedule	5	Quality Instruction	Grade reports, teacher evaluation, retention rate
Aug-July	Principal, Special Education Director, Nurse	Local Funds	Annually/number of paraprofessionals trained		Increased number of paraprofessionals who are highly qualified	Documentation of paraprofessionals training certificates
Aug-July	Principal, Region 14 ESC	Local Funds	Annually/number of teachers trained and types of training	4	Increased performance of special populations	State testing results, drop-out rates

5.4: Provide opportunities and encourage teachers and principals to seek additional training in meeting the needs of special populations including GT, ESL, migrant, dyslexic, homeless students, and children of poverty.

## COLORADO HIGH SCHOOL

**Goal 6:** Students will demonstrate exemplary performance in comparison to national and international standards.

**Objective:** All students will reach high standards, at a minimum attaining proficiency or better in reading/language arts and mathematics, as evidenced by the scores on the state assessments.

### Implementation:

#### Reform Methodologies, Strategies, and Activities

#### Grade Level: 9-12

6.1: Study TEKS and EOC guidelines, adjust courses and benchmarks to prepare for testing changes, and provide additional teaching resources as needed.

Timeline	Person(s) Responsible	Resources/ Allocation	Formative Evaluation	SWC	Expected Outcomes	Summative Evaluation
Sept-May	Principal, Department Heads, Teachers, Counselor	Local Funds, Title 1	Each semester		Increased student achievement on state testing	Course and assessments changes, achievement on 2020 EOC exams
Aug-May	Principal, Teachers	SCE Funds, Local Funds, Title 1	Each grading period/grades, assessments results, tutorial lists, At-Risk lists, schedule of tutorials	2,9	Reduction in failures	Grade Reports, EOC results, retention rate
Aug-May	Principal, Dept. Heads, Region 14 ESC	Local Staff Development Funds,	Semester/record of training, student performance on assessments; Each grading period/At-Risk list	4	Increased student achievement	Standardized test results, teacher feedback

## COLORADO HIGH SCHOOL

**Goal 7:** School campuses will maintain a safe and disciplined environment conducive to student learning.

**Objective:** To support comprehensive drug use prevention and violence prevention programs (9-12) that: 1) prevent violence in and around schools 2.) Prevent the illegal use of alcohol, tobacco, and drugs 3.) Involve parents and communities 4.) Coordinate with federal, state, and community efforts to provide safe and drug-free schools and communities.

**Implementation:  
Reform  
Methodologies,  
Strategies, and  
Activities  
Grade Level: 9-12**

7.1: Review Student Code of Conduct and revise for continuity, consistency, and legal compliance.

7.2: Continue to implement a positive discipline program, review discipline reports, and develop plan to address identified problems.

7.3: Review campus Emergency Operations plan and procedural manual and train staff.

7.4: Train coaches, band directors, maintenance staff, custodians, cafeteria workers, teachers, and administrators in CPR.

7.5: Work with county and local police to ensure a safe environment, educate students to legal and personal consequences of their actions, especially as it relates to drugs, crimes, or violence.

7.6: Provide a safe environment by utilizing drug dogs and monitoring cameras in buses and school.

Timeline	Person(s) Responsible	Resources/ Allocation	Formative Evaluation	SWC	Expected Outcomes	Summative Evaluation
Aug-May	Principal, CIP, Board of Trustees	TEA	At beginning of each semester/Discipline Student Compliance Reports		Clear expectations and reduced behavior problems	Discipline referrals
Aug-May	Principal, Counselor, Teachers	Local Funds	Quarterly/Record of training, discipline referrals		Decreased discipline referrals	Discipline referrals, PEIMS discipline report
Aug-July	Principal, Nurse, counselor	None	Each semester/report of times used and principal feedback	4	Increased safety awareness	Crisis Management Handbook, Regulation Manual
Aug-May	Nurse, Athletic Director	Local Funds	Quarterly/Class records	4	Improved safety, fewer injuries	Record of incidences, record of CPR Certified Employees
Aug-May	Principal	Local Funds	Record of training, incidences reported, teacher and student feedback		Fewer incidences	Discipline Referrals, PEIMS discipline report
Aug-May	Principal	Local Funds	Increased safety of school		Increased student health and safety, decreased student incidences of unhealthy or risky behavior	Incidence reports, discipline records

7.7 Provide DAEP, OCS and Wallace HS as an alternative education program.	Aug-May	Principal, campus discipline committee	Personnel Budget	Each semester/Discipline records	Reduction in behavior problems	Discipline records, records of repeat offenders, PEIMS Data
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## COLORADO HIGH SCHOOL

**Goal 8:** Educators will keep abreast of the development of creative and innovative techniques in instruction and administration using those techniques as appropriate to improve student learning.

