

**LOUISE HIGH SCHOOL
CAMPUS IMPROVEMENT PLAN
2007-2008**



November 15, 2007
Date of School Board Approval

Louise High School
-Mission Statement-

*The faculty and staff of Louise 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.

Louise High School

Planning and Decision Making Committee

Name	Position Parent, Business, Community, Teacher, etc	Signature
Blumrick, Diana	High School Principal	
Dowell, Charlotte	Counselor	
Wendel, Danette	Office Personnel	
Jackson, Melanie	Central Office Personnel	
Dornak, Brenda	Special Programs Teacher	
Cardenas, Joe	Teacher	
Robinson, Evelyn	Teacher	
Lovejoy, Jenifer	Teacher	
Koenig, Lisa	Teacher	
Claxton, Staci	Teacher	
Stockton, Kinnan	Business Official	
Bain, Kacy	Business Official	
Gonzales, Jessie Mae	Community Member	
Aguirre, Dawn	Community Member	
Koudela, Debbie	Parent	
Machicek, Cheryl	Parent	

Comprehensive Needs Assessment

A Comprehensive Needs Assessment was conducted with the Committee on October 22, 2007.

Participants in Attendance	Data Sources Examined
<p style="text-align: center;"><i>October 22, 2007 – Campus Intervention Team</i></p> <p><i>Dr. Donna Cole, CIT Contact</i> <i>Bill Silliman, CIT Contact</i> <i>Diana Blumrick, High School Principal</i> <i>Andy Peters, Superintendent</i> <i>David Menefee, Board Member and Parent</i> <i>Staci Claxton, Science Teacher</i> <i>Lisa Koenig, Science Teacher</i></p>	<div style="border: 1px solid black; padding: 5px;"> <p><i>AEIS</i> <i>Federal Accountability Data for AYP</i> <i>TAKS Data--disaggregated</i> <i>District PEIMS reports</i> <i>PBMAS reports</i> <i>Dropout and School Leaver data—disaggregated</i> <i>District retention data</i> <i>District discipline referral data</i> <i>Student attendance data</i> <i>Benchmark testing data</i> <i>Referral percentages for students in Special Education</i> <i>Campus parent participation records (discussed)</i> <i>Truancy data (discussed)</i> <i>Teacher retention data</i> <i>Teacher Attendance</i></p> </div>
<p style="text-align: center;"><i>November 8, 2007 – Campus SBDM Committee</i></p>	
<p style="text-align: center;"><i>November 28, 2007 – Campus Intervention Committee Meeting</i> <i>Dr. Donna Cole; Mr. Bill Silliman; Mr. David Menefee; Diana Blumrick, Staci Claxton;</i> <i>Lisa Koenig in attendance.</i></p>	

Prioritized Areas of Concern	
Areas of Concern	Data Source
Science – Grades 10 and 11	State Accountability (AEIS)
Math scores grades 9, 10, & 11	State Accountability (AEIS)
Percentage of Hispanic students identified for Special Education (Over-identification of Hispanic Spec. Ed. Students; Over-identification of Spec. Education students.	Program data, PBMAS
Special Programs – Special Education; Dyslexic Program	Student achievement; participation in special programs

Louise High School
Current Enrollment 176
 At-Risk Population

Student Populations Analyzed	At-Risk		Economically Disadvantaged	
	% of Population	# of Students	% of Population	# of Students
All Students	44%	77	36%	64
Hispanic	19%	33	22%	39
African American	*	*	*	*
White	20%	36	10%	17

Economically Disadvantaged and At-Risk Populations	
% Population	# of Students
18%	32

Grades 9-12

State of Texas At-Risk Student Eligibility Criteria:

A student under 21 years of age is identified as at-risk if he/she meets one or more of the criteria below:

1. Is in pre-kindergarten – 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.

Economically Disadvantaged Eligibility:

1. Qualify for free or reduced lunch program.

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.

