

Meridian High School Campus Plan 2003-2004

Meridian I.S.D.
PO Box 349
Meridian, TX 76665

Superintendent - Billy J. Henderson
Principal - Chance Welch

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Campus Improvement Committee

Larry Davis	_____
Stephanie Hamby	_____
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Joy Lohmer	_____
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Meridian High School

Campus Improvement Plan

2003-2004

Meridian High School will be a school that accepts the challenge of providing a quality education for all students. We also accept the challenge of keeping pace with a rapidly changing society and the economy of our state. We will be accountable for demonstrated results and continued improvement.

Students will be provided opportunities to study languages, mathematics, science, social studies, fine arts, health, physical education, vocational studies, and technical literacy. Emphasis will be placed on the total education of the student including responsibilities of citizenship, our American heritage, communication skills, critical thinking skills, independent and logical reasoning, and creative skills.

Meridian High School will have the vitality to prepare our students for the changes and the challenges of the future, a future that will belong to the educated.

Goal 1: MHS wants to maintain a safe and positive learning environment for all students

Correlates with:

<p>District Goals 1) Attendance</p>	<p>State Goals</p>	<p>State Objectives 1) Partnering with Parents 5) School Personnel 6) Student Performance 7) School Environment</p>
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<p>National Goals 6) Adult Literacy and Lifelong Learning 7) Safe, Discipline, and Alcohol-Free/drug-Free Schools 8) Parental Participation</p>	<p>Effective School Correlates 2) High Expectations 3) School Climate</p>	<p>No Child Left Behind Act 2) Focus on What Works 3) Flexibility 4) Parental Involvement</p>
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GOAL 1 - ACTION 1: ACTIONS TO ACCOMPLISH THE OBJECTIVES:	ACTION LEADER(S):	RESOURCE ALLOCATION:	PROGRESS REPORT DATES:
<p>TITLE: <u>Implement a Wellness Program</u></p> <p>DESCRIPTION: Study possibility of implementing a wellness program for students, staff, and the community. Improve the weight training facilities and equipment. Flu shots for district employees/students.</p> <p>EVALUATION DESIGN: Establish a successful wellness program and acquire more weight training equipment.</p>	<p>Superintendent, principal</p>	<p>District Budget and/or grant/agreement to keep workout statistics</p>	<p>Ongoing</p>

GOAL 1 - ACTION 2: ACTIONS TO ACCOMPLISH OBJECTIVES:	ACTION LEADER(S):	RESOURCE ALLOCATION:	PROGRESS REPORT DATES:
<p>TITLE: <u>Create and maintain a band practice field at the high school</u></p> <p>DESCRIPTION: Level a band practice field at the high school and plant grass and mark the field with lines that will enable the band to practice before school.</p> <p>EVALUATION DESIGN: Establish a band practice field at the high school before the practice begins next summer</p>	<p>Superintendent, principal, maintenance</p>	<p>District Budget</p>	<p>July</p>

GOAL 1 - ACTION 3: ACTIONS TO ACCOMPLISH THE OBJECTIVES:	ACTION LEADER(s):	RESOURCE ALLOCATION:	PROGRESS REPORT DATES:
<p>TITLE: <u>Tile in hallways</u></p> <p>DESCRIPTION: Remove carpet and have tile hallways.</p> <p>EVALUATION DESIGN: Wrinkles no longer exist in hallway carpet. Hallways are tiled.</p>	<p>Superintendent, principal, maintenance</p>	<p>District Budget</p>	<p>January</p>

GOAL 1 - ACTION 4: ACTIONS TO ACCOMPLISH THE OBJECTIVES:	ACTION LEADER(s):	RESOURCE ALLOCATION:	PROGRESS REPORT DATES:
<p>TITLE: <u>Maintenance Efficiency</u></p> <p>DESCRIPTION: Reduce the time between when a maintenance problem/project is brought to the attention of the principal and when the problem is communicated to the maintenance department and the problem is solved or the principal has access to the status of problem/project.</p> <p>EVALUATION DESIGN: Reduce the cycle time it takes from the onset of a problem and the completion of maintenance. Improve communication about the status of problems/projects.</p>	<p>Superintendent, principal, maintenance director</p>	<p>District Budget</p>	<p>December</p>

