

**BOARD GOALS (BGs)**

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

**NORTH EAST INDEPENDENT SCHOOL DISTRICT  
CAMPUS INSTRUCTIONAL IMPROVEMENT PLAN  
Churchill High School  
2008-2009**



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

**RESULTS**

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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
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  - 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
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  - PGP Personal Graduations Plans
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- 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)
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All	Campus Instructional Goals	Churchill High School will be an Exemplary school and meet AYP in the 2009-2010 school year.	Our progress will be monitored through benchmark, mini assessment, classroom performance, and prior student TAKS data. The administration will monitor progress through data coaching sessions.	GSF, CCR, CLP	August, 2009 May, 2010	Department heads, Assistant Principal for Curriculum, and Principal	
All	Campus Instructional Goals	All Achievement gaps will be closed by at least 50% through the increased academic performance of all sub-populations of students. Commended scores will increase by 25%.	Our progress will be monitored through benchmark, mini assessment, classroom performance, and prior student TAKS data. The administration will monitor progress through data coaching sessions.	GSF, CCR, CLP	August, 2009 May, 2010	Department heads, Assistant Principal for Curriculum, and Principal	
All	Campus Instructional Goals	Churchill students will take 2000 AP tests. 70% of students taking AP tests will receive a score of 3 or better.	This will be monitored by the AP teachers, the counseling staff, and the Assistant Principal for Curriculum.	GSF, CCR, CLP	August, 2009 May, 2010	Assistant Principal for Curriculum and the Lead Counselor	
1, 5	Math: Use of Technology	Increase the use of instructional technology in all classrooms	Evidenced by use of laptop computers, computer labs, Smart Board, TI-Navigator, Geometer Sketchpad software, TI-Smartview software	3TL, AV, AL, CT, DI	August 2009 - June 2010	Classroom teachers, Instructional Dean, AP for Instruction	
1	Math: Student: Academic performance of Sub-Population	All achievement gaps will be closed by at least 50% through increased academic performance of all sub-populations of students, commended scores increase by 25%	Evidenced by benchmark testing, student reflection, completion of student individual success plan, targeted warm-ups, use of stations, use of flex-lab for remediation	3TL, AV, AL, CT, DI	August 2009 - June 2010	Classroom teachers, Instructional Dean, AP for Instruction	
1, 4	Math: Classroom Management	Implementation of District CHAMPS program	Every classroom will show evidence of a positive approach to classroom management	MCP, IA	August 2009 - June 2010	Classroom teachers, Instructional Dean, AP for Instruction	
1	Math: Equity for all students	Maintain student access to Pre-AP and AP classes	Maintain numbers of students in Pre-AP and AP 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.	3TL., AL, CT, DI, GSF, CCR	August 2009 - June 2010	Classroom teachers, Instructional Dean, AP for Instruction	

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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	Dec2009 and March 2010	Instructional Dean and assigned teachers	
1	SCIENCE: 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 & juniors. 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 2009, April 2010	Instructional Dean and science teachers	
1	SCIENCE: 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	2010 May	Instructional Dean and assigned teachers	
1, 5	English - To ensure that students master TEKS	Provide programs such as Credit Protection and Credit Retrieval	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 2009 and June, 2010	Instructional Dean of English	
1	English - 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 91%; 10th grade > than 95%; 11th grade>95%	3TL	January - February 2010	Instructional Dean of English and English Teachers, District Specialist	
1	English: 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. 2009-May 2010	Instructional Dean of English, TAKS Success Teacher, District Specialist	
1	English: 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. 2009-May 2010	Instructional Dean of English, ESOL Teachers, District Specialists	
1	English 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. 2009-May 2010	Instructional Dean, AP teachers	