**Implementation:**

**Reform Methodologies, Strategies, and Activities**  
**Grade Level: 9-12**

	Timeline	Person(s) Responsible	Resources/ Allocation	Formative Evaluation	SWC	Expected Outcomes	Summative Evaluation
8.1: Provide training opportunities for staff in all teaching fields and technology.	On-going	Technology Coordinator, Principal	Local Funds,	On-going/staff development records	4	Increased student achievement	Grades, test results, PDAS, Department Meetings
8.2: Provide training in gifted/talented, ESL, effective teaching strategies, and technology training.	On-going	Principal, Special Programs Directors, Technology Director	Staff Development Budget	Semester/In-service sign-in sheet, Staff development plan, Workshop evaluations	4	Increased student achievement	Test results, grades, additional staff certifications, workshop evaluations
8.3: Provide paraprofessional training for high school staff.	Aug-Sept.	Special Programs Directors, Principal	Local Funds, Staff Development Budget	Yearly/Sign-in sheets, feedback	4	Increased student achievement	Aide evaluations, teacher-parent-student feedback
8.4: Contract with ESC 14 to supply training for staff as requested by principals/staff.	Aug-May	Superintendent, Principal	Local Funds, Staff Development Budget	Monthly/ESC XIV billing	4	Improved teaching	Passing rate, lesson plans, standardized test scores, PDAS
8.5: Continue the yearly appraisal system for all teachers on the campus.	Aug-May	Principal	Local Funds	On-going/In-service sign-in sheets, observation and walk-through records		Improved instruction	PDAS scores, student test scores

8.6: Staff will receive training as appropriate, including training in classroom management, data disaggregation and conflict resolution.	On-going	Asst. Superintendent, Principal, Department Heads	Staff Development Budgets	Monthly/Leave request records, certificates of training	4	Improved student achievement	Test scores, program review
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## COLORADO HIGH SCHOOL

**Goal 9:** Technology will be implemented and used to increase the effectiveness of student learning, instructional management, staff development, and administration.

Implementation: Reform Methodologies, Strategies, and Activities	Timeline	Person(s) Responsible	Resources/ Allocation	Formative Evaluation	SWC	Expected Outcomes	Summative Evaluation
<b>Grade Level: 9-12</b> 9.1: Technology integration specialist, through modeling and training, will assist teachers in integrating technology into the curriculum.	Aug-May	Technology Director, Principal, Region 14 ESC	CTE Funds, Title 1, Local	Monthly/TIS reports, lesson plans, teacher feedback	4	Increased use of computers in the instructional process, increased motivation, and learning	Teacher and student products
9.2: Purchase every student a laptop/Chromebook.	Aug-May	Technology Director, Tech Specialists	Title I Funds, Perkins, Donated Computers, Local Funds,	Yearly/Inventory		Improved student achievement, stronger integration of technology,	Test results
9.3: Provide protection in compliance with Children's Internet Protection Act through filtering provided through contracted service with ESC 14 and local monitoring.	On-going	Technology Director, TI Specialists, Principal	Technology, Local	Yearly/ Written Policy/ Contract with ESC 14		Safety for students using the internet	Records of sites visited/ sites blocked out



## COLORADO HIGH SCHOOL

**Goal 10:** Campuses will maintain a 95% attendance rate for all students and each student group.

**Objective:** Improve student attendance.

**Objective:** Maintain an attendance rate of at least 95% on the HS campus.

Implementation: Reform Methodologies, Strategies, and Activities	Timeline	Person(s) Responsible	Resources/ Allocation	Formative Evaluation	SWC	Expected Outcomes	Summative Evaluation
<b>Grade Level: 9-12</b> <u>10.1:</u> Set measurable attendance goals of 95% for the campus and each subgroup and closely monitor absentees and tardies.	Aug-May	Principal, Campus Improvement Teams, Attendance Clerk	None	On-going/Attendance records, monthly board report		Increased attendance rate	District & TEA campus report cards
<u>10.2:</u> Actively solicit parent support and promote parent/school communication.	Aug-May	Principal, Counselor, Teachers	Local Funds	Monthly/Record of parent contacts	6	Increased attendance rate	District AEIS & TEA campus report cards
<u>10.3:</u> Work with students and their parents for excessive absences and truancies.	Aug-May	Principal, Attendance clerk	None	On-going/Records of actions taken and attendance records	6	Increased attendance, decreased drop-out rate	AEIS report
<u>10.4:</u> Use Summer School for students with excessive absences to recover credit.	Aug-June	Principal, Counselor	Local Funds	Attendance at Saturday Schools/ record of absences		Increased number of students meeting the 90% rule for credit	Attendance reports, promotion, and credit reports
<u>10.5:</u> Use after school extended program to assist with homework completion, as well as credit recovery.	Aug-May	Principal, Counselor	Local Funds Title 1	Attendance and improvement in grades	2	Higher passing rates	Attendance reports and credits received

## COLORADO HIGH SCHOOL

**Goal 11:** Character and Citizenship Education will continue in grades 9-12 and appropriate programs will be provided for all students demonstrating need in suicide prevention, conflict resolution, violence prevention and/or discipline management.

**Objective:** Decrease discipline referrals to principals or counselors. (See Goal 7)

**Objective:** Reduce evidence of disruptive behavior.

<b>Implementation: Reform Methodologies, Strategies, and Activities</b>	<b>Timeline</b>	<b>Person(s) Responsible</b>	<b>Resources/ Allocation</b>	<b>Formative Evaluation</b>	<b>SWC</b>	<b>Expected Outcomes</b>	<b>Summative Evaluation</b>
<b>Grade Level: 9-12</b> <u>11.1:</u> Staff members will receive instruction and/or information in suicide prevention, conflict resolution, violence prevention, and discipline management.	Aug-May	Principal, Curriculum Coordinator, Nurse Region 14	Campus Funds, Staff Development Funds, SDFS Funds Title IV	Quarterly/Staff development records, sign-in sheets, LST decisions	4	Fewer discipline problems, lower incidence, increased student achievement	Yearly discipline report, school climate survey, SDFS performance evaluation
<u>11.2:</u> Discipline plans will be reviewed by administration and leadership team for effectiveness, legality, and consistency.	Aug-May	Department Heads, Principal	None	Bi-annually/Code of Conduct Revisions, discipline referrals, school climate survey		Improved behavior, increased student responsibility	Yearly discipline report
<u>11.3</u> Students will receive information and researched-based training relating to this objective (in appropriate classes).	Aug-May	Principal, Counselor, Teachers, Nurse	Local Budget	Each grading period/Lesson plans		Fewer behavior problems	School climate survey
<u>11.4:</u> Staff will actively seek ways to make each student feel valued and successful.	Aug-May	All Staff	Local Budget	Monthly/Passing rate, discipline and behavior referrals		Improved self-esteem, increased achievement	Passing rate, drop-out information, discipline records, school climate survey
<u>11.5:</u> All efforts will be made to coordinate with local, county and state agencies.	Aug-May	Principal, Counselor	Local Budget	Quarterly/List of contacts, records of combined efforts, meetings and projects		Increased services	Incidence reports

## **COLORADO HIGH SCHOOL**

**Goal 12:** Age-appropriate career education will be provided to all students.

<b>Implementation: Reform Methodologies, Strategies, and Activities</b>	<b>Timeline</b>	<b>Person(s) Responsible</b>	<b>Resources/ Allocation</b>	<b>Formative Evaluation</b>	<b>SWC</b>	<b>Expected Outcomes</b>	<b>Summative Evaluation</b>
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**Grade Level: 9-12**

<u>12.1:</u> Articulate a sequence of career awareness and provide career awareness training (9-12).	Aug-May	Principal, Counselor, Teachers	Local Budget	Monthly/Current offerings, generated document		Increased exposure to information about careers	Career awareness sequence
<u>12.2:</u> Determine aptitude and interest of students and assist students in developing appropriate career-related skills.	Aug-May	Counselor, Teachers	CTE Funds, Local Funds	Each semester/Vocational report, test results, ASVAB		Increased self-awareness	Inventory results
<u>12.3:</u> Assist students and parents in planning for continuing education/training in a chosen field of study by guiding them into a career pathway through the appropriate principles class to aid in their career selection.	Aug-May	Counselor	Local Budget	Yearly/Counselors' records	6,7	Increase number of students entering a program of higher education or trade school	AEIS report, number of graduates enrolled in higher education or trade school
<u>12.4:</u> Provide students with opportunities for SAT/ACT practice.	Aug-May	Counselor	Local Funds	Each semester/Record of training	7	Increase scores on college entrance tests	PEIMS, SAT/ACT (percent taking), average score
<u>12.5:</u> Actively assist students and parents in pursuing an appropriate degree plan, certifications and securing scholarships.	Aug-May	Counselor	Local Budget	On-going/Degree plans, class schedules, newsletters	6,7	Increase number of students entering a program of higher education	Graduation data, number of scholarships funded, certifications earned
<u>12.6:</u> Provide students with technological skills needed in the workplace.	Aug-May	Technology Task Force	CTE Funds	Monthly/Record of training, lesson plans, course offerings		Increased technological literacy and experience	Student course records, student technology matrix
<u>12.7:</u> Provide special needs students with workplace skills.	Aug-May	Principals, Special Education Teachers; Shared Service	CTE Funds, Special Education Funds	Monthly/Job reports, lesson plans		Prepare students to become self-reliant citizens	Work record, job evaluations, achievement records
<u>12.8:</u> Utilize presentations of community members and parents to aid students in career planning.	Aug-May	Teachers, Counselor / At-Risk Coordinator, Principal	Local Funds	Yearly/ Participation numbers/ numbers of presenters	6,7	Equip students with information needed to make career and educational decisions	Surveys/ Records of attendance