Goal 2: MHS will continue to upgrade technology to provide teachers and students with the tools needed to function in the changing world

Correlates with:

<p>District Goals 1) TAKS success</p>	<p>State Goals 1) Performance - English 2) Performance - Mathematics 3) Performance - Science 4) Performance - Social Studies</p>	<p>State Objectives 2) Student Potential 4) Curriculum 6) Student Performance 7) School Environment 8) Instructional Techniques 9) Technology</p>
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<p>National Goals 4) Teacher Education and Professional Development 5) Mathematics and Science</p>	<p>Correlates of Effective Schools 2) High Expectations 3) School Climate 4) Instructional Focus</p>	<p>No Child Left Behind Act 1) Accountability for Student Achievement 2) Focus on What Works 3) Flexibility</p>
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GOAL 2 - ACTION 1: ACTIONS TO ACCOMPLISH THE OBJECTIVES:	ACTION LEADER(S):	RESOURCE ALLOCATION:	PROGRESS REPORT DATES:
<p>TITLE: <u>Staff Development</u></p> <p>DESCRIPTION: Continue to provide training for teachers</p> <p>EVALUATION DESIGN: Teachers use new and existing software (e-class attendance and grades, CD-test generators and so on) and hardware.</p>	Principal, technology coordinator	District Budget, School Time	Ongoing

GOAL 2 - ACTION 2: ACTIONS TO ACCOMPLISH THE OBJECTIVES:	ACTION LEADER(S):	RESOURCE ALLOCATION:	PROGRESS REPORT DATES:
<p>TITLE: <u>Add computers in the classroom</u></p> <p>DESCRIPTION: Add computers in classrooms for student use. Add necessary drops.</p> <p>EVALUATION DESIGN: Classrooms get new computers for students</p>	Superintendent, principal, technology committee	District Budget	May

GOAL 2 - ACTION 3: ACTIONS TO ACCOMPLISH THE OBJECTIVES:	ACTION LEADER(s):	RESOURCE ALLOCATION:	PROGRESS REPORT DATES:
<p>TITLE: <u>Calculator based learning</u></p> <p>DESCRIPTION: Acquire equipment to promote calculator based learning in Integrated Physics and Chemistry and Physics classes in a lab setting, which promotes TAKS achievement.</p> <p>EVALUATION DESIGN: Science lab is supplied with calculator based learning equipment.</p>	<p>Superintendent, principal</p>	<p>District Budget</p>	<p>May</p>

GOAL 2 - ACTION 4: ACTIONS TO ACCOMPLISH THE OBJECTIVES:	ACTION LEADER(s):	RESOURCE ALLOCATION:	PROGRESS REPORT DATES:
<p>TITLE: <u>Technology Maintenance</u></p> <p>DESCRIPTION: Develop a system to prioritize technology maintenance problems and schedule for computer technician on campus.</p> <p>EVALUATION DESIGN: Maintenance and prioritization schedule.</p>	<p>Principal, computer technician</p>	<p>District Budget</p>	<p>Ongoing</p>

GOAL 2 - ACTION 5: ACTIONS TO ACCOMPLISH THE OBJECTIVES:	ACTION LEADER(s):	RESOURCE ALLOCATION:	PROGRESS REPORT DATES:
<p>TITLE: <u>Cable TV Access</u></p> <p>DESCRIPTION: Put a fence around the satellite. Repair the cone of the satellite.</p> <p>EVALUATION DESIGN: Classrooms have cable access</p>	<p>Principal, technology coordinator, maintenance</p>	<p>District Budget</p>	<p>Ongoing</p>

Goal 3: MHS will continue to provide exemplary curriculum, instruction, activities, and assessments that will challenge our students and prepare them for a successful future

Correlates with:

<p>District Goals 1) TAKS success 4) College preparation</p>	<p>State Goals 1) Performance - English 2) Performance -Mathematics 3) Performance - Science 4) Performance - Social Studies</p>	<p>State Objectives 2) Student Potential 3) Dropout Prevention 4) Curriculum 5) School Personnel 6) Student Performance 8) Instructional Techniques</p>
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<p>National Goals 5) Mathematics and Science</p>	<p>Effective School Correlates 1) Instructional Leadership 2) High Expectations 4) Instructional Focus 5) Measurement</p>	<p>No Child Left Behind Act 1) Accountability for Student Achievement 2) Focus on What Works 3) Flexibility</p>
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GOAL 3 - ACTION 1: ACTIONS TO ACCOMPLISH THE OBJECTIVES:	ACTION LEADER(S):	RESOURCE ALLOCATION:	PROGRESS REPORT DATES:
<p>TITLE: <u>Pullout program for At Risk students</u></p> <p>DESCRIPTION: Provide academic support for students who are at risk of failing the TAKS and their classes.</p> <p>EVALUATION DESIGN: Student success on TAKS test and in classes.</p>	<p>Principal, counselor, teachers</p>	<p>Time built into schedule</p>	<p>Ongoing</p>

GOAL 3 - ACTION 2: ACTIONS TO ACCOMPLISH THE OBJECTIVES:	ACTION LEADER(S):	RESOURCE ALLOCATION:	PROGRESS REPORT DATES:
<p>TITLE: <u>Teachers Audit Lesson Plans for TAKS Alignment</u></p> <p>DESCRIPTION: Teachers will audit their own lesson plans to ensure that their instruction is aligned with the TAKS objectives. If a teacher has a class that is not tested on the TAKS, audit lesson plans to ensure that their instruction is aligned with all the TEKS for each class.</p> <p>EVALUATION DESIGN: Teachers teach all TAKS objectives and TEKS.</p>	<p>Teachers</p>	<p>Inservice Time</p>	<p>January</p>

GOAL 3 - ACTION 3: ACTIONS TO ACCOMPLISH THE OBJECTIVES:	ACTION LEADER(S):	RESOURCE ALLOCATION:	PROGRESS REPORT DATES:
<p>TITLE: <u>Advanced Placement/Extracurricular Activities</u></p> <p>DESCRIPTION: Create a master schedule so all students interested in taking AP, pre-AP and honor classes can participate in athletics and band during the school day. Or create a schedule so students can participate in athletics and band practice and take advanced courses.</p> <p>EVALUATION DESIGN: Full participation of students who want to take AP, pre-AP, and honor in athletics and band.</p>	<p>Counselor, principal</p>		<p>August</p>

GOAL 3 - ACTION 4: ACTIONS TO ACCOMPLISH THE OBJECTIVES:	ACTION LEADER(S):	RESOURCE ALLOCATION:	PROGRESS REPORT DATES:
<p>TITLE: <u>Revise Academic Handbook</u></p> <p>DESCRIPTION: Creates incentives and rules to reduce number of students dropping advanced courses. Possibly require all students who are not passing a class to attend tutorials 2 times a week until passing and determine consequences if students do not attend.</p> <p>EVALUATION DESIGN: Retention of students participating in AP, pre-AP, and Honor courses at the beginning of the year. Increase tutorial participation for failing students.</p>	<p>Counselor, site-based team, principal</p>		<p>May</p>

GOAL 3 - ACTION 5: ACTIONS TO ACCOMPLISH THE OBJECTIVES:	ACTION LEADER(S):	RESOURCE ALLOCATION:	PROGRESS REPORT DATES:
<p>TITLE: <u>College Credits</u></p> <p>DESCRIPTION: Provide opportunities for upper level high school students to earn college credit online or through other means without undermining the current academic program at MHS.</p> <p>EVALUATION DESIGN: Increase in the number of students earning college credits</p>	Counselor, principal		May

GOAL 3 - ACTION 6: ACTIONS TO ACCOMPLISH THE OBJECTIVES:	ACTION LEADER(S):	RESOURCE ALLOCATION:	PROGRESS REPORT DATES:
<p>TITLE: <u>Gifted and Talented Program</u></p> <p>DESCRIPTION: Create an individual projects program for junior and high school gifted and talented students. Improve referral and evaluation process. Create incentives for students to participate in GT programs.</p> <p>EVALUATION DESIGN: Interested Gifted and Talented students complete and present individual project to a GT committee.</p>	Principal, counselor, teachers	School Budget School Time	May

Goal 4: MHS will meet or exceed state accountability goals for TAKS scores and drop-out/completion rate

Correlates With:

<p>District Goals</p> <ul style="list-style-type: none"> 1) TAKS success 2) Attendance 3) Dropout/Completion Rate 4) College Preparation 	<p>State Goals</p> <ul style="list-style-type: none"> 1) Performance - English 2) Performance – Mathematics 3) Performance - Science 4) Performance - Social Studies 	<p>State Objectives</p> <ul style="list-style-type: none"> 2) Student Potential 3) Dropout Prevention 4) Curriculum 6) Student Performance 8) Instructional Techniques
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<p>National Goals</p> <ul style="list-style-type: none"> 2) School Completion 3) Student Achievement and Citizenship 4) Math and Science 	<p>Effective School Correlates</p> <ul style="list-style-type: none"> 2) High Expectations 4) Instructional Focus 5) Measurement 	<p>No Child Left Behind Act</p> <ul style="list-style-type: none"> 1) Accountability for Student Achievement 2) Focus on What Works 3) Flexibility
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GOAL 4 - ACTION 1: ACTIONS TO ACCOMPLISH THE OBJECTIVES:	ACTION LEADER(S):	RESOURCE ALLOCATION:	PROGRESS REPORT DATES:
<p>TITLE: <u>TAKS Achievement</u></p> <p>DESCRIPTION: Provide staff development that promotes student success on TAKS test. Continue to allocate funds on activities/resources that have a positive effect on academic achievement. Create master schedule that promotes academic achievement on the TAKS-enrichment in writing, math, and social studies. Improve science and math scores. Improve short answer/proofreading scores in English Language Arts. Continue high level of achievement in reading and social studies.</p> <p>EVALUATION DESIGN: Average 8% or better than the state average on all TAKS tests. Meet Adequate Yearly Progress.</p>	Principal, counselor, teachers	School Budget School Time	May

GOAL 4 - ACTION 2: ACTIONS TO ACCOMPLISH THE OBJECTIVES:	ACTION LEADER(S):	RESOURCE ALLOCATION:	PROGRESS REPORT DATES:
<p>TITLE: <u>Student Populations</u></p> <p>DESCRIPTION: Improve TAKS scores for junior high sub-populations. Economically disadvantaged students scored 17 points or more below the campus average on 7th and 8th grade math and 7th writing. Hispanic students scored more than 17 points below the campus average on 8th math.</p> <p>EVALUATION DESIGN: All student populations score equally on the TAKS</p>	Principal, counselor, teachers		Ongoing

GOAL 4 - ACTION 3: ACTIONS TO ACCOMPLISH THE OBJECTIVES:	ACTION LEADER(S):	RESOURCE ALLOCATION:	PROGRESS REPORT DATES:
<p>TITLE: <u>Drop out/Completion Rate</u></p> <p>DESCRIPTION: Communicate with parents of students at-risk of dropping out and, when necessary, pursue legal action. Communicate with parents, provide resources, and develop strategies to ensure students complete current grade and are promoted to next grade on schedule. Recover current drop outs through communication and diploma/GED programs.</p> <p>EVALUATION DESIGN: Based on state accountability goals, MHS will meet or exceed expectation for drop out and completion rates. Drop out rate will be below 1%.</p>	<p>Principal, counselor</p>	<p>School Time, School Budget</p>	<p>Ongoing</p>

GOAL 4 - ACTION 4: ACTIONS TO ACCOMPLISH THE OBJECTIVES:	ACTION LEADER(S):	RESOURCE ALLOCATION:	PROGRESS REPORT DATES:
<p>TITLE: <u>Attendance</u></p> <p>DESCRIPTION: Maintain or improve attendance rate by offering students incentives for good attendance</p> <p>EVALUATION DESIGN: Overall attendance rate will be 98%.</p>	<p>Principal, counselor</p>		<p>Ongoing</p>