State Compensatory Education (SCE)T	Enhance & improve the regular education program to increase the academic achievement and to reduce the drop out rate of identified students in at-risk situations. Supplements local funds.		
English as a Second Language (ESL)	Addresses the needs of students whose home language is one other than English.		
Special Educations (SE)	Addresses the needs of students identified with disabling conditions.		
Gifted and Talented (GT)	To identify and provide services to students identified as gifted and talented.		
Career and Technology Education (CATE)	Develop more fully the academic and occupational skills of all segments of the student populations, ultimately assisting to make the United States more competitive.		
Title I, Part A	To enable schools to provide opportunities for children served to acquire the knowledge and skills contained in the state content standards and to meet the state student performance standards developed for all children.		
Title II, Part A	To increase student academic achievement through improving teacher and principal quality and increasing the number of highly qualified teachers, principals and assistant principals in schools.		
Title II, Part D	To improve student academic achievement through the use of technology in elementary and secondary schools		
Technology	To purchase technological equipment that contributes to student learning and to pay for training educational personnel in the use of technology.		
Title IV, Part A	To carry out a comprehensive drug and violence prevention programs designed for all students and employees through combined efforts of school families and communities.		
Title V, Part A	To support reform efforts, support accomplishment of national education goals, provide funding to enable state and local education agencies to implement promising education reform programs.		
Accelerated Reader	To be used to provide intensive, targeted intervention programs for students at every campus for students who have been identified at-risk for reading difficulties, including dyslexia.		
Small Rural School Achievement Program	To be used to carry out local activities authorized under one or more of the following programs: Title I, Part A; Title II, Part A; Title II, Part D; Title III; Title IV, Part A; Title IV, Part B; and Title V, Part A.		
High School Allotment	Develop more fully the academic and occupational skills of all segments of the student populations, ultimately assisting to make the US more competitive.		
Foundation School Funds	State Funds (Total of SCE, ESL, SE, GT, and CATE)		
Texas Educators Excellence Grant (TEEG)	Incentive Monies		
Texas Science, Technology, Engineering and Mathematics Grant			

2007-2008

GOALS AND OBJECTIVES

- Goal 1: Louise High School will have an Exemplary rating by 2012 and be on track for 100% student proficiency by 2014 (NCLB).**
 - a. By May 2008, at least 75% of all students and each student group, including Special Education students tested will meet target goals on the state assessment (p.10). This campus will meet AYP in every area measured.
 - b. Louise High School will meet the needs of all learners (GT, Special Education, Dyslexia, ESL, 504 and At-Risk Populations) through programming and staff development.

- Goal 2: In Louise High School 100% of core academic classes will be taught by highly qualified teachers and 100% highly qualified staff will be maintained.**
 - a. 100% of core academic classes will be taught by highly qualified teachers; 100% of paraprofessionals with instructional duties will meet NCLB requirements and a 100% highly qualified staff will be maintained.
 - b. 100% of teachers and 100% of paraprofessionals with instructional duties will receive high quality professional development.

- Goal 3: All students in Louise High School will be educated in learning environments that are safe, drug free, and conducive to learning.**
 - a. All teachers and students will utilize the school counselor, administrator, effective proven programs and an effective complaint process to ensure an environment that is safe and conducive to learning.
 - b. Louise High School will have an attendance rate of 97% or better each year.

- Goal 4: All students in Louise High School will graduate from high school.**
 - a. By May 2008, 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%.
 - b. Louise High School will increase the number of students taking the ACT/SAT college entrance exams.

- Goal 5: Parents and Community will be partners in the education of students in Louise High School.**
 - a. By May 2008, 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).

State Test Data 2007

TAKS	Math % Met Standard 45% 2007 / 50% 2008			Reading/ELA % Met Standard 65% 2007 / 65% 2008			Writing % Met Standard 65% 2007 / 65% 2008			Science % Met Standard 40% 2007 / 45% 2008			Social Studies % Met Standard 65% 2007 / 65% 2008		
	2005	2006	2007	2005	2006	2007	2005	2006	2007	2005	2006	2007	2005	2006	2007
* All Students	62%	70%	72%	79%	92%	89%	91%	100%	100%	57%	59%	44%	77%	84%	86%
African American	42%	36%	40%	75%	100%	90%	*	100%	100%	40%	40%	20%	71%	100%	88%
* Hispanic	57%	60%	65%	71%	90%	86%	81%	100%	100%	42%	34%	32%	68%	78%	81%
* White	68%	79%	79%	84%	93%	91%	>99%	100%	100%	66%	77%	58%	83%	87%	89%
* Eco. Disadvan.	45%	54%	55%	68%	90%	83%	86%	100%	100%	42%	43%	31%	67%	73%	86%

* 2007 Accountability Analysis Groups Reading/ELA; Social Studies; Mathematics; Science (Grade 7-12)

PROJECTED TARGET MATRICES FOR 2007-2008

Math 2007-08	All Students	H	W	AA	EcoDis	Spec. Ed.
% Met Standard	75%	70%	85%	50%	60%	50%

Rdg/ELA 2007-08	All Students	H	W	AA	ED	Spec. Ed.
% Met Standard	90%	90%	90%	90%	90%	65%

Science 2007-08	All Students	H	W	AA	ED	Spec. Ed.
% Met Standard	50%	50%	60%	45%	45%	45%

Soc. St. 2007-08	All Students	H	W	AA	ED	Spec. Ed.
% Met Standard	90%	90%	90%	90%	90%	65%

**Academically Acceptable/Recognized/Exemplary
State Performance Standards (AEIS)**

	2007 AA / R / Ex	2008 AA / R / Ex	2009 AA / R / Ex	2010 AA / R / Ex
Reading/ELA	65 / 75 / 90	65 / 75 / 90	70 / 80 / 90	70 / 80 / 90
Mathematics	45 / 75 / 90	50 / 75 / 90	55 / 80 / 90	60 / 80 / 90
Science	40 / 75 / 90	45 / 75 / 90	50 / 80 / 90	55 / 80 / 90

Federal Performance Standards (AYP)
Adequate Yearly Progress (AYP) Targets

	2007	2008	2009	2010
Reading/ELA	60	60	67	73
Mathematics	50	50	58	67

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

- a. **Objective:** By May 2008, at least 75% 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.

Activity/Strategy	Title I Schoolwide Component	Person(s) Responsible	Timeline	Resources	Formative Evaluation	Cost Estimate Fund Source
Technology will be used to present lessons to students in a range of subject areas (power point, internet, distance learning center, calculators, smart boards, and alpha smarts.	1	Technology Coordinator Superintendent Network Administrator Principal/Teachers	Ongoing	Projectors Calculators Elmo	Lesson Plans Walk-Through Observations	
Administer TAKS benchmark test at least once per school year.	8	Principal/Counselor Teachers	Sept. – Science January	Released TAKS tests fromTEA	Test Results; Failure List	
Teachers will administer 6 weeks tests.	8	Teachers	Last Week of each Six Weeks	Tests	Copies of Test; Grades	
WebCat assessment materials online will be used by teachers to create benchmark and other assessments as needed in all ELA, Math, Science and Social studies classes.	8	Principal Teachers	Ongoing	Computers	Lesson Plans Walk-Through Observations	
Teachers will use STAR at least two times per year to monitor progress of student reading level.		Title I Teacher Teachers	Aug.; Jan.; April	Computers	Accelerated Reader Records; Star Reports	
Teachers will be provided with benchmark test result data for the purpose of identifying and addressing strengths and weaknesses in various student populations	1,8	Principal Counselor	Sept. January	Test Results; Region III	Lesson Plans Walk-Through Observations Accelerated Instruction Classes	
Science Teachers will increase the number of lab experiments (minimum of 2 per six weeks)		Science Teachers	Each Six Weeks	Supplies/Equipment/Lab	Lesson Plans Walk-Through Observations Lab Schedule	
Provide Accelerated Instruction times for students who are at risk of failure in core subject areas and on TAKS	2,9	Core subject teachers	Every 3 weeks	Title I Funds SCE Funds; \$; # FTE	Improved six weeks grades Reduced failure rate	OEY SCE
Implement "Pride Coach" program to monitor athletes and their academic progress.	10	Athletic Director Coaches	Ongoing	Record keeping by Coach Email	Six Week's Failure List # of Athletes failing/not failing	
Provide one or two 2 hour "Crash the TAKS" accelerated instruction sessions in all TAKS tested subject areas.	9	Principal Teachers	Oct.; Feb.; Apr; July	Time Stipends Instructional Materials	Attendance Sheet	\$500 SCE
Students achieving "A" Honor Roll will be rewarded with a one hour lunch and free lunch coupon for local store.		Principal	Each Six Weeks	Coupons	Honor Roll List	\$ 360 Sec. Academics
Students will be encouraged to participate in UIL literary, including one-act play.		Teachers UIL Coordinator	Jan. – March	Stipends Time Materials	Sign-up Sheet	\$1200
Accelerated reader program will be used to individualize instruction for students.	10	Principal Classroom Teachers	Ongoing	AR Program; STAR; Library; Computers	AR Reports per six weeks	None
Implement AGILE Mind web-based program		Principal Classroom Teachers	Ongoing	Computers AGILE Mind Program	Reports from Teachers on Use	
Reassign instructional aide to Science		Principal	Ongoing	Instructional Aide	More Labs	
Teachers will attend Science convention	1, 4, 10	Principal Science Teacher(s)	Fall – November	Transportation Substitute Teacher	Certificate of Attendance Lesson Plans with documentation of implementation of new ideas	\$300 – TSTEM Grant
Create a science club to aid in increase of TAKS Science scores and for students interested in career in the sciences.		Principal Science Teachers	Ongoing	Science Based Fieldtrips	Lesson Plans with documentation of implementation of new ideas Reports	\$500 – TSTEM Grant

Summative Evaluation: 75% of all students pass all portions of the state tests, meet ARD expectations, and the Campus will meet AYP. Increase in TAKS ELA Scores. Increased number of students acquiring commended performance on TAKS.

