

- 1- Challenge All Students
- 2- Safe & Supportive Atmosphere
- 3- Community Involvement
- 4- Character Development
- 5- Management of District Resources

**WINSTON CHURCHILL HIGH SCHOOL
CAMPUS INSTRUCTIONAL IMPROVEMENT PLAN
2008-2009**

*"The goal makes the team." Mark Rolewski
"Teams get results." Katzenback and Smith*



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<p>CAMPUS GOAL</p> <p>To enhance the professional practice of all North East educators in order to improve learning for all students and to keep all students on track for high school graduation and post secondary success, focusing on the student-populations of African-American, Anglo, Asian, Hispanic, Economically Disadvantaged, Special Education, and English Language Learners through a common, high-quality curriculum, focused teacher collaboration, and formative assessment that guides differentiated instruction creating flexibility and responsiveness to best serve learners and to increase student achievement.</p>	<p style="text-align: center;">CODES FOR STUDENT-CENTERED STRATEGIES</p> <p>RIGOR - All students will have access to a challenging, TEKS focused curriculum that is engaging and reflects college/career readiness.</p> <ul style="list-style-type: none"> 3TL 3 Tier Instructional Model CRW Content Reading and Writing Strategies AV Development of Academic Vocabulary AL Active Learning CT Critical Thinking and Problem Solving DI Differentiated Instruction, Flexibility and Responsiveness <p>RELEVANCE - Teachers will set goals with individual students and provide frequent feedback regarding progress toward goal mastery.</p> <ul style="list-style-type: none"> GSF Goal-Setting and Frequent Feedback with Individual Students AFL Assessment For Learning--Strategies to Guide Instruction PGP Personal Graduations Plans CCR College / Career Readiness <p>RELATIONSHIPS - Every student will have a personal teacher advocate who will convey a sense of caring and support.</p> <ul style="list-style-type: none"> CLP Collegial Learning and Planning (i.e. professional learning communities) MCP Managing Classroom Procedures IA Improved Student Attendance PI Parent & Community Involvement
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BGS	TARGET AREAS (Specific goals based on campus and students' needs)	ACTION STRATEGIES (Actions needed to accomplish target areas)	EVALUATION INDICATORS (How will progress be monitored? What feedback will determine progress?)	Student-Centered Strategies	RESULTS TIMELINE	RESPONSIBLE PERSON(S)	COST / RESOURCES
1	To ensure that students master TEKS	Provide programs such as Credit Protection during the school year and Credit Retrieval at the end of the year	A reduced number of students will need Credit Protection or Credit Retrieval (2007-08 15 students attended Credit Protection and 10 students were eligible for Credit Retrieval)	3TL	November-April 2008-2009 and June, 2009	Instructional Dean of English	
1	To ensure that students master TEKS	Provide TAKS tutoring to students who failed the TAKS Test in 2008	An improved passing rate of all students taking TAKS: 9th grade > than 92%; 10th grade > than 95%; 11th grade>94%	3TL	January - February 2009	Instructional Dean of English and English Teachers, District Specialist	
1	To ensure that students master TEKS	Continue TAKS success class for seniors	An improved passing rate of all students taking TAKS: 2008= 99%; 2009 = 100%	3TL	Aug. 2008-May 2009	Instructional Dean of English, TAKS Success Teacher, District Specialist	
1	To provide additional support for ELL students to ensure TEKS mastery	Continue targeted tutoring for ELL students	An improved passing rate for all students taking TAKS: 9th >than 75%; 10th >than 20%; 11th > than 25%	3TL	Aug. 2008-May 2009	Instructional Dean of English, ESOL Teachers, District Specialists	
1	To provide students with the requisite reading and writing skills for college	Continue to increase AP enrollment	An improvement in the number of students taking the English Language and Literature Tests 11th >150 and 12th > 75	CCR	Aug. 2008-May 2009	Instructional Dean, AP teachers	
1	Social Studies	All Social Studies teachers will utilize differentiated instructional strategies in the classroom. Every teacher will use Marzano strategies to demonstrate higher order thinking by students. We will emphasize bell to bell objective driven instruction with differentiated assessment techniques.	Evidence of differentiated instruction in the classroom through 3 minute walk-throughs and classroom observations.	Rigor	August 2008-June 2009	Classroom teachers, Instructional Dean, AP for Instruction	
1	Social Studies	Implementation of District CHAMPS program.	Every classroom will show evidence of a positive approach to classroom management.	Relationships	August 2008-June 2009	Classroom teachers, Instructional Dean, AP for Instruction	