Goal 5: MHS will encourage parents and members of the community to be involved in the school in order to elicit their support and maintain communication

Correlates With:

<p>District Goals 4) College Preparation</p>	<p>State Goals 6) Performance - English 7) Performance – Mathematics 8) Performance - Science 9) Performance - Social Studies</p>	<p>State Objectives 1) Partnering Parents with Educators 2) Student Potential 3) Dropout Prevention 4) Curriculum</p>
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<p>National Goals 2) School Completion 3) Student Achievement and Citizenship 8) Parental Participation</p>	<p>Correlates of Effective Schools 2) High Expectations 4) Instructional Focus 5) Measurement</p>	<p>No Child Left Behind Act 2) Focus on What Works 3) Flexibility 4) Parental Involvement</p>
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GOAL 5- ACTION 1: ACTIONS TO ACCOMPLISH THE OBJECTIVES:	ACTION LEADER(s):	RESOURCE ALLOCATION:	PROGRESS REPORT DATES:
<p>TITLE: <u>Parent Volunteers</u></p> <p>DESCRIPTION: Continue to provide opportunities for parents to be involved with the various aspects of MHS.</p> <p>EVALUATION DESIGN: More parent participation.</p>	<p>Principal, teachers</p>		<p>Ongoing</p>

GOAL 5 - ACTION 2: ACTIONS TO ACCOMPLISH THE OBJECTIVES:	ACTION LEADER(s):	RESOURCE ALLOCATION:	PROGRESS REPORT DATES:
<p>TITLE: <u>Orientation</u></p> <p>DESCRIPTION: Continue to have an orientation in the Spring to make parents aware of graduation requirements, classes offered, and extra-curricular programs.</p> <p>EVALUATION DESIGN: 50% of students' parents will attend orientation in Spring.</p>	<p>Counselor</p>		<p>May</p>

GOAL 5- ACTION 3: ACTIONS TO ACCOMPLISH THE OBJECTIVES:	ACTION LEADER(S):	RESOURCE ALLOCATION:	PROGRESS REPORT DATES:
<p>TITLE: <u>Graduation timeline</u></p> <p>DESCRIPTION: Continue to provide students and parents with calendars or timelines on processes and deadlines for admissions, scholarship applications, and ACT, SAT, and THEA tests.</p> <p>EVALUATION DESIGN: Parents of juniors and seniors receive calendars or timelines. ACT and SAT test dates are currently available on the MHS website and Jacket Gazette.</p>	<p>Counselor</p>		<p>September, January, March</p>

APPENDIX I

SUMMATIVE EVALUATION

Summative Evaluation

APPENDIX II

DISTRICT, STATE, and NATIONAL GOALS

District Goals

Goal 1:

TAKS Success

At least 90% of all students in each population (African American, Hispanic, White, and Economically Disadvantaged) will pass all sections of the TAKS test.

Goal 2:

Attendance

Student attendance for all populations will be at least 97%.

Goal 3:

Dropout Rate

The annual dropout rate will be no greater than 1%.

Goal 4:

College Preparation

At least 70% of all students will take the SAT or ACT. At least 35% will meet or exceed state criteria on the test.

State Goals

Goal 1: Performance - English

The students in the public education system will demonstrate exemplary performance in the reading and writing of the English language.

Goal 2: Performance - Mathematics

The students in the public education system will demonstrate exemplary performance in the understanding of mathematics.

Goal 3: Performance - Science

The students in the public education system will demonstrate exemplary performance in the understanding of science.

Goal 4: Performance - Social Studies

The students in the public education system will demonstrate exemplary performance in the understanding of social studies.

State Objectives

Objective 1: Partnering Parents with Educators

Parents will be full partners with educators in the education of their children.

Objective 2: Student Potential

Students will be encouraged and challenged to meet their full educational potential.

Objective 3: Dropout Prevention

Through enhanced dropout prevention efforts, all students will remain in school until they obtain a high school diploma.

Objective 4: Curriculum

A well balanced and appropriate curriculum will be provided to all students.

Objective 5: School Personnel

Qualified and highly effective personnel will be recruited, developed and retained.