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

b. Objective: Louise High School will meet the needs of all learners (GT, Special Education, Dyslexia, ESL, 504, and At-Risk populations) through programming and staff development.

Activity/Strategy	Title I Schoolwide Component	Person(s) Responsible	Timeline	Resources	Formative Evaluation	Cost Estimate Fund Source
Staff development will be provided by Region III to staff members at the beginning of the year to cover GT, Special education, ESL, and At-Risk student populations and how to meet the needs of these diverse populations.		Superintendent Principal	August October	Region III In-House Staff Calendar / Planning	Teacher Input Teacher Surveys	\$500; Title II A
Teachers will differentiate their classroom lessons to meet the needs of students of various populations (GT, Sp. Ed., ESL, At-Risk, 504, Dyslexia).	3	Classroom Teachers	Ongoing	Lessons; Curriculum	Lesson Plans Walk-through Observations PDAS	
Provide teachers with disaggregated data for the purpose of identifying and addressing weaknesses and strengths of students in various populations.		Principal Counselor	Sept. January	Benchmark Results STAR Test Results	Six Week's Failure List Six Weeks	
Utilize accelerated reader program as an individualized reading instruction program.		Principal Classroom Teachers	Ongoing	AR Program; STAR; Library; Computers	AR Reports per six weeks	None
Increase the number of ESL certified teachers on campus.		Principal	Ongoing	Region III TEXES Study Materials	Number of teachers taking and passing TEXES Exam	
Provide ESL students with specific strategies in writing to enhance writing skills.		English Teachers ESL Certified Teachers	Ongoing	Eaobics Program Computer	Teacher Reports	
Teachers will be provided with staff development as a means of staying abreast of new technology available.		Principal Technology Director	August October	Software Hardware Update Tech. Equipment	Lesson Plans Walk-Through Observations	\$500 ; Technology
Provide services for students with dyslexic tendencies and for all students in special populations. (GT; Dyslexic; ESL; Sp.Ed.;504)	3, 8, 9, 10	Principal Classroom Teachers Counselor	Ongoing	Schedule Lesson Plan Books Modifications	Documentation Through Lesson Plans	
Teachers will attend Gifted and Talented convention	4	Principal Superintendent Teachers	November	Vehicle Substitute	Certificate of Attendance	
Increase number of teacher receiving 30 hour GT Training	1, 4, 10	Principal Teachers	Fall and Spring	Region III Substitute Teachers	Certificates of Attendance	

Summative Evaluation: Improved TAKS scores of special population students; Increased number of students acquiring commended performance on TAKS.

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

- a. **Objective-** 100% of core academic classes will be taught by highly qualified teachers, 100% of paraprofessionals with instructional duties will meet NCLB requirements and 100% Highly Qualified staff will be maintained

Data 2006-2007	% Core Classes taught by Highly Qualified Teachers 11	% Highly Qualified Teachers	% Highly Qualified Paraprofessionals 4
----------------	---	-----------------------------	--

Activity/Strategy	Title 1 Schoolwide Component	Person(s) Responsible	Timeline	Resources	Formative Evaluation	Cost Estimate Fund Source
Actively recruit highly qualified teachers, professionals, and paraprofessionals	5	Principal Superintendent	Once a semester, as needed	State Funds Local Funds Title II Funds	100% core academic classes taught by HQ teachers, 100% paraprofessional meet NCLB requirements	
Analyze data from all teacher's certifications, testing, staff development and service records to ensure that all meet highly qualified status.	5	Superintendent Principal's Secretary	Once a semester, as needed	Records	100% core academic classes taught by HQ teachers, 100% paraprofessional meet NCLB requirements	
Assist teachers in maintaining or attaining certification through alternative programs, GT certification, ESL certification, coursework, and TEXES testing in order to assure all staff is highly qualified.	3,4	Principal	Ongoing		Personnel Files Professional Development records Teacher Interviews	
Analyze data from paraprofessionals' files to ensure all instructional aides are highly qualified.	3,4	Principal Superintendent	Ongoing	Personnel Records for review	Personnel Files Professional Development records Teacher Interviews	

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

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

- b. **Objective:** 100% of teachers and 100% of paraprofessionals with instructional duties will receive high quality professional development.