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1	Social Studies	Maintain student access to Pre AP and AP classes.	Maintain numbers of student enrollment in Pre AP and AP classes in Social Studies classes. Numbers of students taking the AP test will increase by 5% from the previous year. Increase of 5% of those students receiving a 3, 4 and 5 score on the AP test.	Rigor	August 2008-June 2009	Classroom teachers, Instructional Dean, AP for Instruction	
1	Social Studies	Utilize the North East Scope and Sequence for Social Studies instruction.	Student assessment, common assessments, benchmarks, walk-throughs, and classroom observations will indicate adherence to district scope and sequence. Overall improvement of 5% of students meeting expectations on student assessments, common assessments, benchmarks, and the TAKS.	Rigor	August 2008-June 2009	Classroom teachers, Instructional Dean, AP for Instruction	
1	SCIENCE: The goal is to help freshman students pass their biology class and boost their confidence for the rest of the year.	Credit protection classes will be offered after the end of the first and third quarters for Biology classes.	100% of all who have failed Biology will participate in the credit protection class.	3TL	Dec2008 and March 2009	Instructional Dean and assigned teachers	
1	The goal is to make sure all of our students pass the Science TAKS test and our commended scores increase.	A remediation class is offered to seniors. Review classes are offered before and after school during the spring. TEKS review stations are used as warm ups.	100% of students will pass the TAKS exam and our commended scores will increase to 30 %.	GSF, PGP	Oct 2008, April 2009	Instructional Dean and science teachers	
1	We will increase the number students passing our Biology, Chemistry, Environmental and Physics AP Exams.	We will continue tutoring in the morning, afternoons and lunch to assist the struggling student and those with several AP classes.	100% of our AP students taking the AP exam will pass.	CT,CCR	2009 May	Instructional Dean and assigned teachers	
1, 2	Churchill teachers will provide the best classroom instruction possible by building a collegial atmosphere where teachers assist each other in improving their instruction of students	1) Common planning periods for Algebra I, Geometry, and Algebra II at a minimum. 2) Learning centers or stations in Algebra I, Geometry, and Algebra II. 3) Modified learning centers in Pre-Calculus.	3-minute walk throughs; attend team meetings; evaluate student progress on assessments	CLP, AV, AL, CT, DI	08/08-06/09	AP for Instruction and math dean	

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1	All Achievement gaps will be closed by at least 50% through the increased academic performance of all sub-populations of students.	Teachers will 1) analyze all data on their students to identify past academic performance of all sub-populations, 2) create portfolios on all students, and 3) identify weak areas, if any, for all students. 4) develop intensive TAKS tutoring materials to be used with all students. 5) We will emphasize bell to bell objective driven instruction with differentiated assessment techniques.	PDAS and math dean will scan portfolios in conferences and walk throughs. Progress will be determined if student has active portfolio and if teacher analyzes information periodically. Dean will work with individual teams on progress of development of TAKS materials.	GSF	08/08-06/09	Individual teachers	
1, 2	Each department is dedicated to setting goals, monitoring results, and implementing plans that will correlate to increased student achievement and performance.	Parent communication: 1) Develop and implement group parent e-mail lists. 2) Meet the Parent Night for math. 3) Updated web pages.	1) Copy of parent e-mails sent to PDAS and math dean. Response from parents, students attending more tutoring, students coming to class prepared. 2) Increased number of parents who attend the Meet the Parent Night. 3) Dean and PDAS will monitor web pages to ensure they are updated monthly.	PI, IA	08/08-06/09	Dean for Math, AP	
1, 2	Each department is dedicated to setting goals, monitoring results, and implementing plans that will correlate to increased student achievement and performance.	1) Each teacher will set goals for increased student achievement at beginning of the school year. 2) Each student will use the teacher goals to develop their individual goals for the course. 3) Each student will maintain a portfolio of all course work and TAKS history.	Goals will be included in portfolios. Dean will monitor what goals are set by teacher and monitor progress through individual conferences	GSF, CLP	08/08-06/09	Individual teachers	
1, 2	Improve the level of support provided by the Administrative Leadership Team by initiating professional conversations with teachers about best practices and student performance	CHAMPS training throughout year.	Decrease in number of student referrals. Decrease in number of requests for transfer to different teacher. Increase in attendance.	MCP, IA	08/08-06/09	Administrators	

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1, 2	Special education services will be maximized by sound co-teaching strategies and CMC strategies along with case manager interaction with regular education teachers about student IEP's	1) Development of five co-teach Algebra I classes that meet every day will target special education students who need to see math every day. 2) Continued use of three Geometry co-teach classes.	TAKS Benchmark scores, course grades.	3TL, CRW, CT, DI	08/08-06/09	Special ed staff	
1	World Languages	Students express themselves and daily communicate in the target language through the communicative skills of listening, speaking, reading and writing.	World Languages teachers will provide a learner-centered atmosphere in which students are positively encouraged to interact in the target language.	Relevance, Relationships	August 2008- June 2009	Classroom teachers, WL Dept. Chairman AP for Instruction	
1	World Languages	Students will produce the language daily through completion of cloze passages, original writing from prompts, and/or free writing	Quarterly assessment of student journal entries, essays and organization of writing portfolios.	Rigor, Relevance	August 2008- June 2009	Classroom teachers, WL Dept. Chairman AP for Instruction	
1	World Languages	Students will practice basic reading skills in the target language and demonstrate the ability to analyze and critically evaluate culturally diverse written texts	Utilization of curriculum-generated TEKS reading and writing assignments	Rigor, Relevance	August 2008- June 2009	Classroom teachers, WL Dept. Chairman AP for instruction	
1	World Languages	Students will acquiesce second language vocabulary through differentiated approaches	Graphic organizers, Marzano Five, pantoming and TPR techniques will be facilitated by teachers and practiced by students.	Rigor, Relevance	August 2008- June 2009	Classroom teachers, WL Dept. Chairman AP for Instruction	
1	Career & Technolgy	Students will have the opportunity to earn Articulated credit for the classes they are enrolled	Teacher will assist the students with enrolling in the CATMA program and maintain a grade of 80 or more.	AL, CT, GSF, CCR	January 2009 and May 2009	All C&T teachers	
4	Career & Technolgy	Students will be given the opportunity to join a youth organization within C&T	50% of all C&T students will participate in a youth organization	AL, CT, GSF,	January 2009 and May 2009	All C&T teachers	
2	Career & Technolgy	Students will maintain a healthy, clean and safe learning environment	All teachers will provide a safe classroom environment	MCP	all year	All C&T teachers	