Objective 6: Student Performance

The district's students will demonstrate exemplary performance in comparison to state, national and international standards.

Objective 7: School Environment

School campuses will maintain a safe and disciplined environment conducive to student learning.

Objective 8: Instructional Techniques

Educators will keep abreast of the development of creative and innovative techniques in instruction and administration using those techniques when appropriate to improve student learning.

Objective 9: Technology

Technology will be implemented and used to increase student learning, instructional management, staff development, and administration.

NATIONAL GOALS

GOAL 1: READY TO LEARN

By the year 2000, all children in America will start school ready to learn.

GOAL 2: SCHOOL COMPLETION

By the year 2000, the high school graduation rate will increase to at least 90 percent.

GOAL 3: STUDENT ACHIEVEMENT AND CITIZENSHIP

By the year 2000,

- all students will leave grades 4, 8, and 12 having demonstrated competency over challenging subject matter including English, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography, and
- every school in America will ensure that all students learn to use their minds well, so they may be prepared for responsible citizenship, further learning, and productive employment in our Nation's modern economy.

GOAL 4: TEACHER EDUCATION AND PROFESSIONAL DEVELOPMENT

By the year 2000, the Nation's teaching force will have access to programs for the continued improvement of their professional skills and the opportunity to acquire the knowledge and skills needed to instruct and prepare all American students for the next century.

GOAL 5: MATHEMATICS AND SCIENCE

By the year 2000, United States students will be first in the world in mathematics and science achievement.

GOAL 6: ADULT LITERACY AND LIFELONG LEARNING

By the year 2000, every adult American will be literate and will possess the knowledge and skills necessary to compete in a global economy and exercise the rights and responsibilities of citizenship.

GOAL 7: SAFE, DISCIPLINED, AND ALCOHOL-FREE/DRUG-FREE SCHOOLS

By the year 2000, every school in America will be free of drugs, violence, and the unauthorized presence of firearms and alcohol and will offer a disciplined environment conducive to learning.

GOAL 8: PARENTAL PARTICIPATION

By the year 2000, every school will promote partnerships that will increase parental involvement and participation in promoting the social, emotional, and academic growth of children.

No Child Left Behind Act

GOAL 1: Accountability for Student Achievement

GOAL 2: Focus on What Works

GOAL 3: Flexibility

GOAL 4: Parental Involvement

CORRELATES OF EFFECTIVE SCHOOLS

1. **INSTRUCTIONAL LEADERSHIP** - The principal demonstrates an administrative style indicative of an instructional leadership. Instructional leaders (a) spend most of their time in classrooms involved in instructional matters, (b) are sought after by teachers for assistance with instructional problems, (c) rarely criticize the quality of a teacher's instruction without offering alternatives for the teacher's use, and (d) coordinate all components of the learning-teaching processes to work complementary
2. **HIGH EXPECTATIONS** - Teachers identify a school wide, grade by grade, body of knowledge and skills for minimum mastery by all students. Teachers demonstrate their belief that all students are able to master this body of knowledge and skills. All students are aware that they are expected to obtain mastery and treated in such a way as to accomplish this expectation.
3. **SCHOOL CLIMATE** - The school is relatively orderly, safe, and clean. The school may have lapses in appropriate school climate but those problems are dealt with quickly and effectively. The interdependence of school personnel, (teachers, custodians, paraprofessionals, administrators) plays a vital role in the creation and maintenance of a climate conducive to effective teaching and learning.
4. **INSTRUCTIONAL FOCUS** - All members of the school community hold a shared definition as to the major focus and purpose of the school and make day-to-day decisions with that focus in mind. The focus and purpose of the school is defined by the principal, in concert with all significant others. The institutional focus is disseminated to all members of the school community to insure their understanding of the major purposes that motivate all school activities.
5. **MEASUREMENT** - Student achievement data is the basis for program evaluation. No program or activity is continued that does not advance pupil performance on standardized measures of achievement. Criterion-referenced measures allow students to be evaluated not in comparison to each other but in comparison to the uniform minimum standard of mastery to which all students are expected to attain. Effective schools reconsider any learning-teaching process that fails to annually increase achievement by students in all social classes.