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1, 5	English: To provide additional support for targeted PSAT students	Provide content and test taking strategies for top 150 students (based on 2008 PSAT scores)	An increased number of students qualifying for National Merit and Commended status. (2008- 3 National Merit and 22 Commended, Hispanic Scholar, and Achievement Scholars)	CCR	Aug 2009-1)ct. 2009	Julie Pasterchick, Lori Brown,	
1	Social Studies: Differentiated Instruction	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.	Evidence of differentiated instruction in the classroom through 3 minute walk-throughs and classroom observations.	AL, CT, DI	August 2009- June 2010	Classroom teachers, Instructional Dean, AP for Instruction	
1, 2, 4	Social Studies: Classroom Management	Implementation of District CHAMPS program.	Every classroom will show evidence of a positive approach to classroom management.	MCP	August 2009- June 2010	Classroom teachers, Instructional Dean, AP for Instruction	
1	Social Studies: Equity for all students	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.	3TL., AL, CT, DI, GSF, CCR	August 2009- June 2010	Classroom teachers, Instructional Dean, AP for Instruction	
1	Social Studies: Curricular alignment	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.	CLP, 3TL, CRW, AV, AL, CT, DI	August 2009- June 2010	Classroom teachers, Instructional Dean, AP for Instruction	
1	Career & Technology: Dual Credit	Dual Credit will be offered for Accounting I & II and BCIS I & II	50% of the students enrolled will earn dual credit in Accounting I & II and BCIS I & II	3TL., AL, CT, DI, GSF, CCR	August 2008- June 2009	Dual credit teachers	
1, 2, 4	Career & Technology: Classroom Management	Implementation of District CHAMPS program.	Every classroom will show evidence of a positive approach to classroom management.	MCP	August 2008- June 2009	Classroom teachers	
1	Career & Technology: Curriculum Alignment	All Career & Technology teachers will incorporate math vocabulary into the lessons.	Every classroom will show evidence of the use of math vocabulary in their daily lessons through walkthroughs and observations.	CLP	August 2008- June 2009	Classroom teachers	

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1, 5	Career & Technology: Articulated Credit	Articulated credit will be offered for the courses that have been assigned	Students will have the opportunity to earn articulated credit for the classes they are enrolled. Teachers will assist students with enrolling in the CATMA program and maintain a grade of 80 or better.	3TL., AL, CT, DI, GSF, CCR	August 2008-June 2009	Classroom teachers	
1, 3	Fine Arts: 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	2009-2010 throughout the school year	Fine Arts Instructors	
1, 3	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	2009-2010	Fine Arts Instructors	
1, 2	Fine Arts: 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.	CLP, GSF	2009-2010	Fine Arts Instructors	
1, 2, 5	Fine Arts: 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

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1	Fine Arts: 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.	CRW,AV,CT, DI	6-9 week units of study	Clark Stevens, M.F.A.	
1, 3	Fine Arts: 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.	AL, CT, CCR, IA, CLP, PI	ongoing -- throughout the school year	Ken Turner	
1, 3	Fine Arts: 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 aide 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. Positive feedback will encourage and motivate.	PUI - GSF	2009-2010	Ken Turner	
1, 2	Fine Arts: 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.	CT-GSF-AFL-CLP-PI	2009-2010	Ken Turner	

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3, 5	Fine Arts: 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	2009-2010	Ken Turner	
1, 3, 4	Fine Arts: 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.	PI - GSF	2009-2010	Fine Arts Instructors	
1	Fine Arts: 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.	CT-GSF-AFL-CLP-PI	2009-2010	Fine Arts Instructors	
1	Fine Arts: 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.	PGP, CLP	August 2008 - May 2009	Orchestra Directors	
1	Fine Arts: 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.	AV, AL, CT, DI	2009-2010	Orchestra Directors	

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1, 3	Fine Arts: 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.	PI	2009-2010	Orchestra Directors	
1, 3	Fine Arts: 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.	PI	2009-2010	Dance Faculty	
1	Fine Arts: 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.	CT, AL	2009-2010	B. McGilloway, K. Smith, S. Carrier-Morrow	
1, 2	Fine Arts: 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.	CLP, PGP	2009-2010	B. McGilloway, K. Smith, S. Carrier-Morrow	
3, 5	Fine Arts: Increase community and school wide awareness of the achievements of the Churchill Choral Program and individual students.	Increase community and school wide awareness of the achievements of the Churchill Choral Program and individual students.	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	2009-2010	Ken Turner	
2, 3	Fine Arts: 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.	Send results from speech and debate tournaments to all relevant community, NEISD and Churchill publications	PI-GSF	2009-2010	King and Eanes	