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1	Health	CPR and AED Training Techniques	Certify 90% of all health students in CPR and AED.	AL, GSF, DI	Aug.-Dec. 2008 Jan-June 2009	All Health teachers	
1	Health	Fitnessgram and Personal Health Inventory	Create an awareness of the relationships that exist between fitness level, nutrition, mental stress, and family health history. Personal data collection.	AL, GSF, DI	Aug.-Dec. 2008 Jan-June 2009	All Health teachers	
1	Physical Education	Fitness Testing	100 % of the students will participate in the Fitnessgram	AL, GSF, DI	Aug.-Dec. 2008 Jan-June 2009	All PE teachers	
1	Physical Education	Pacer Test	90% of the students will achieve the Healthy Zone for cardiovascular endurance	AL, GSF, DI	Aug.-Dec. 2008 Jan-June 2009	All PE teachers	
1	Physical Education	Push-Up Test	90% of the students will achieve the Healthy Zone for shoulder strength	AL, GSF, DI	Aug.-Dec. 2008 Jan-June 2009	All PE teachers	
1	Physical Education	Curl-Up Test and Trunklift Test	90% of the students will achieve the Healthy Zone for abdominal strength	AL, GSF, DI	Aug.-Dec. 2008 Jan-June 2009	All PE teachers	
1	Athletics	Encourage all student-athletes to achieve academic success.	Check progress every three weeks. 90% of the student-athletes will remain academically eligible.	AL, GSF, DI	Aug 2008 - June 2009	All Athletic coaches	
1, 4	Freshman Athletics	Offer a program that encourages participation to a large number of students.	Increase the number of athletes enrolled in freshman athletics.	AL, GSF, DI	Aug 2008 - June 2009	Middle School and Freshman Athletic coaches	
1, 4	Junior Varsity Athletics	Assist the student-athlete in developing leadership skills.	95% of the student-athletes will have a better understanding of the skills necessary in a leadership position.	AL, GSF, DI	Aug 2008 - June 2009	Junior Varsity Athletic coaches	
1, 4	Varsity Athletics	Increase the number of teams that qualify for post district competition in team sports.	90% of teams will reach post district competition.	AL, GSF, DI	Aug 2008 - June 2009	Varsity Athletic coaches	

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1, 4	Varsity Athletics	Increase the number of individuals that qualify for post district competition in individual sports.	50% of individuals will reach post district competition.	AL, GSF, DI	Aug 2008 - June 2009	Varsity Athletic coaches	
1, 4	JROTC core curriculum instruction	plan for external evaluations	weekly training schedules based on annual master training plan	thinking maps, cadet performance system, team-building	weekly exams, district evaluations	SAI	Army Funds,
1, 4	Increase enrollment to 150 cadets	Summer mail-out, Summer Training Program	Pre-enrolled numbers will dictate the recruiting required	Summer involvement in rappelling, orienteering, marksmanship and drill	Aug 31 numbers	SAII	Army Funds,
All	Increase community and school wide awareness of the achievements of the Fine Arts programs and individual students.	Each discipline in Fine Arts will design strategies to implement public awareness of the achievements of the Churchill High School Fine Arts programs.	Feedback from Booster Organizations and teacher/student feedback.	PI - GSF	2008-2009	Fine Arts Instructors	
All	Increase the vitality of Fine Arts within the school and community through critical thinking skills.	Each discipline in Fine Arts will design strategies to implement critical thinking within their particular discipline which will aide students in all rigors of their classes.	Data from Fine Art Students in TAKS, Benchmarks, and grades.	CT-GSF-AFL-CLP-PI	2008-2009	Fine Arts Instructors	
All	All Instructors in Fine Arts will help support the Core Teachers in anyway possible to encourage students to pass TAKS.	Target Fine Arts students who are at risk of having problems on the TAKS. Help them find tutors and spend time mentoring those targeted students.	TAKS data, Benchmarks, Progress Reports, and Grade Cards.		2008-2009	Fine Arts Instructors	

