

Executive Summary

School Name: Collierville High School System: Shelby County

Principal: Dr. Timothy R. Setterlund Date: July, 2006

The Executive Summary is a narrative review and analysis of past and current needs for the school as determined by the data. Describe changes that are now needed and give the data rationale for these changes. Respond to the following prompts.

ES 1. Write a reflective summary of the school's previous TSIP and include the school's areas of success. Provide the data rationale and analysis for this reflection. How did you determine you were successful in meeting your school's goals and performance targets?

Goal 1: The student will demonstrate the ability to apply and integrate knowledge, skills, and experiences to expand understanding.

- Teachers have been provided with inservice training in the areas of:
 - the use of rubrics,
 - ACT testing,
 - reading strategies,
 - study skills,
 - collaborative learning,
 - multidisciplinary learning activities, and
 - the use of technology as a learning/teaching tool.
- Teachers have been allocated inservice time to coordinate multidisciplinary instructional activities.
- The curriculum maps for all courses have been developed to include comprehensive learning activities during the school year. Students are engaged in activities that require compilation of information from several sources and presentation of results to their peers.
- Standardized semester exams have been developed for all courses offered.
- Students are encouraged to enroll in the highest level of courses possible. Enrollment in Advanced Placement courses has increased from 270 in 2005-2006 to 737 in 2006-2007.
- The Honors Graduate Program was implemented to recognize students selecting more challenging courses. Enrollment in honors level courses has increased by almost 40% in the past two years.
- A Learning Lab has been provided to assist special education students. Students may attend the Learning Lab full time or come on an as needed basis to receive tutoring, specialized instruction, or assistance with testing.
- Computerized self-paced instruction is provided through the Plato lab for all students. The lab has been especially utilized by vocational classes and special education students.

- African American Literature has been added as a new course.
- A vocational co-op program provides students with the opportunity to apply classroom learning to the workplace.
- During the 2004 – 2005 school year the Community Relations Committee has provided guest speakers to discuss careers with students. Emphasis has been to help students better understand the skills needed for specific careers.
- Students are involved in an ongoing research and community service project through Ducks Unlimited. Students are studying wetland areas and installing duck nesting boxes.
- 80 % of surveyed students (n=527) indicate that there are high expectations for student learning. Parents responded at a rate of 89%.
- 83% of surveyed students (n=527) indicate that they are provided with a high quality educational program. Parents – 88%.
- 85% of surveyed parents indicate that emphasis on academics is appropriate.
- NSF Grant has been utilized to implement the Options Program. This program encourages young women to pursue math and science studies through the use of hands on activities. 42 students participated during the 2004 – 2005 school year.
- Tutoring is available for all students before and after school in the Math, Science, Social Studies, English, and Foreign Language departments.
- See student performance data listed for Goal # 2 below.

Goal 2: The student will develop skills and strategies to maximize performance on standardized test scores.

- After school study sessions have been provided to assist students in preparing for the ACT. A total of 80 hours of sessions have been provided and attended by 237 students during the 2005 – 2006 school year.
- Teachers in all departments have utilized bell work activities including sample items from the ACT, SAT, and PSAT tests.
- The “ACT 30 and Above Club” was formed in 2003 to recognize students scoring 30 or higher on the ACT. The beginning enrollment was 35 students. Currently there are over 100 members.
- The “ACT Plus 3 Club” was formed in the Spring of 2006 to promote students to prepare and retake the ACT by recognizing students who made at least 3 point improvement. As of May, 222 students have been recognized.
- The following new courses have been added specifically for the purpose of assisting low performing students: Content Area Reading, Gateway Math Intervention, and Gateway English Intervention. The intervention courses are companion courses to the regular math and English courses taken by students and are designed to provide remediation and support through more individualized instruction.
- Gateway and End of Course practice tests have been developed for use in all Gateway and End of Course tested subjects. Students have been provided with a total of five practice tests throughout the school year.
- Gateway practice workbooks have been utilized in all Gateway classes.
- Gateway Algebra I scores have improved from 85% proficient or advanced in 2002 to 97.2% in 2006.