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2, 3	Fine Arts: 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 public awareness of the achievements of the Churchill High School Fine Arts programs.	All students will gain practice in research and analysis of complex ideas through the successful composition of either debate case positions or an original oratory.	CT-GSF-AFL-CLP-PI	2009-2010	King and Eanes	
1, 3	Fine Arts: To engage students in the collaborative and creative process of music performance--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. contests.	Progress will be determined through the successful presentation of music performances that are well attended. The quality of work will be determined by the instructor, U.I.L. judges and clinicians as well as student self-assessment	AL, CT, CCR, IA, CLP, PI	2009-2010	Head Band Director	
1,4	JROTC - motivate students to be better citizens.	JROTC teaches self discipline, confidence, and pride in a job well done. We do this through the four phase teaching process - Inquire, Gather, Process, and Apply	Evidence of progress will be determined by the number of students participating in volunteer programs, community involvement, and school support. Daily feedback through technological products.	CT, DI, GSF, CCR, PI	August 2008-June 2009	JROTC Staff	
1,2	JROTC - Ensure student and parent expectations are on line with teacher expectations	Communicate expectations early, reiterate expectations often, and follow up	Better classroom participation and fewer parent concerns	MCP, PI	August 2008-June 2009	JROTC 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.	CRW, AV, AL, CT, DI	August 2008-June 2009	Classroom teachers, WL Dept. Chairman AP for Instruction	
1	World Languages	Students will produce the language daily through completion of close passages, original writing from prompts, and/or free writing	Quarterly assessment of student journal entries, essays and organization of writing portfolios.	CRW, AV, AL, CT, DI	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	CRW, AV, CT	August 2008-June 2009	Classroom teachers, WL Dept. Chairman AP for instruction	

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1	World Languages	Students will acquire second language vocabulary through differentiated approaches	Graphic organizers, Marzano Five, perform skits, and TPR techniques will be facilitated by teachers and practiced by students.	CRW, AV, CT, DI, AL	August 2008- June 2009	Classroom teachers, WL Dept. Chairman AP for Instruction	
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	Fitness gram 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 Fitness gram	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 Trunk lift 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	

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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	
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	
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. (i.e.. Counseling clerks, registrar, data processor.	100% of guidance counselors will reduce non-guidance tasks and activities in half.	GSF, AFL, PGP, CCR, PI	August 2008	Counselors, Guidance Leadership Team & Dennis Mergele	
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.	CLP	September 2008-April 2009	Counselors	

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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	
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	<p>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.</p> <p>2. Reduce incidents of violence/ improve school safety--Provide conflict resolution, anger management, do classroom guidance regarding Suicide and Teen Dating Violence Prevention in the health classes and with the faculty, mediation via PALS, STAN, PEACE, Counselors, and Asst. Principals.</p> <p>3. Unity Conferences and No Place for Hate to reduce bias related campus incidents.</p> <p>4. Increased awareness and prevention efforts related to Gangs.</p> <p>Faculty info sessions and utilize ADEPT chairman to help coordinate SDFS activities. Increase student involvement in school activities--Provide a club/organizational booklet.</p>	<p>Campus Plan indicates 100% compliance with Safe and Drug-Free mandates, including the four areas:</p> <p>1. Reduction in the use of tobacco, alcohol and other drugs among students. 2. Reduction in incidents of violence. Improve school safety. 3. Increased awareness and Prevention efforts related to Diversity. 4. Increased awareness and prevention efforts related to Gangs.</p>	<p>Students will be involved in support groups, Red Ribbon wk activities, TATU programs, Bully proofing programs, TDV prevention programs, No Place for Hate activities, and Unity conferences.</p>	8/09-6/10	<p>Jeff Vaughan, Beth Fox, PAL Sponsors, Mary Alice Smallbone, ADEPT com., Winner's Circle, UNITY Club, Campus Police officers</p>	
1, 5	<p>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.</p>	<p>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.</p>	<p>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.</p>	<p>DI, GSF, AFL, CLP, PI</p>	Aug. 2008 - June 2008	<p>Case Manager, Teachers, Student, Special Ed. Cord.</p>	

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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. Cord., 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. Cord., Counselors	
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),	\$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)

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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)
1, 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	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	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 Principals; 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

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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	
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	
All	Campus Operational Goals	Increase consistency and enforcement of disciplinary infractions (cell phones, tardies, dress code, truancy and hall traffic during class) among all teachers and administrators.	The consistency and enforcement of these disciplinary issues will be increase through staff development, oversight by the administration, and continuous monitoring by the Faculty Advisory Council	MCP. CLP	August, 2009 - May, 2010	Principal and FAC	

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All	Organizational Health	Establish an organizational flow chart in order to clearly communicate the decision-making structures and communication process.	Teachers and staff have a clear understanding of how to communicate effectively and how decisions are made.	CLP	August, 2009 - May, 2010	Principal	
All	Organizational Health	Foster the growth of the Faculty Advisory Council to help address day-to-day operational issues.	Provide teachers a voice in the campus decision making process for operational issues.	CLP	August, 2009 - May, 2010	Principal and FAC	