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1	To support core teachers through the development and implementation of a yearly co-curricular workshop (involving theatre and English students).	The workshop will include: the production of a full length play selected from the English curriculum (required reading/ text analysis of a classical play, Greek tragedy or Shakespeare), development of a study guide, pre-show mini-lecture and post-show discussion groups.	Student progress will be immediately monitored during the post-show discussion via student responses/answers to study guide questions, oral reflections and observations pertaining to the production aspects, themes, recurring structural features and archetypes within in the dramatic literature. In addition to this feedback, progress may be directly evaluated through the assessment of dramatic criticism (a writing assignment) that relates to the viewing/experiential aspects of the production and its relevant themes, individual performances and the art of characterization.	CRW,AV,CT, DI	Fall semester, Performance in late October, written critique process should conclude one week following	Clark Stevens, M.F.A.	\$3,000.00
4	To provide students with a heightened awareness and appreciation of the fine arts as well as an understanding of the enriching contributions that the fine arts have made to society and culture.	Students will study dramatic literature (including plays of diverse genres), artistic design, theatre history, acting and creative writing.	Student progress will be determined by daily feedback from the instructor, tests, quizzes and performance-based assessments.	CRV,AV,CT,DI	6-9 week units of study	Clark Stevens	
All	To engage students in the collaborative and creative process of play production --which will strongly develop communication skills, confidence, team building and problem solving in support of core subjects and TAKS	Active recruitment at middle schools, auditions, rehearsals, technical preparations, publicity efforts and community outreach, performances and participation in U.I.L. One-Act play contests.	Progress will be determined through the successful presentation of plays that are well attended. The quality of the work will be assessed by the instructor, U.I.L. judges and clinicians as well as student self-assessment.	AL, CT, CCR, IA, CLP, PI	ongoing -- throughout the school year	Clark Stevens	
All	Increase community and school wide awareness of the achievements of the Churchill Choral Program and individual students.	WCHS Choral Directors will design strategies to implement public awareness of the achievements of the Churchill High School Fine Arts Program.	An increase of community awareness of the achievements of the Churchill Choral Program will be determined through good attendance at all choir functions (concerts, fundraisers, etc.) The numbers of students enrolled in choir classes will also significantly increase.	PUI - GSF	2008-2009	Ken Turner	

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BGS	TARGET AREAS (Specific goals based on campus and students' needs)	ACTION STRATEGIES (Actions needed to accomplish target areas)	EVALUATION INDICATORS (How will progress be monitored? What feedback will determine progress?)	Student-Centered Strategies	RESULTS TIMELINE	RESPONSIBLE PERSON(S)	COST / RESOURCES
All	Increase the vitality of the WCHS Choral Program within the school and community through critical thinking skills.	The WCHS Choral Program will design straggles to implement critical thinking within the choral curriculum which will adie students in all rigors of their classes. Choir students will study music literature from diverse genres, time periods and composers and will understand the relationship of art, literature, architecture and politics to their current list of repertoire.	The vitality of the WCHS Choral Program in the school and community will increase through individual and group success. Success will be determined by student and teacher feedback. Master classes, recitals and concerts will give students an opportunity to evaluate and assess each others progress. Possitive feedback will encourage and motivate.	CT-GSF-AFL-CLP-PI	2008-2009	Ken Turner	
All	The Choral Directors at WCHS will help support the Core Teachers in encouraging students to pass TAKS.	Target Choir students who are at risk of having problems on TAKS. Help them find tutors and spend time mentoring those targeted students.	The progress of students struggling to pass sections of TAKS will be monitored through communication with teachers, counselors and parents.		2008-2009	Ken Turner	
All	Support school and community through the publishing of a monthly newspaper which covers the news, sports, entertainment, and opinions of the student body.	This student run publication will be planned, written and published by the students in the advanced Newspaper classes.	After publication the students will discuss success of paper, awareness of changes that need to be made, what issues were of value to school and community, and ask for feedback from the community, students and faculty.	PI - GSF	2008-2009	Fine Arts Instructors	
All	Journalism students will be made aware of their environment through the study of current events dealing with WC, the local community and the world	Students will use research, discussion and interviewing skills will covering assignments for the newspaper, yearbook and journalism one.	Progress will be determined by quizzes, discussion and publication of assignments.	CT-GSF-AFL-CLP-PI	2008-2009	Fine Arts Instructors	

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All	Journalism classes will support the ELA through various writing assignments dealing with facts and opinions. Photography will support math and science through the understanding of photo chemistry.	Students needing help with TAKS will be provided tutors and extra mentoring.	Communication with core teachers, counselors and parents will be essential as well as checking the teacher portal.		2008-2009	Fine Arts Instructors	
All	The orchestra directors will monitor orchestra students TAKS based achievements.	Directors will meet individually with each student regarding class work and TAKS tutoring.	Each student will be monitored through PGP's and attendance at TAKS tutoring.	Rigor, Relevance, Relationships	August 2008 - May 2009	Jason Thibodeaux , Elaine Heinze	N/A
All	The orchestra directors will provide challenging, educational and rewarding literature for performances to enhance students critical thinking.	Directors will challenge every kid every day with music literature and techniques to invoke critical thinking.	The student's progress will be monitored by the increase in their ability to transfer advanced critical thinking skills to all rigor of their course work.	Rigor, Relevance, Relationships	August 2008 - May 2009	Jason Thibodeaux , Elaine Heinze	N/A
All	The orchestra directors will increase community and school awareness of all orchestra activities and achievements.	Directors will publicize through orchestra booster club, N.E.I.S.D. Web site and local newspapers.	Progress will be monitored by concert attendance and participation in orchestra activities.	Relationships	August 2008 - May 2009	Jason Thibodeaux, Elaine Heinze	TBA
All	The Dance Department will strengthen community relations by highlighting student success.	Contribute to the district webpage and recognize student achievement in community publications (newspapers, magazines, etc.). Include all major events on District Fine Arts Calendar.	Progress will be monitored by participation and attendance at all performances including athletic events, competitions, and spring shows.	Relationships	2008-2009	B. McGilloway, K. Smith, S. Carrier-Morrow	
All	Dancers will develop critical and creative thinking skills.	Evaluate and analyze movement. Demonstrate a greater understanding of spatial awareness and musical interpretation.	Progress will be monitored through execution of choreography assignments and reflection essays.	Rigor, Relevance	2008-2009	B. McGilloway, K. Smith, S. Carrier-Morrow	

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All	The Dance Department will monitor all students TAKS based achievements.	Directors will identify at risk students and conference with those students regarding classroom success and TAKS support opportunities. Directors will also ensure proper utilization of study hall and peer tutoring groups.	Progress will be monitored through report card checks, contact with core teachers, and participation in TAKS based remediation.	Relevance, Relationships	2008-2009	B. McGilloway, K. Smith, S. Carrier-Morrow	
All	Increase community and school wide awareness of the achievements of the Churchill Choral Program and individual students.	WCHS Choral Directors will design strategies to implement public awareness of the achievements of the Churchill High School Fine Arts Program.	An increase of community awareness of the achievements of the Churchill Choral Program will be determined through good attendance at all choir functions (concerts, fundraisers, etc.) The numbers of students enrolled in choir classes will also significantly increase.	PUI - GSF	2008-2009	Ken Turner	
All	Increase the vitality of the WCHS Choral Program within the school and community through critical thinking skills.	The WCHS Choral Program will design straggles to implement critical thinking within the choral curriculum which will adie students in all rigors of their classes. Choir students will study music literature from diverse genres, time periods and composers and will understand the relationship of art, literature, architecture and politics to their current list of repertoire.	The vitality of the WCHS Choral Program in the school and community will increase through individual and group success. Success will be determined by student and teacher feedback. Master classes, recitals and concerts will give students an opportunity to evaluate and assess each others progress. Possitive feedback will encourage and motivate.	CT-GSF-AFL-CLP-PI	2008-2009	Ken Turner	
1	The Choral Directors at WCHS will help support the Core Teachers in encouraging students to pass TAKS.	Target Choir students who are at risk of having problems on TAKS. Help them find tutors and spend time mentoring those targeted students.	The progress of students struggling to pass sections of TAKS will be monitored through communication with teachers, counselors and parents.		2008-2009	Ken Turner	
All	Guidance	Increase time in counselor role and guidance program components through careful evaluation of counselor's activities and reassignment of these duties to other staff. (ie. Counseling clerks, registrar, data processor.	100% of guidance counselors will reduce non-guidance tasks and activities in half.		August 2008	Counselors, Guidance Leadership Team & Dennis Mergele	

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All	Guidance	Organization, planning and evaluation of Campus Guidance Programs.	100% of campus guidance departments will develop monthly guidance plans which incorporate level-appropriate percentages of time spent in the four guidance components: guidance curriculum, individual planning, responsive services, and system support.	CCR, PI	Monthly	Counselors, Guidance Leadership Team & Dennis Mergele	
1, 3	Guidance	All high school & middle school counselors will notify students, teachers and students' parents of the Texas Grant, Teach for Texas Grants Program, and the Texas Scholars Program to assist in making informed curriculum choices for adequate preparation for success beyond high school, and to be aware of sources of information on higher education admissions and financial aid. Notification of these subjects will come in our grade level conferences with students and parents. (TEC §§ 33.001-33.009)	100% of our students through grade level conferences. Parents through PTA Newsletter/ Parent nights.	AL, CCR, GSF, PI, IA	September 2008-April 2009	Counselors	
5	Guidance	Implement and evaluate the high school council of counselors committee to ensure consistency and enhance communication between the high schools and central office.	100% of counselor members will meet with their Lead Counselors and file team meeting agendas.		September 2008-April 2009	Counselors	
1, 2, 3	Guidance	All students who require a personal graduation plan will receive one. Counselors will enter the interventions of our retained students.	100% of qualified students will have a personal graduation plan.	GSF, PGP, PI	September 2008	Counselors	
1	Guidance	Counselors will continue the PSAT initiative.	100% of 9th, 10th and 11th grade students will take the PSAT. Counselors will provide students an interpretation of their scores in January.	al, IA, GSF, PI, CCR	October 2007 and January 2008	Counselors	

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1, 2, 3	Guidance	Counselors will meet with students failing in order to help our retention rate.	Counselors will contact students at all grade levels who have failing grades on their report card. We will target 9th grade students through our Howdy Visits at the 6 week progress report time. We will meet with them in small groups and go over their progress reports, transcripts, how to see a counselor, services we offer, etc.	CCR, AL, GSF, PI	September 2008-April 2009	Counselors	
3	Guidance	Counselors will notify students, teachers and parents of financial assistance opportunities. The need for students to make informed curriculum choices to be prepared for success beyond high school, and sources of information on higher education and admissions.	We will notify parents through PTA Newsletters, 11th and 12th grade monthly bulletin, telephone reminders to parents, WC College Night, College/ Military Rep visits, dual credit letter mailed home to all 10th and 11th graders, course catalog, elective night, Co-Step, and individual parent/ student junior conferences. We will notify students through class conferences and 8th grade visits.	CCR, AL, GSF, PI	September 2008-April 2009	Counselors	
1, 2, 3	Guidance	Counselor will counsel with students on graduation plans. 85% of Churchill graduates will meet requirements for the Recommended or Distinguished Program. Student transcripts will indicate whether the student has completed or is on schedule to complete the Recommended or Distinguished Achievement Program.	We will notify parents through PTA Newsletters, Parent-Orientation, WC College Night, course catalog, elective night and individual parent/ student junior conferences. We will notify students through class conferences, 8th grade visits, advisory and school registration.	AL, GSF, CCR, PI	September 2008-April 2009	Counselors	

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All	Guidance, STAN	Safe and Drug-Free Schools program efforts includes goals and strategies for violence prevention and intervention on campus addressing the following four areas: 1. Reduce the use of tobacco, alcohol and other drugs among students. --Programs such as Red Ribbon Wk, Winner's Circle, Not on Tobacco Groups, Sobriety Groups, Teens against Tobacco Use, use of drug dog as a deterrent will be utilized. STAN Counselor, SDFS Advisory Board, Nurse, or Administrators will visit with faculty, students or parents via classroom guidance, video announcements and PTA regarding drug education. 2. Reduce incidents of violence/ improve school safety--Provide conflict resolution, anger management, do classroom guidance regarding Suicide Prevention in the health classes and with the faculty, mediation via PALS, STAN, PEACE, Counselors, and Asst. Principals. Track STAN, PAL and mediation referrals. Utilize programs such as Teen Dating Violence Prevention Plan, the Safe School Ambassadors 2 Unity Conferences and No Place for Hate to reduce bias related campus incidents. Utilize the Mentoring P 3. Increase parental/community involvement in violence/ drug prevention activities via PTA welcome packets, Charger Time Newsletter, Pride Camp, PTA parent responsibility regarding underage drinking video, PTA info sessions and utilize ADEPT chairman to help coordinate SDFS activities. 4. Increase student involvement in school activities--Provide a club/organizational booklet.	Campus Plan indicates 100% compliance with Safe and Drug-Free mandates, including the four areas: 1. Reduction in the use of tobacco, alcohol and other drugs among students. 2. Reduction in incidents of violence. Improve school safety. 3. Increased parental and community involvement in violence and drug prevention activities. 4. Increased student involvement in school activities. 5. Increase Awareness and prevention efforts related to Teen Dating Violence and develop a dtating violence prevention plan.	Students will be involved in support groups, Red Ribbon wk activities, TATU programs, Bully proofing programs, TDV prevention programs, No Place for Hate activities, Unity conferences, the Mentoring program.	8/08-6/09	Jeff Vaughan, Beth Fox, Dawn Wales, Mandy Mendiotta, Mary Alice Smallbone, ADEPT com., Winner's Circle, UNITY Club, Campus Police officers	

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CODES FOR STUDENT-CENTERED STRATEGIES

RIGOR - All students will have access to a challenging, TEKS focused curriculum that is engaging and reflects college/career readiness.

- 3TL 3 Tier Instructional Model
- CRW Content Reading and Writing Strategies
- AV Development of Academic Vocabulary
- AL Active Learning
- CT Critical Thinking and Problem Solving
- DI Differentiated Instruction, Flexibility and Responsiveness

RELEVANCE - Teachers will set goals with individual students and provide frequent feedback regarding progress toward goal mastery.

- GSF Goal-Setting and Frequent Feedback with Individual Students
- AFL Assessment For Learning--Strategies to Guide Instruction
- PGP Personal Graduations Plans
- CCR College / Career Readiness

RELATIONSHIPS - Every student will have a personal teacher advocate who will convey a sense of caring and support.

- CLP Collegial Learning and Planning (i.e. professional learning communities)
- MCP Managing Classroom Procedures
- IA Improved Student Attendance
- PI Parent & Community Involvement

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1, 5	Use data to identify Special Ed. students strengths and weaknesses in order to ensure classroom success which will lead to graduation as stated in each IEP.	Data from 100% of Special Ed. students' state testing, Benchmarks, course grades (past and present), current performance on classroom assessments, teacher observations, etc. will be gathered and analyzed. Results will be used to determine areas to target for improvement as well as appropriate placement in class, level of support needed and assessments.	Case Managers will compile and update information on an ongoing basis to determine progress or if changes/adjustments are needed. They will maintain continual communication with student, teachers and parent/guardian. Progress will be determined by passing grades, passing test scores and earned credit.	DI, GSF, AFL, CLP, PI	Aug. 2008 - June 2008	Case Manager, Teachers, Student, Special Ed. Coord.	
1, 5	Information from students and parent/guardian will be gathered and used to help set career goals and plan for post high school transition.	Case Managers will use transition information from 100% of Special Ed. students and their parent/guardian to advise course selection which supports chosen career pathways. Case Managers will use this information to advise ARDC on IEP goals and objectives.	Case Managers will work with students, parent/guardian, teachers and counselors to set career goals and monitor course choices. Continual contact with student will be maintained so goals can be updated yearly. Progress will be determined by student taking and passing courses that are aligned with chosen career pathway.	CT, GSF, PGP, CCR	Beginning Freshman year and continuing through to post high school.	Case Manager, Student, Parent/Guardian, Teachers, Special Ed. Coord., Counselors	
1, 5	Use available support programs (ALE, Co-Teach, CMC, Case Management, Redirection, Etc.) to assist Special Ed. students in moving successfully toward graduation and self advocacy.	100% of Special Ed. students will learn, to the best of their ability, what they are capable of achieving. They will be active participants in their educational process and be encouraged to challenge themselves, with support provided by all Churchill staff, to achieve individual success through high school and beyond.	Students will participate in the ARD/IEP process as much as possible (with parent participation for those students that may be limited). Progress on goals will be discussed at ARD meetings.	AL, CT,DI, GSF, PGP, CCR, CLP, PI	Aug. 2008 - June 2008 and Annual ARD	Case Manager, Student, Parent/Guardian, Teachers, Special Ed. Coord., Counselors	

BOARD GOALS (BGS)

- 1- Challenge All Students
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- 3- Community Involvement
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- 5- Management of District Resources

**WINSTON CHURCHILL HIGH SCHOOL
CAMPUS INSTRUCTIONAL IMPROVEMENT PLAN
2008-2009**

*"The goal makes the team." Mark Rolewski
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CAMPUS GOAL

To enhance the professional practice of all North East educators in order to improve learning for all students and to keep all students on track for high school graduation and post secondary success, focusing on the student-populations of African-American, Anglo, Asian, Hispanic, Economically Disadvantaged, Special Education, and English Language Learners through a common, high-quality curriculum, focused teacher collaboration, and formative assessment that guides differentiated instruction creating flexibility and responsiveness to best serve learners and to increase student achievement.

CODES FOR STUDENT-CENTERED STRATEGIES

RIGOR - All students will have access to a challenging, TEKS focused curriculum that is engaging and reflects college/career readiness.

- 3TL 3 Tier Instructional Model
- CRW Content Reading and Writing Strategies
- AV Development of Academic Vocabulary
- AL Active Learning
- CT Critical Thinking and Problem Solving
- DI Differentiated Instruction, Flexibility and Responsiveness

RELEVANCE - Teachers will set goals with individual students and provide frequent feedback regarding progress toward goal mastery.

- GSF Goal-Setting and Frequent Feedback with Individual Students
- AFL Assessment For Learning--Strategies to Guide Instruction
- PGP Personal Graduations Plans
- CCR College / Career Readiness

RELATIONSHIPS - Every student will have a personal teacher advocate who will convey a sense of caring and support.

- CLP Collegial Learning and Planning (i.e. professional learning communities)
- MCP Managing Classroom Procedures
- IA Improved Student Attendance
- PI Parent & Community Involvement

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5	Technology Applications	Campus Technology Committees (CTC) will meet a minimum of once a month to identify and support technology professional development needs, technology trainers, and campus infrastructure needs (lab maintenance, troubleshooting procedures, work order system, etc.).	Campus administrators will monitor progress (through CTC meetings, minutes of meetings, and TEIS data) to insure the CTC follows the NEISD CTC timeline.	CIP 3TL CRW ITL	Monthly	Principals, Campus Technology Committee Representatives (at least one per grade level, team, department), Teachers, Instructional Technology Specialists and Leadership Team	\$315,000 (campus professional development stipends)
5	Technology Applications	Teachers will use GradeSpeed to manage grades and improve communication with staff, students and parents.	100% of teachers who report grades will use GradeSpeed to record grades. 100% of teachers who report grades will use GradeSpeed to upload three, six and/or nine-weeks grades as outlined in grading policy.	CIP GSF ITL	Daily to weekly Three, six, and nine weeks	Principals, Assistant Principals, Teachers, Data Processors	\$37,000 (GradeSpeed Subscription)
3, 5	Technology Applications	Teachers will use teacher web pages to improve communication with staff, students, and parents.	100% of teachers will update essential classroom information as outlined in the teacher web page template.	CIP GSF ITL	Daily to weekly	Principals, Assistant Principals, Teachers	\$37,000 (Teacher Web Subscription)
5	Technology Applications	Teachers / Staff will work towards mastery of technology proficiencies as outlined in the North East Educator Technology Standards.	100% of educators will show progress towards mastery of the Foundations, Basic, and Intermediate proficiency levels of the North East Educator Technology Standards as measured by proficiency tests and PDAS. Using the Texas Teacher School Technology and Readiness (STaR) Chart survey, 100% of teachers will establish and meet three technology proficiency goals that are standards based, data driven, and job embedded.	CIP 3TL CRW ITL	Annually	Principals, Assistant Principals, Teachers, Instructional Technology Specialists and Leadership Team	\$60,000 (professional development and proficiency tests)

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<p>CAMPUS GOAL</p> <p>To enhance the professional practice of all North East educators in order to improve learning for all students and to keep all students on track for high school graduation and post secondary success, focusing on the student-populations of African-American, Anglo, Asian, Hispanic, Economically Disadvantaged, Special Education, and English Language Learners through a common, high-quality curriculum, focused teacher collaboration, and formative assessment that guides differentiated instruction creating flexibility and responsiveness to best serve learners and to increase student achievement.</p>	<p style="text-align: center;">CODES FOR STUDENT-CENTERED STRATEGIES</p> <p>RIGOR - All students will have access to a challenging, TEKS focused curriculum that is engaging and reflects college/career readiness.</p> <ul style="list-style-type: none"> 3TL 3 Tier Instructional Model CRW Content Reading and Writing Strategies AV Development of Academic Vocabulary AL Active Learning CT Critical Thinking and Problem Solving DI Differentiated Instruction, Flexibility and Responsiveness <p>RELEVANCE - Teachers will set goals with individual students and provide frequent feedback regarding progress toward goal mastery.</p> <ul style="list-style-type: none"> GSF Goal-Setting and Frequent Feedback with Individual Students AFL Assessment For Learning--Strategies to Guide Instruction PGP Personal Graduations Plans CCR College / Career Readiness <p>RELATIONSHIPS - Every student will have a personal teacher advocate who will convey a sense of caring and support.</p> <ul style="list-style-type: none"> CLP Collegial Learning and Planning (i.e. professional learning communities) MCP Managing Classroom Procedures IA Improved Student Attendance PI Parent & Community Involvement
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5	Technology Applications	Teachers will use the North East Technology Applications Student Standards to assess mastery of essential knowledge and skills.	100% of students will demonstrate mastery of grade level technology standards as measured by student products.	CIP 3TL CRW ITL	Quarterly	Principals, Assistant Principals, Academic and Instructional Deans, Teachers, Instructional Division Specialists and Coordinators	Title IID (professional development)
1, 5	Technology Applications	Teachers will incorporate the use of classroom computers, computer labs, and other technologies on a regular basis to integrate Technology Applications Standards into the content areas.	100% of classroom teachers and administrators will use the Technology What to Look Fors for planning, instruction, reflection, walk-throughs, and observations. 100% of core content teachers will work with each student a minimum of two class periods each semester as evidenced by lesson plans correlated to Content Area TEKS and Technology Applications Standards, lab schedules, and student products.	CIP 3TL CRW ITL	Quarterly Semester	Principals, Assistant Principals, Academic Deans, Teachers, Instructional Division Specialists and Coordinators	\$270,000 (Wired and wireless labs)
1, 5	Technology Applications	Core teachers will expand the core content area curriculum to include Technology Applications Standards.	50% increase in the number of approved lessons in Triand. All lessons are aligned to the Content Area TEKS and Technology Applications Standards and include special education accommodations and bilingual/ESL strategies.	CIP 3TL CRW ITL	Quarterly	Academic and Instructional Deans, Teachers, Librarians, Instructional Division Specialists and Coordinators	Title IID (professional development)
1, 2, 5	Dropout Reduction and Retrieval	Counselor, Assistant Principals, Registrar will track school leavers / dropouts.	Monthly dropout / leaver reports will indicate less than 5 dropouts per month.	IA	August, 2007 - June, 2008	Assistant Principal of Curriculum; Registrar	
1, 2, 5	Dropout Reduction Absences	Assistant Principals and Counselors will counsel students on absences.	Students receiving "N.C.'s will be reduced by 50% as indicated on end of semester reports.	IA	January, 2008 - June, 2008	Paul DeGrove	Comp. Ed. Funds Grant funds
All	Dropout Reduction (Teen parenting component)	Counseling services through the School Age Parenting Program.	10% reduction in dropout of teen parents.	IA	August, 2007 - May, 2008	Counselors	
All	Dropout Reduction	Decrease barriers for enrolling homeless youth.	All counselors will be familiar with the McKinney Project.	IA	August, 2007 - May, 2008	Counselors	

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All	Dropout Reduction	Identify homeless children in compliance with the McKinney Project. TEC J21.031(e).	Record of identified Homeless children and youth sent to Central Office.	IA	August, 2007 - May, 2008	Counseling Office	
All	Discipline Management	Training and motivation of school personnel for CHAPMS implementation	Campus will have completed initial training of staff members allowing for initial implementation of CHAPMS.	MCP, IA	August, 2007 - May, 2008	Assistant Principals	
All	Discipline Management	Conduct orientation sessions/video with every student concerning "Student Code of Conduct."	Teacher rolls will indicate 100% of students receiving orientation make up sessions for absent students will be conducted.	MCP, IA	August, 2007 - May, 2008	Assistant Principals	
All	Discipline Management	Increase educational support to students and reduce the number of days students are out of the classroom instructional setting due to Category IV Offenses through the following actions/services: 1) Follow CHAMPS, 2) Include staffings and ARD's to include the student and the student's Counselor, Administrator, Referring Teacher, Advisor, Parent, as alternate steps to address persistent offenses; 3) Include an instructionally driven Saturday Detention.	20% reduction in the total number of days students are suspended as evidenced by data provided by PPS.	MCP, IA	August, 2007 - May, 2008	Assistant Principals	
All	Discipline management	In an effort to target aggressive behaviors, administrators and counselors will immediately intervene to diffuse confrontational situations. The students involved will be referred to individual counseling, small group counseling, and/or mediation.	A 50 % reduction in fights as measured through discipline data.	MCP, IA	August, 2007 - May, 2008	Assistant Principals	