- Gateway Biology I scores have improved from 98% proficient or advanced in 2002 to 99.8% in 2006.
- Gateway English 10 scores have improved from 95% proficient or advanced in 2003 to 99.8% in 2006.
- Writing scores have improved from an average of 4.3 in 2002 to 4.8 in 2005.
- Tennessee Value Added average scores for all End of Course and Gateway tests met or exceeded predicted scores (2005).
- ACT score averages exceeded the predicted average scores in each of the four subtest areas in 2005.
- Writing Assessment average scores exceeded predicted average scores in 2006.
- Collierville High School met Adequate Yearly Progress benchmarks in all areas for 2004.

Goal 3: The student will share responsibility and benefit from collaboration and communication among all stakeholders.

- The PTSA mails a newsletter to the home of every student 5 times each year.
- Separate mailings are done to the parents of students regarding the Tennessee HOPE Scholarships, ACT preparation workshops, summer school, and graduation.
- A daily student produced school news show is broadcast to every classroom and the community via cable television.
- Student Government posts a calendar of events in the main hallway each month.
- Each teacher maintains a website with classroom information, resources, assignment calendars, and other important information for use by students and parents.
- The school website includes calendar information, school events, club information, scholarship information, alumni events, score reports, and helpful information for parents and the public. The school website has had over 280,000 hits.
- Student academic performance information is posted for internet access by students and parents through the use of PowerSchool. As teachers enter grades for students in their grade books, those grades become available for secure viewing.
- A survey of parents in January of 2005 found that
 - 82% felt welcome to visit the school
 - 81% responded that it was easy to contact teachers, administrators and staff
 - 93% responded that it was easy to find and read school policies
 - 91% indicated that they could be involved in the school
 - 93% indicated that they were aware of training opportunities available for them
- Students receive monthly newsletter from the Guidance department containing information about scholarships, clubs, careers, study skills, tutoring schedule, etc.
- A Freshmen Parent Orientation has been added to provide information, advice, and counsel for the parents of 9th graders.
- A speakers bureau has been established and provides guest speaker information for teachers and clubs.
- The Community Involvement Committee has developed a presentation about Collierville High School that has been made to several civic organizations.
- An alumni association has been started and provides support to student learning through

- the availability of guest speakers and volunteers.
- The CHS PTSA fosters a strong partnership between school and community. Collierville High has had the largest PTA in Tennessee for the past four years. In 2005, CHS PTSA was recognized as the Outstanding Local Unit for the state and the first to be recognized nationally. CHS is the first high school in Tennessee to be recognized as a National PTA School of Excellence for its school partnership between school and family (2004).

Goal 4: The student will integrate technology skills into the core curriculum to broaden proficiency in technology, to increase collaboration, and to enhance overall academic performance.

- See student performance data in Goal #2
- Teachers have all been provided a minimum of twelve hours of technology training annually.
- Students are taught and required to utilize technology as a tool in all classes.
- Student projects incorporating the use of technology as a presentation tool are assigned in most subject areas. All students are taught to develop Power Point presentations and conduct internet research through their classes.
- Teachers post practice test, study information, and class syllabi on their websites for student use.
- Five mobile computer labs have been utilized by 372 classes during the 2005 - 2006 school year.
- A new mobile computer lab was purchased in June, 2005.

ES 2. Write a reflective summary of areas where the school still faces challenges. Provide the data rationale and analysis for this reflection. Explain the rationale for these challenges using current data (include norm referenced test information, value-added information, and criterion referenced test information) in addition to data from the past two years.

Challenges and/or areas which additional or continued attention include (challenges are arranged in order of priority for SIP):

- The 2005 graduation rate was 91%, barely above the state goal of 90%.
- For the first semester of 2004-2005, there were 698 (6%) F's and 1230 (11%) D's earned by students. Approximately one-third of these grades were earned by Special Education students.
- African American students are not reaching proficiency on Gateway Algebra exams at the same rate as white students (78%). (2005)
- Only 80% of special Education students and 62% of economically disadvantaged proficient in mathematics. (2005)
- Only 67.3% of the class of 2005 were eligible for the Tennessee HOPE scholarship based upon ACT score or GPA.
 - 8 of 64 Technical Path seniors (12.5%)
 - 284 of 370 University Path seniors (76.8%)
- Many parents continue to feel disconnected from the school.
 - 37% indicate that they do not feel that their child's teachers communicate with them often (January 2005).
 - Only 49% indicated that the school helps them understand what their child must learn.
 - 37% are aware of training regarding educational issues available for them.
- Instructional days lost to student suspensions continue to hurt students academically.
 - The suspension rate for African American students is three times that of White students (15.5% vs. 4.8%)
- There is no follow up plan in place to assist Technical Path students with job placement should they decide not to seek post secondary education or training.