Activity/Strategy	Title 1 Schoolwide Component	Person(s) Responsible	Timeline	Resources	Formative Evaluation	Cost Estimate Fund Source
Provide meaningful, scientific, research-based professional development for all teachers and paraprofessionals	3,4	Principal,	End of each semester	ESC III Local Funds State Funds Title I Funds Title II Funds	Increased student performance	
Identify teachers and paraprofessionals who do not meet NCLB HQ requirements and provide specific professional development	3,4	Principal.	Beginning and end of each semester	ESC III Local Funds Title I Funds Title II Funds	100% core academic classes taught by HQ teachers, 100% paraprofessional meet NCLB requirements	

Summative Evaluation: Example: 100% of teachers and 100% of paraprofessionals with instructional duties will receive high quality professional development.

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

c. **Objective:** 100% of teachers and 100% of paraprofessionals with instructional duties will receive high quality professional development.

Activity/Strategy	Title 1 Schoolwide Component	Person(s) Responsible	Timeline	Resources	Formative Evaluation	Cost Estimate Fund Source
Provide meaningful, scientific, research-based professional development for all teachers and paraprofessionals	3,4	Principal	End of each semester	ESC III Local Funds State Funds Title I Funds Title II Funds	Increased student performance	
Identify teachers and paraprofessionals who do not meet NCLB HQ requirements and provide specific professional development	3,4	Principal	Beginning and end of each semester	ESC III Local Funds Title I Funds Title II Funds	100% core academic classes taught by HQ teachers, 100% paraprofessional meet NCLB requirements	

Summative Evaluation: Example: 100% of teachers and 100% of paraprofessionals with instructional duties will receive high quality professional development.

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

a. **Objective-** All teachers and students will utilize the campus counselor, administrator, effective proven programs and an effective complaint process to ensure a learning environment for all.

Activity/Strategy	Title 1 Schoolwide Component	Person(s) Responsible	Timeline	Resources	Formative Evaluation	Cost Estimate Fund Source
Counseling will be provided for students at-risk of dropping out of high school by utilizing the school counselor and STAR counselors.		Counselor	Ongoing	Records Transcripts	Number of At-risk students completing high school	
Utilize assistance of the Texas Transportation Institute in working with "Teens in the Driver Seat".		Counselor Principal TITDS Sponsor	Ongoing	TTI Reps.	Surveys Evaluations	
Implement and continuously update student code of conduct.		Principal	August – May	Handbook	Referrals to Office	
Utilize DAEP (Discipline Alternative Educational Setting) for students exhibiting intolerant behavior.		Principal	Ongoing	DAEP Setting Law Enforcement	Discipline Referrals	
Contract with the "Canine Contraband" to visit the campus as a means of drug/alcohol prevention.		Superintendent Principal	Ongoing	Canine Contraband	Number of alerts to vehicles	
Safety audits will be conducted semiannually.		Principal Transportation Dept.		Safety Audit forms Inspections	Semi-Annual Audits	
Participate in Drug Free Activities.		Principal Counselor Faculty/Staff/Students	October Ongoing	Supplies for Red Ribbon Week Contacts	Drug Free Parade Drug Free Pep Rally	
Utilize drug testing policy as needed		Principal Counselor	Ongoing	Drug Testing Company	Number of Drug Tests Administered	
Discipline management plans will be maintained in each classroom with periodic staff development conducted on discipline management plans through staff meetings.		Principal Classroom Teachers	September Ongoing	Faculty Meeting	Discipline Reports Classroom Management Plans Walk-through Observations PDAS	PEIMS 427 Report

Summative Evaluation: There is a reduction in both incidents noted and discipline referrals by the amount stated. There is a reduction in the failure rate per six weeks

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

b. Objective – By May 2008, Louise High School will have an attendance rate of 97% or better each year.

Attendance Rates				
	2005	2006	2007	Projected 2008
All Students	96.3%	95.7%	95.7	97.0%
African American	95.2%	95.7%		97.0%
Hispanic	95.9%	95.2%		97.0%
White	96.7%	96.1%		97.0%
Econ. Disadvantaged	95.6%	94.8%		97.0%

2005/2006/2007 = Grades 7-12

Activity/Strategy	Title 1 Schoolwide Component	Person(s) Responsible	Timeline	Resources	Formative Evaluation	Cost Estimate Fund Source
Staff will make phone calls, provide written communication, conduct home visits and hold parent conferences with parents of students with attendance problems and/or utilize School Messenger to contact parents when students are not in attendance.		Attendance Committee Principal Nurse	Periodically during the semester	School Messenger Attendance Records WinSchool	Attendance Rate Attendance Records	
Principal will file truancy charges against students and parents in violation of attendance laws.		Principal Attendance Committee	Periodically during the semester	Justice of Peace Letters	Attendance Records Attendance Records per six weeks	
Principal will mail letters to students and parents when attendance becomes an issue.		Principal Attendance Committee Principal's Secretary	Ongoing	Form letter Attendance Reports	Six week's attendance reports	
Students will be exempt from semester exams based on meeting attendance and grade requirements.		Principal	December May	Attendance Reports Semester Grades	Number of students exempt Attendance Reports	
"What's Hot? What's Not?" assembly to inform students about the overall attendance, grades, discipline, and areas where improvement is needed and campus strengths are observed.		Principal Principal's Secretary	Conclusion of each six weeks	Incentives Rewards Computer	Number of students being recognized for attendance, honor roll, etc.	
Provide students with perfect attendance a one hour lunch each semester.		Principal	Conclusion of each six weeks	Time Winschool	Attendance reports	
Attendance will be monitored by faculty and staff.		Principal Faculty and Staff	Ongoing	E-class Winschool Attendance Reports	Attendance Reports	

Summative Evaluation: There will be an increase in the attendance rate for grades 9-12.

Goal 4: All students in Louise High School will graduate from high school.

- a. **Objective:** By May 2008, 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%.
- b. **Objective:** Louise High School will increase the number of students taking the ACT/SAT college entrance exams.

	Drop Out Rate 1.0% = 7 th & 8 th Grade	Completion Data 75%	
	2005-2006	2005	2006
All Students	0.0%	88.2%	94.9%
African American	0.0%	100.0%	100.0%
Hispanic	0.0%	100.0%	83.3%
White	0.0%	82.6%	100.0%
Econ. Disadvantaged	0.0%	80.0%	93.8%

Activity/Strategy	Title I Schoolwide Component	Person(s) Responsible	Timeline	Resources	Formative Evaluation	Cost Estimate Fund Source
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	Successful completion of course work to recover credits	
Students will attend College Career Days at surrounding schools.		Counselor	October, January, Feb., March	Local Businesses Colleges Universities	Sign In Sheets List of Participants	
Juniors and Seniors will visit various college campuses.		Counselor Junior and Senior Sponsors	October, Feb, April	Schedule Bus Driver	Sign In Sheets Attendance	
The counselor will meet individually and in groups with seniors to discuss career options.		Counselor	Fall; Spring	Time	Sign-In Sheets Documentation	
Utilize college recruiters to inform students about the importance of being on the advanced academic graduation plan.		Counselor	Ongoing	Various College Recruiters Military Recruiters	Schedule	
Information on higher education admissions, financial aid opportunities and the Texas Grant program will be given out to students and parents through class meetings, open house, and other means.		Principal Counselor	Ongoing	Copy Paper Brochures Scheduling Events	Number of students signing up for college days	
Administer the PSAT to Juniors and use scores as a prediction of how students will do on the SAT.		Counselor	October	PSAT Tests Schedule	Sign In Sheets Score Reports	
Louise ISD will reimburse a portion of tuition for students enrolling and passing dual credit courses.		Counselor Board Administration	December May	WCJC Distance Learning Lab	Number of students registering for class	
Provide summer credit recovery program for students who did not receive credit for the year or semester due to failure to comply with attendance laws or course failure.		Principal Counselor PLATO Teacher	Ongoing June	Computers Teacher	Failure List Attendance Reports	

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

Goal 5: Parents and Community will be partners in the education of students in Louise High School.

a. Objective: By May 2008, 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).

Activity/Strategy	Title 1 Schoolwide Component	Person(s) Responsible	Timeline	Resources	Formative Evaluation	Cost Estimate Fund Source
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	
Open House will be held in October where parents will be able to pick up report cards.	6	Principal	October	Calendar	Sign In Sheets	
Schedule a Parent's Night for parents to obtain information about Academic Achievement, Schedules, Credits and Graduation plans.	6	Principal Counselor	January	Schedules Transcripts	Sign In Sheets	
Schedule student orientations for students entering the 9 th grade with parents being encouraged to attend.	6	Counselor	August	Calendar Computer Handouts	Sign In Sheets	
Provide students and parents with a brochure including new school year information.	6	Principal	July	Computer Paper Stamps	Number of Brochures mailed	
Schedule Parent conferences with 10 th and 11 th grade students' parents for the purpose of informing about TAKS, attendance, PGP's	6	Principal Counselor Teachers	November	Letter; Paper; Transcripts TAKS Scores; stamps; Benchmark Scores	Number of Scheduled Conferences; sign in sheets	
Provide State assessment results to parents in a language they can understand	6	Principal/Counselor	Within 10 days of receipt of reports	Reports from testing company.	Parents receive reports of assessment results	
Participate in Drug Free Activities.	6	Principal Counselor Faculty/Staff/Students	October Ongoing	Supplies for Red Ribbon Week Contacts	Drug Free Parade Drug Free Pep Rally	
Provide parents with a 6 week's newsletter to be mailed with report cards	6	Principal Teachers	Conclusion of each six weeks	Paper stamps	Mail outs	

Summative Evaluation: School records indicate that at least 90% of students' parents/family members participated in partnership in education opportunities.

LEA Name & Co/Dist #:	Louise Independent School District 241-906	Program Monitoring and Interventions 2007-2008 School Improvement Plan CIT Members: Dr. Donna S. Cole, Bill Silliman, David Menefee	Performance Area and % Resulting in Academically Unacceptable Rating:	Hispanic 31% Economically Disadvantaged 32%
Campus Name & #:	Louise High School 241-906-001		Submittal Date:	October 22, 2007
ESC Region #:	3			

Performance Targets (Measurable desired results from needs assessment/ evaluation/focused data analysis for the area(s) in which the campus did not meet state standards) [See page 2 of guidance document]	Benchmarks (Measurable data points and methods that will demonstrate progress toward meeting performance targets) [See page 2 of guidance document]	Activities (Strategies/initiatives/redesign being proposed/implemented to attain performance targets) [See page 3 of guidance document]	Resources (Staffing, funding, & materials needed to underwrite, implement, and/or support activities) [See page 3 of guidance document]	Interim Timelines (Month of initiation and dates/intervals of interim measurements) [See page 3 of guidance document]
Increase Science achievement to meet State standards for ALL students	<p>Monitor students' grades through Interim Progress Reports every 3 weeks to identify students falling below 75% and for incremental increases for each child to be able to achieve at least 70%.</p> <p>Seek or use grant funding from T-Stem Grant for laptop computers for students</p> <p>Gather diagnostic data from Benchmark testing in Science for all High School students. Use 8th grade science data for 9th grade achievement.</p> <p>Make a recommendation to Superintendent and Board of Trustees to hire one additional full time Science Teacher and full time Science Aide</p> <p>Reschedule students into two Science classes for additional tutorial and instructional Science strategies</p> <p>Reschedule students into two Science classes for additional tutorial and instructional Science strategies Alignment of Science curriculum in grade 3-12 for common vocabulary and instructional strategies</p> <p>Provide a common planning period each week for 6th-8th and 9th-12th Science Teachers</p> <p>Provide parents with continuous information concerning student progress</p>	<p>Evaluate staff and develop a schedule for attending science staff development and GT training to ensure that all staff are trained.</p> <p>Apply for the T-Stem Grant</p> <p>Utilize retired teachers and aides to help administer the Benchmark tests and grade the tests for Science Teachers</p> <p>Write a proposal to the Superintendent for submission to the Board of Trustees</p> <p>Monitor student progress daily for student achievement and additional tutorials</p> <p>Meet during district staff development days with elementary and middle school science teachers for alignment</p> <p>Meet once a week with 6th-12th Science teachers and Principals of each campus</p> <p>Provide information weekly to parents of students not passing the TAKS on individual students progress</p>	<p>Region Cooperative and GT conference in Houston</p> <p>Purchase laptops and instructional materials from Grant monies</p> <p>Use prior TAKS tests for data gathering from the TEA website</p> <p>Science teachers attend the Board meeting for support of the proposal</p> <p>Counselors and Science teachers will meet to discuss individual students for additional classes/tutorials</p> <p>Science teachers utilize Region III ESC services in Science to align and support Science curriculum</p> <p>Provide a Science Aide or retired teacher to cover classes once a week for weekly meetings</p> <p>Provide a common form for parent notification of student progress</p> <p>District Business Manager notified of allocation of stipend</p> <p>Provide a common inventory of all science materials 6th-12th for maximum use of materials</p>	<p>August 2007-August 2008 GT training in November 2008</p> <p>August 2007</p> <p>September 15 and 16, 2007 February, 2008</p> <p>August, 2007</p> <p>August 2007-August 2008</p> <p>August 2007-August 2008</p> <p>August 2007-May 2008</p> <p>August 2007-May 2008</p> <p>Prior to December 2007 and May 2008</p>

Other Actions Considered Appropriate	None	None
CIT ACTIVITIES TEC §39.1323 (b)(1)-(11)	FINDINGS From On-Site Needs Assessment	RECOMMENDED ACTIONS FOR IMPROVEMENT PLANNING
Assessment of the staff to determine: <ul style="list-style-type: none"> the percentage of certified teachers who are teaching in their field the number of teachers with less than 3 years experience teacher turnover rates 	100% of science teachers are certified 2 Science teachers taught more than 3 years 0 Science teachers left the District	Continue training in Science None None
<ul style="list-style-type: none"> Compliance with class-size rules Number of class-size waivers received 	N/A N/A	N/A
<ul style="list-style-type: none"> Assessment of the quality, quantity, and appropriateness of instructional materials Availability of technology-based instructional materials 	Need curriculum alignment for high school to comply with alignment from 3 rd -8 th grade Provide laptops for each Science teacher Provide Agile Mind Training from the Dana Center	State textbooks T-Stem Grant of \$35,000 to purchase Laptops for Science Lab Dana Center Materials
<ul style="list-style-type: none"> Report on parental involvement strategies Assessment of effectiveness of strategies 	Report progress of students through progress reports, parent conferences, home visits Sign-In sheets, student success/achievement	Send progress reports/ report cards /telephone calls and home visits with parents to keep them aware of student progress and achievement Provide parents continuous access to their student's educational information through technology, reports, telephone calls and home visits
Assessment of the extent and quality of the mentoring program for new teachers	N/A	N/A
Assessment of the type and quality of the professional development program for staff	Need additional planning time with 6 th -8 th science teacher and 9 th -12 th science teachers	Provide once a week planning time during the school day
Demographic analysis of the student population, including: <ul style="list-style-type: none"> Student demographics At-risk populations Special education percentages 	118 students took the science test 32% Hispanics did not pass (13) 31% Economically Disadvantage did not pass (14) 3 Special Education Students did not pass (9)	Require all students in the AU population to attend daily tutorials Requires all students in this AU population to attend tutorials and take two science classes Disseminate information to all teachers enabling them to focus on specific objectives for these students
<ul style="list-style-type: none"> Report of disciplinary incidents School Safety information 	217 incidents were reports but all were minor with no fights reported <u>Deter In-School Suspension</u>	Provide classroom materials to keep the students in the classroom <u>Keep students in the classroom for instructional strategies and achievement</u>
Financial and accounting practices	Need to reallocate funding into areas of need for Science Instructional materials and supplies	Site-based team to determine reallocation of school-based funds

<ul style="list-style-type: none"> • Assessment of curriculum • Teaching practices 	<p>Need for higher order thinking skills</p> <p>Need for additional GT training, Science training, Laboratory training, curriculum review and alignment</p>	<p>Review Scope and Sequence for Higher order thinking skills</p> <p>Provide Science teachers with a notebook for vocabulary common from 3rd to 12th grades</p> <p>Provide training for all teachers in GT and Science Vocabulary</p>
<p>Other research-based data obtained to assist team in recommending an action or executing a school improvement plan</p>	<p>Provide Real-World activities from Science to all students</p>	<p>Provide Field trips</p> <p>Provide Hands-On Experiments</p> <p>Provide Laboratory Experiments</p> <p>Provide Science Aide to help students/teachers</p>



Schoolwide Components/Elements

1. Comprehensive Needs Assessment
2. School Reform Researched Based Strategies
3. Instruction by Highly Qualified Teachers
4. High Quality Ongoing Professional Development
5. Strategies to Attract High Quality, Highly Qualified Teachers
6. Strategies to Increase Parental Involvement
7. Preschool Transition
8. Including Teachers in Assessment Decisions
9. Effective, Timely Assistance for Low Achieving students
10. Coordination and Integration of Federal, State and Local Services and Programs