ES 3. Describe the changes the school is making in the action plan to meet the challenges and provide data rationale for each change. Develop new goals and performance targets which address these challenges. (Refer to Component 5 of the school's previous TSIP plan.)

In examining the school goals and action plan, progress has been made in all areas. The SIP action steps have been implemented as stated and good progress made toward the stated goals. All SIP committees have reviewed progress and challenges facing Collierville High School in the future. The following goals will replace previous goals based upon achievement toward previous goals and the desire to have stated goals that are less ambiguous.

Goal # 1: Collierville High School will meet and/or exceed all Tennessee Report Card Goals and meet Annual Yearly Progress benchmarks for No Child Left Behind.

Goal #2: Collierville High School will develop instructional and support programs that will ensure the academic preparation and success of all students including special education students, minorities, disadvantaged, vocational, and ESL students.

Goal #3: Collierville High School will foster a strong partnership with parents, students, and community in order to develop the skills, character, and motivation necessary for students to become successful, contributing members of our community.

Goal #4: Collierville High School will support and promote the use of technology as a teaching and learning tool.

Action Plan Steps

- Implement Course Recovery Program (Goals 1 & 2). Summer 2005, cost \$42,000.
- Develop alternative academic support programs for struggling students (Goals 1 & 2). 2005 – 2006.
- Provide training for teachers in the areas of differentiated learning, special education, and collaborative learning (Goal 2). Beginning Fall 2005.
- Continue to provide training for teachers in the use of technology as a learning tool (Goals 1, 2, & 4). Ongoing
- Develop career exploration and job placement programs for presentation to students (Goal 3). Beginning Spring 2006.
- Implement early intervention strategies for struggling students and their parents (Goals 1, 2, & 3). Beginning Fall 2005.
- Provide ongoing support and training for teachers regarding the use of technology (Goal 4). Ongoing
- Analyze standardized test scores, develop teaching/ learning strategies to improve scores, and provide appropriate training for teachers (Goals 1 & 2). Ongoing.
- Continue to promote enrollment in honors and AP level courses (Goal 2). Ongoing.
- Evaluate effectiveness of school discipline procedures and develop strategies to reduce suspensions (Goals 2 & 3). Ongoing.

- Solicit community volunteers to serve as tutors, speakers, and mentors (Goals 2 & 3).
- Educate parents and community regarding school programs and issues through public presentations and media (Goal 3). Ongoing.
- Continue to utilize the internet to keep parents and students informed of school/class activities and individual student progress (Goals 2, 3, & 4). Ongoing
 - Easy Grade Pro grade book
 - Internet posted grades (PowerSchool)
 - School and class web pages
 - Online surveys
 - Develop parent email notification system (Spring 2006)
- Assist in the promotion of the CHS Alumni Association (Goal 3). Ongoing
- Develop and implement recognition program for students who improve their ACT scores (Goals 1 & 2). Ongoing.
- Continue to utilize the PTSA as a means to communicate, educate, and foster partnerships between parents, teachers, and students (Goal 3). Ongoing.
- Provide informational meetings for parents of students with disabilities to promote academic success (Goals 2 & 3). Beginning Fall 2006.
- Continue to offer and promote ACT preparation workshops (Goals 1 & 2).
- Create recognition program for students who improve their ACT scores (Goals 1 & 2).
- Create recognition program for students who improve academic standing each grading period (Goals 1 & 2).

**Collierville High School
SIP Update recommendations
2006**

Committee/Department: _____

Current initiatives to be added to Action Plan:

Proposed initiatives to be added to Action Plan:

Other comments:

