



NORTHSIDE SCHOOL INDEPENDENT DISTRICT



SCHOOL IMPROVEMENT PLAN

COMMUNICATIONS ARTS HIGH SCHOOL

2017-2018

OUR MISSION

OUR MISSION:

Communications Arts High School promotes rigorous, foundational learning in a personal, supportive environment, developing skills in communications and technology, emphasizing collaborative choice and fluidity between disciplines, creating global citizens and leaders.

OUR VISION:

To create confident, global citizens, bold and articulate communicators, self-directed leaders whose intellectual curiosity leads to positive change and societal transformation.

COMMUNICATIONS ARTS HS

Needs Assessment 2017-2018

Process

In the textbox below document the process you followed when completing the needs assessment.

Campus Administration shared School Improvement Plan objectives and Critical Success Factors with department coordinators, and gave them one time to meet with their departments and brainstorm ideas for meeting these objectives. The Admin team then met with the coordinators to review the findings and share ideas. As well, department coordinators provided extensive feedback on the Critical Success Factors, which will be very useful going forward.

As well, Campus Administration met with the School Advisory Team to discuss the importance of continued campus improvements. We reviewed the different activities that we have done this year, and brainstormed new ideas for the 2017-2018 school year.

Campus Principal met with each teacher individually prior to the end of the school year to gather feedback on the improvements made during the 2016-2017 school year, and to look ahead at the upcoming school year.

Data and Campus Practices Review

Every organization has factors that are critical to its success. These critical success factors (CSFs) help the organization thrive by helping stakeholders focus on the organization's priorities. They are research-based and are key elements for implementing improvement efforts.

Select all data and campus practices reviewed in the needs assessment (Title I Schoolwide Component 1). Multiple selections are allowed. Then document your findings in the textbox provided. Findings should include statements of fact about the data or the practice.

CSF 1: Academic Performance

Academic Performance is the foundational CSF. Campuses can increase performance for all students by focusing on teacher quality, effective leadership, data driven instructional decisions, productive community and parent involvement, efficient use of learning time, and maintaining a positive school climate. Curricular alignment, both horizontally and vertically, is also an essential component of this CSF.

STAAR/EOC/TAKS

Regression graphs

Student demographics

Special populations enrollment, performance, and LRE

TELPAS

Promotion/retention (Elementary)

Failure rates (Secondary)

Completion and graduation rates (High School)

SAT/ACT (High School)

AP (High School)

Other

Findings	<ul style="list-style-type: none"> • There is a need for alignment between grade levels; summer transition meetings have already begun (9th and 10th / 11th and 12th). Stakeholders agree that we need to ensure the rigor and individuality of each class remains intact; however, there should be a way to adapt overall goals to an individual teacher’s classroom management style and grading practices. • We need to work together to find solutions to problems or make suggestions to improve learning, even though we are a small campus. As AP exams will be changing over the next few years, it is integral that the entire school work together to focus on specific critical thinking and writing skills that can be incorporated into each class. • We need to do a better job of creating cross-curricular projects. As we are a Communications school, we need our students to be learning and communicating every year. The more they learn to speak, the easier it becomes. Being an effective communicator is a great advantage in the workplace. • It is imperative to incorporate critical thinking and writing skills into all of our classes and provide the necessary feedback on their written responses so students can learn and grow in these areas • Something that might help struggling underclassmen: link up strugglers with upperclassmen in a “buddy system;” we made baby-steps toward this last year with senior “mentors” for underclassmen - that was a great start, and should be expanded. • Some teachers believe that the option to retest should not be a crutch; instead, retesting should be for those that worked but didn’t get it. I also think we all need to remember that retesting is for mastery. If a student made an 88, they mastered it. • We need to do a better job of bridging the gap from Middle School to High School.
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CSF 2: Use of Quality Data to Drive Instruction	
Use of Quality Data to Drive Instruction emphasizes effective uses of multiple sources of disaggregated data. However, it is not necessarily the amount of data utilized, but rather how the information is used. It is not only the use of data to drive instructional decision making that is significant, but also the ongoing communication of data with others that provides the greatest opportunity for data to have a positive impact on student learning outcomes.	
<input checked="" type="checkbox"/>	Student attendance
<input checked="" type="checkbox"/>	Discipline
<input checked="" type="checkbox"/>	Grades
<input checked="" type="checkbox"/>	CDBs
<input type="checkbox"/>	Common Assessments
<input type="checkbox"/>	Other

Findings	<ul style="list-style-type: none"> • Teachers agree with the assertion that using data to drive instruction is important, and we should be careful in which measurements we rely upon. The lower levels should focus on STAAR mastery where applicable, but shouldn't lose sight of the fact that in upper division courses, the AP expects much, much more of the same students. • If we teach AP skills, we will hit STAAR expectations. I suggest that each AP teacher provide a small sampling of MC questions and that we, as a faculty, take a "practice" exam under timed circumstances. This might help others see the importance of alignment, but also explain why AP courses are so rigorous. Knowing something in "theory" is not the same as experiencing it live. The expectations for our students are high, and as a campus, we all--teachers, counselors, and admin--need to be on board to prepare our students for not only the test but also future endeavors. • In science, the scope and sequences have undergone serious revision with the new streamlined TEKS. However, the pre-AP level courses have been beefed up to better prepare students for what the AP sciences demand. There has been an effort to align the sequences to better impact concept mastery. The district benchmarks are used to look at data for all core courses and target areas of weakness. Although CDBs are meant for one particular course, I think that some of the weakness that I see would also be seen in other subject assessments. Sharing our results might give a bigger picture of our students' needs as a whole. • In regards to data, I think it is important to look at a variety of things in order to help our students be successful, especially since our demographics are changing. Teachers should know or be able to refer to a teacher generated list of their student's 8th grade STAAR scores, EOC scores, At Risk, LEP, Economically Disadvantaged, 504 and SE. Teachers also need to be well versed in the documentation in RTI, if any exists, as well as CMS. • This year, one teacher labeled each late or missing assignment, and with some of them he even went so far as to enter the dates of assignments turned in to have a record of how much time had passed. It was done to track study and work habits of students. This has identified a need to intervene and change the mindset of what students think is acceptable in their work habits. As a school, we could implement change that would make students more likely to succeed with less stress, for them as well as us. • The beginning of the school year meetings should include data analysis by grade level and depts. The data analysis should be structured, and the information presented to the faculty as a whole to focus on targeted areas. • I think a standardized course evaluation in the fall and/or spring might be helpful to teachers. We need to continually grow and improve our craft and feedback from students, and maybe parents, could help. Our students are with us every day and can provide valuable input.
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CSF 3: Leadership Effectiveness
Leadership Effectiveness targets the need for leadership on the campus to exhibit characteristics and skills known to promote and implement positive educational change. Of the elements proven to have the greatest degree of impact on student achievement, school leadership is second only to classroom instruction. Providing job-embedded professional development to build capacity of campus leaders is a vital part of this CSF.
<input checked="" type="checkbox"/> Distribution of leadership and responsibilities
<input checked="" type="checkbox"/> Decision making structures on the campus
<input checked="" type="checkbox"/> Teacher input
<input checked="" type="checkbox"/> Campus goals
<input checked="" type="checkbox"/> Monitoring of teacher performance; feedback to staff
<input checked="" type="checkbox"/> Communication
<input checked="" type="checkbox"/> Master schedule
<input checked="" type="checkbox"/> Teacher and parent surveys
<input type="checkbox"/> Other

Findings	<p>From department coordinators/teachers:</p> <ul style="list-style-type: none"> • We want our administrators to continue their commitment to meaningful professional development opportunities. Empty PD not only wastes valuable teacher time, but can sow seeds of discontent among the staff. We would prefer more time with our departments and the chance to better align the curriculum, share summer trainings, and generally build a cohesive academic team. • Effective leadership is one that is open to new ideas, to having a conversation about what is best for our school's environment and our students. Some of these discussions are difficult but are necessary to improve the quality of the education of our students. I want students to have a voice in my class; likewise, I want to have a voice on my campus. I feel that, for the most part, this aspect was missing this year. I, as would many of my colleagues, would have liked to be involved before decisions were made. As an analytical thinker, I try to problem solve by thinking "what could go wrong," to anticipate complications so that if issues should arrive, we already have a solution. Our campus is filled with experienced educators who are experts in teaching but also with working as a team. • I, too would like to have more of a voice on what our campus is. Changes that are made affect not only the students but the teachers and too. Just like we were unhappy about learning about the new bus pickups after the fact, teachers would like to know about possible changes and have input before they happen. We can all problem solve together. • I absolutely agree with the previous statements. The wisdom of our educators is a valuable tool that should be leveraged. I understand that in a year filled with so many changes, it was difficult to involve the faculty in every decision. But innovations that fundamentally transform our school should at least be vetted. • Being given the gift of time to work with my team at the beginning of the year as well as one of the half days instead of attending off campus meetings was crucial for me. It allowed me to get to know my team and slowly start to learn the expectations of my role in the department. It was truly beneficial and I agree with the first statement of how leadership allowed us to do this because it served us better being together as a team. • I agree with the previous statements. I think using CAHS faculty members as PD leaders is a good idea. I like my co-workers and trust their abilities and their intentions. • Using veteran teachers as mentors for new, or new to Comm Arts, teachers may also help transition and alleviate stress for the new people on campus. Having a mentor provides a wealth of information that a new teacher would struggle to find when left to their own defenses. • We need to harness our current faculty resources with an eye towards the changing dynamics of the 21st century student and his/her world.
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CSF 4: Increased Learning Time
<p>Increased Learning Time necessitates flexible scheduling that allows time for additional instructional minutes, enrichment activities and staff collaborative planning time. Increased Learning Time necessitates strategies that maximize the number of sustained, engaging instructional minutes that must be applied strategically. Effective strategies include providing a rigorous, well-rounded education that prepares students for college, improving teacher training, improving and aligning the curriculum, reducing distractions, using time for teachers to thoroughly analyze and respond to data, and setting aside time to coach and develop teachers that continuously strengthen instructional practices. This CSF confirms, as a requisite, an instructionally focused calendar.</p>
<input checked="" type="checkbox"/> Response to Intervention
<input checked="" type="checkbox"/> Interventions implementation and effectiveness
<input checked="" type="checkbox"/> Student identification for increased learning time
<input checked="" type="checkbox"/> Tutorials
<input type="checkbox"/> Other

Findings	<ul style="list-style-type: none"> • An instructionally focused calendar is admirable and something we should aspire to every year, but in actuality this becomes difficult to fully realize as the school days fly by. Compounding the problem, we have a sister campus that many times makes decisions that adversely affect our schedules, lesson plans, and timing here. Not to mention, various departments, both academic and administrative, at the district level and at Northwest Vista often add extra requirements, initiatives, or obligations onto an already overburdened campus calendar. Our focus should always be on the student and the learning going on in the classroom. • I would like to see us use our Late Starts as a way to work within departments and levels, to track student performance and brainstorm ways to help our student population thrive. We can use this time to enter esped and record data during this time, as most of us don't have the time during the school day to do so. One advantage of working in a small environment, at least from an upper level teacher's perspective, is that our colleagues can help us understand what students might need focused tutoring, which students could be used as mentors, what strategies worked best. I think that we need to fill the gap for our upper-level math classes by hiring a math tutor. Many of our students are flying blind in these classes and many don't find Kahn Academy sufficient to address their needs; they need one-on-one tutoring where questions can be asked and answered. • I also believe that, as a team, we should be mindful of what is happening in each other's classes so students aren't overwhelmed with work on any given night. Underclassmen would benefit from a broken down reading schedule. Some upperclassmen need the same guidance. It is then up to the student to decide how to approach the work. I feel it is important to provide clear, detailed, instructions with clear expectations and due dates. Students should know how they will be assessed prior to beginning so that they can do the assignment with the end in mind. • Since we are such a small campus, it might be impossible to do what I am suggesting but it is an idea that has some wiggle room. One suggestion is for departments or grade levels to have the same conference period. This will help with either vertical alignment of the course or help the grade levels evaluate student needs and planning. If it is not feasible for an entire department, perhaps the 9th/10th grade teachers of that department could have the same conference and then the 11th/12th grade teachers have the same conference. The expectation then would be to meet at least one day a week during your conference time to plan and prepare. This would also help with cross curricular instruction and projects, depending on how it is arranged. • Another use of Late Starts could be used for tutoring. All of our students are typically at school by the regular time. Students could be assigned certain teachers in order to receive additional help. We could also use late starts for a Skills and Strategies opportunity. Perhaps students could sign up to take a particular "class" depending on their needs. • Regarding reducing distractions: I think it's time to institute more stringent expectations about the use of phones in class. Julie's solution last year (students all put their phones in a clear shoe organizer) was genius, and I plan to do the same thing in my classroom next year. • I'm getting a phone holder. The students waste time on their phones. Without them, they'd focus more. This could be a campus initiative. • Weekly faculty meetings would help improve communication and allow time for departments and grade levels to share information to all.
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CSF 5: Family/Community Engagement
Family and Community Engagement calls for increased opportunities for input from parents and the community, as well as the necessity for effective communication and access to community services.
<input checked="" type="checkbox"/> Communication
<input checked="" type="checkbox"/> Family and community activities
<input checked="" type="checkbox"/> Family and community input
<input checked="" type="checkbox"/> Family and community services
<input type="checkbox"/> Second language communication
<input type="checkbox"/> Other

Findings	<ul style="list-style-type: none"> • Next year, I would like to see even more involvement from the PSG on campus. If the kids witness active parental support and encouragement it will make our task easier as instructors. Also, if the parents and students take ownership of the campus and the learning environment they will no doubt work harder to protect and advocate for it. • I don't think that our parents understand the reality of what AP courses are really like. They don't see the skills their students are gaining; they worry about the grade. We can help by educating parents on what an AP program is all about. We can advise them to have their children advocate for themselves--a skill necessary as parental involvement isn't permitted at the college level. This can be scaffolded. Use of Remind, Gradespeed, and Google Classroom can help parents who want to know what's going on be aware. • Sadly, the PSG seems to have fizzled out over the past few years. I also wish we could get them more involved. I noticed we no longer have a PSG rep on the SAT, that is unfortunate and needs to change. As webmaster, I think we should brainstorm ways to enhance the parent section of our website. • I agree that our parents need to be more involved and not just with the grade. They need to understand the skills that their children are acquiring. I would also like to come up with some way to motivate parents to not wait until their child's grade is in jeopardy for the year before they act. Could we come up with a list of helpful hints for such parents? I find myself biting my tongue to stop myself from offering unsolicited advice. However, some kind of handout might be useful to parents who did not engage in such an academically rigorous curriculum as their child. • I think we need to be the ones reaching out to the parents in order to help them understand what we do. We must be the ones to create and foster the relationship with the parents and the community. Perhaps we create a fun night just for the parents where they get a small taste of what their kids are expected to do that is solely activity based. "Are you smarter than your Comm Arts Kid Night?" We could then use this platform to collect information from those parents who are interested and willing to help our campus grow in a variety of ways. (Mentor's for ISM, summer jobs with their companies, internships, scholarship opportunities, helping out with Turkey Fest, Volunteer opportunities, Earth Day, etc.) • I created a "Study Suggestions" sheet that I give parents at Open House. But many don't get it until their child is failing and I have to contact them. It would be a good idea to get it to more of them. Maybe the "Are you smarter than your Comm Arts kid night?" could be a way to help them understand why these study suggestions would make a difference if their child applies them, and why it's important that they monitor the study habits at home. • I am constantly in contact with parents via my parent remind and emails. The senior team had a google form that students completed on day one with their contact info. This excel sheet remained on my desktop and was constantly used. Some of my emails are completely individual and on some, I do a BC and send it to multiple parents whose children are having the same issues or just to send out info. • Welcome parent evaluations each six weeks. "How are we doing?" • We need a better plan for Taft/CAHS Open House in the fall. Although Open House the first week of school is easy, it's ineffective. I don't know my students yet to give parents feedback about how their child is doing in my course. We've barely gotten started so I have no work to show either. What do we want parents to get at our Open House--what's the goal? If we define the goal I think we could organize a more effective use of that time.
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CSF 6: School Climate
School Climate recognizes increased attendance and reduced discipline referrals as indicators of a positive and welcoming environment. Increased attendance in extracurricular activities is another sign that students feel supported by an affirming school climate.
<input checked="" type="checkbox"/> Teacher surveys
<input type="checkbox"/> Parent surveys
<input type="checkbox"/> Student surveys or panels
<input checked="" type="checkbox"/> Discipline
<input checked="" type="checkbox"/> Student attendance
<input checked="" type="checkbox"/> Extra-curricular activities and clubs

Other

Findings

- Staff attendance is essential, we should absolutely be here every day. Also, consistently referring students to administrators speaks more of failed classroom management systems than anything else. I would like to attend even more extracurricular events in the next year, but I must balance these activities with the fact that I live so far away. I try to volunteer for as many campus specific events as possible to make up for my absence at others throughout the year. I also try to make myself 100% available to the kids during the school day as well.
 - I hope my students understand that I support them even if I'm not at an event. Most often, I show my support by providing important feedback on the work I'm grading at home--and I'm always grading at home. Not every class has the same teacher workload, and, quite honestly, I don't have much free time if I'm providing that feedback. My students know that I support their learning. I do think we can be aware of student obligations and offer some flexibility during certain extra-curricular seasons; purposeful planning is key.
 - I also live quite far away, and like many teachers I have family responsibilities which limit my ability to attend as many events as I would like. I do understand how important it is to show support for our students' extracurricular activities; we made a conscious effort this year to increase our coverage on the video announcements, but we can do a lot more.
- On another school climate topic, we should think about adopting an "honor code" that all students sign at the beginning of each school year. I'm not so naive as to think this will abolish our cheating problems, but at least we can set a tone of non-tolerance of dishonesty and cheating.
- I know that hearing about various accomplishments on the daily announcements and the video announcements made the kids happy. They also appreciate a teacher taking the time to ask about their various activities. As a staff, we could do this. It does not take a lot of time and it communicates to the kids that we see them as individuals. I also think that our personal demeanors are important. Smiling and saying hello in the hallways sets the tone.
 - I agree with the statement about being visible in the hallways and greeting the students when they enter the room. It allows me to speak to each one, gives them an opportunity to share with me something special that might have happened and it helps to build rapport. The students definitely enjoy seeing you there at their performances and I know I am personally guilty of only attending concerts and plays and not sporting events. Perhaps we can improve on this by planning out events and who can attend within our grade level.
 - As simplistic as it sounds, smiling and inquiring about the personal lives of students is a big part of building a healthy relationship between teacher and student. Students want to learn when they like the teacher and they believe the teacher likes them. Closed doors and isolated teachers should not be acceptable. Let's make sure that we improve our campus climate by being the happiest, most motivated, and most passionate teachers around. How can we expect our students to enjoy the daily school experience if their leaders don't model joy, passion, friendliness, and love.
 - The first day of school is a bust--especially for the freshmen since most don't know each other. We spend 3 hours in "advisory", The AGR cards take us about an hour and then we sit. Since we are a smaller campus, once we finish and collect those cards could the freshmen go to the lecture hall and do ice breaker or "get to know you" activities? They could meet as a class and get their planners or discuss school norms or lunch options, etc. I think we could use that time to help the students start bonding.
 - Sometimes something as simple as standing outside the door to greet students as they come in or pass by in the hallway can make the day a little better for some students.
 - I personally enjoy watching my students perform. I make it a point to go to at least one event of its type if I have a student in it, so I try to attend at least one football game plus homecoming, softball if I have a player and so on. Being in the hall is very important, especially on those testing days when people are displaced. Unfortunately it is the same ones that are always in the halls. I like the honor code idea. This was brought up a few years ago, but nothing was done. Aggies have to sign one at ATM.
 - Paradigm shift on extracurricular! Yes, it is a positive! This needs to be included in planning. Attendance recovery needs to have a structure with an educational purpose.

CSF 7: Teacher Quality

Teacher Quality focuses on the need to recruit and retain effective teachers while also supporting current staff with job-embedded professional development. Evidence shows that low income students are more likely to benefit from instruction by a highly effective teacher than are their more advantaged peers.

<input checked="" type="checkbox"/> Teacher attendance		
<input checked="" type="checkbox"/> Teacher experience and years on campus		
<input checked="" type="checkbox"/> Class size		
<input checked="" type="checkbox"/> Staff retention rates		
<input checked="" type="checkbox"/> Alignment of curriculum, instruction, assessment		
<input type="checkbox"/> Alignment of CDB scores and STAAR results		
<input checked="" type="checkbox"/> Effectiveness of planning and collaboration		
<input checked="" type="checkbox"/> Professional development experiences and requests		
<input type="checkbox"/> Other		
<table border="1"> <tr> <td style="width: 15%;">Findings</td> <td> <ul style="list-style-type: none"> • With a staff as small as our own, we have little choice but to improve the quality of the teachers that work here. Unlike larger campuses, we do not have the luxury of allowing one or two instructors to simply “get by” every year until they quit or transfer. We need to address whatever inadequacies exist on our campus and truly grow these individuals to the benefit of our students. One bad experience in one classroom can adversely affect student learning on this campus for years to come. • With teaching being an overwhelming profession, we often find ourselves focused on our own little world and forget that there are those who struggle. We can learn a lot from one another if we allow it. As teachers, we should not be fearful of admitting we aren’t effectively teaching something. A master teacher or leader knows and understands that he/she won’t always get it right. Pushing through a curriculum because that’s what is mandated is flawed if students don’t understand the basic underlying principles. We might not hit everything, but what we do hit will be done so with more depth. If we get a student to think for his/herself, we have won. • As a staff, we work hard. Sometimes units do not go the way that we planned or students are not reacting as anticipated. Having a non-judgmental atmosphere where teachers can ask for help/ clarification is key. I think that we all do want what is best for our students although not everyone is equally adept at expressing it. Sharing our collective wisdom can be immensely helpful to all of us. Even though we teach different courses, certain strategies could be shared. We should be sharing our great ideas as well as our ideas that did not work out as well. 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Priority Needs

Based on the needs assessment, the following are campus priority needs:

Priority Need 1

Identification of struggling students and subsequent plan for remediation, interventions, and support.

CSF 1 Academic Performance
CSF 2 Use of Quality Data to Drive Instruction
CSF 3 Leadership Effectiveness
CSF 4 Increased Learning Time
CSF 5 Family and Community Engagement
CSF 6 School Climate
CSF 7 Teacher Quality

Priority Need 2

Connect the entire school community.

CSF 3 Leadership Effectiveness
CSF 5 Family and Community Engagement
CSF 6 School Climate
CSF 7 Teacher Quality

CAMPUS: COMMUNICATIONS ARTS HS

CAMPUS STAFF DEVELOPMENT PLAN 2017-2018

FOR CERTIFICATION PURPOSES: Campuses are required to keep records of staff development offered during contract days including date, description, number of CPE hours and attendance.

INSTRUCTIONS: In the space below, list staff development required to assure successful implementation of the School Improvement Plan. If you have traded staff development days with teachers workdays, please list the actual date(s) of your staff development activities. If your campus has exchanged Teacher Choice days for alternate campus-wide staff development, fill in the actual date your campus-wide activity occurred (example: campus-side retreat).

Staff Development to be Offered

Date	Alternate Date(s)	Title and Description or Teacher Choice	Staff Development Area	Audience	Targeted Student Group	Funding Source / Costs	# of CPE Hours
08/21/2017		Data day, grading with tech (AB), & PLC	Technology	All	All	HSA	6
08/22/2017	08/24/2017	Counseling requirements & 504/SE	Assessment	All	All	Local	6
08/23/2017	08/25/2017	First day procedures, Skills and Strategies, and Sponsor training	Collaboration	All	All	Local	6
10/09/2017		PSAT plan	Curriculum	All	All	Local	6
11/20/2017	08/07/2017	Teacher Choice - Campus Retreat - Collaboration	Collaboration	All	All	Local	6
11/21/2017		Teacher Choice	Assessment	All	All	Local	6
02/19/2018		Recruiting/Department planning	Classroom Management	All	All	Local	6

Staff Development on Late Start Dates

Date	Alternate Date(s)	Title and Description or Teacher Choice	Staff Development Area	Audience	Targeted Student Group	Funding Source / Costs	# of CPE Hours
09/06/17		VP & Driggers - eRTI	Technology	All	All	Local	.5

09/20/17		Mangold & Davern - study hall procedures	Assessment	All	All	Local	.5
10/04/17		VP & Driggers - grades, revisit eRTI	Assessment	All	All	Local	.5
10/18/17		Grade level planning	Instruction	All	All	Local	.5
11/01/17		Dept coords - What works	Instruction	All	All	Local	.5
11/29/17		Comm dept - Recruitment video and sign up	Classroom Management	All	All	Local	.5
12/13/17		Comm dept - Recruiting	Classroom Management	All	All	Local	.5
01/10/18		VP - Grades, sem exams, etc...	Assessment	All	All	Local	.5
01/31/18		Counselors - Registration & new courses	Curriculum	All	All	Local	.5
02/14/18		Shellie - DC	Instruction	All	All	Local	.5
02/28/18		Shellie - AP	Instruction	All	All	Local	.5
03/07/18		Eng dept STAAR prep	Curriculum	All	All	Local	.5
03/21/18		STAAR	Curriculum	All	All	Local	.5
04/11/18		SAT & math/science	Curriculum	All	All	Local	.5
04/25/18		STAAR & AP	Curriculum	All	All	Local	.5
05/16/18	05/23/2018	EOY wrap up	Assessment	All	All	Local	.5

ACADEMIC INDICATORS - CAMPUS PERFORMANCE OBJECTIVES

ELAR 1 EOC

Student Group	Campus % 2015-2016		Campus CPO 2016-2017	State % 2016-2017	District % 2016-2017	Campus % 2016-2017			Campus CPO 2017-2018
	Standard	Final Rec				Approaches Standard	Meets Standard	Masters Standard	
All Students			100%	60%	76%				100%
African-American			100%	48%	71%				100%
Hispanic			100%	53%	73%				100%
White			100%	76%	85%				100%
Economically Disadvantaged			100%	49%	65%				100%
Special Education			100%	21%	35%				100%
At-Risk			100%	39%	57%				100%
Limited English Proficient			100%	20%	18%				100%
Asian			100%	83%	80%				100%
American Indian			100%	59%	83%				100%
Hawaiian Pacific Islander			100%	63%	92%				100%
Two or More			100%	74%	86%				100%

ELAR 2 EOC

Student Group	Campus % 2015-2016		Campus CPO 2016-2017	State % 2016-2017	District % 2016-2017	Campus % 2016-2017			Campus CPO 2017-2018
	Standard	Final Rec				Approaches Standard	Meets Standard	Masters Standard	
All Students			100%	63%	75%				100%
African-American			100%	51%	68%				100%
Hispanic			100%	56%	73%				100%
White			100%	79%	84%				100%
Economically Disadvantaged			100%	52%	65%				100%

Special Education			100%	23%	31%				100%
At-Risk			100%	40%	54%				100%
Limited English Proficient			100%	17%	20%				100%
Asian			100%	82%	76%				100%
American Indian			100%	60%	90%				100%
Hawaiian Pacific Islander			100%	60%	75%				100%
Two or More			100%	76%	84%				100%

ALGEBRA I EOC

Student Group	Campus % 2015-2016		Campus CPO 2016-2017	State % 2016-2017	District % 2016-2017	Campus % 2016-2017			Campus CPO 2017-2018
	Standard	Final Rec				Approaches Standard	Meets Standard	Masters Standard	
All Students			100%	82%	88%				100%
African-American			100%	73%	85%				100%
Hispanic			100%	80%	87%				100%
White			100%	90%	93%				100%
Economically Disadvantaged			100%	77%	84%				100%
Special Education			100%	47%	64%				100%
At-Risk			100%	71%	83%				100%
Limited English Proficient			100%	63%	71%				100%
Asian			100%	96%	90%				100%
American Indian			100%	79%	100%				100%
Hawaiian Pacific Islander			100%	83%	85%				100%
Two or More			100%	87%	94%				100%

BIOLOGY EOC

Student Group	Campus % 2015-2016		Campus CPO 2016-2017	State % 2016-2017	District % 2016-2017	Campus % 2016-2017			Campus CPO 2017-2018
	Standard	Final Rec				Approaches Standard	Meets Standard	Masters Standard	

All Students			100%	86%	92%				100%
African-American			100%	79%	90%				100%
Hispanic			100%	82%	90%				100%
White			100%	93%	96%				100%
Economically Disadvantaged			100%	80%	87%				100%
Special Education			100%	54%	68%				100%
At-Risk			100%	75%	85%				100%
Limited English Proficient			100%	59%	67%				100%
Asian			100%	95%	92%				100%
American Indian			100%	86%	100%				100%
Hawaiian Pacific Islander			100%	85%	96%				100%
Two or More			100%	93%	99%				100%

US HISTORY EOC

Student Group	Campus % 2015-2016		Campus CPO 2016-2017	State % 2016-2017	District % 2016-2017	Campus % 2016-2017			Campus CPO 2017-2018
	Standard	Final Rec				Approaches Standard	Meets Standard	Masters Standard	
All Students			100%	92%	96%				100%
African-American			100%	87%	93%				100%
Hispanic			100%	90%	96%				100%
White			100%	96%	97%				100%
Economically Disadvantaged			100%	88%	93%				100%
Special Education			100%	64%	78%				100%
At-Risk			100%	84%	91%				100%
Limited English Proficient			100%	69%	76%				100%
Asian			100%	96%	96%				100%
American Indian			100%	92%	100%				100%
Hawaiian Pacific Islander			100%	91%	81%				100%
Two or More			100%	95%	98%				100%

ATTENDANCE

	State % 2016-2017	District % 2016-2017	Campus % 2016-2017	Campus CPO 2017-2018
All Students	95.8%	95.3%	N/A	97.5%
African-American	95.4%	95.8%	N/A	97.5%
Hispanic	95.6%	95%	N/A	97.5%
White	96%	95.8%	N/A	97.5%
Economically Disadvantaged	95.4%	94.4%	N/A	97.5%
Special Education	94.5%	93.9%	N/A	97.5%
Limited English Proficient	96.4%	95.8%	N/A	97.5%
Asian	97.8%	96.8%	N/A	97.5%
American Indian	95.3%	95.2%	N/A	97.5%
Hawaiian Pacific Islander	95.5%	96.1%	N/A	97.5%
Two or More	95.9%	96%	N/A	97.5%

COMPLETION RATE

	State % 2016-2017	District % 2016-2017	Campus % 2016-2017	Campus CPO 2017-2018
All Students	93.3%	97%		100%
African-American	90.5%	96.6%		100%
Hispanic	92.1%	96.7%		100%
White	96%	98%		100%
Economically Disadvantaged	91.1%	94.5%		100%
Special Education	89.5%	94.1%		100%
Limited English Proficient	81.3%	84.4%		100%
Asian	97.9%	98.2%		100%
American Indian	91.8%	100%		100%
Hawaiian Pacific Islander	93.7%	100%		100%
Two or More	94.6%	99.5%		100%

ADVANCED MEASURES

	District % 2016-2017	Campus % 2016-2017	Campus CPO 2017-2018
% Advanced Course/Dual Enrollment Completion	38%		100%
Number of AP Test Takers	6996	458	475
Number of AP Tests Taken	14110	879	900
% Scoring 3 or Higher AP Exams	43%	51%	55%
% College-Ready Graduates-ELA	45%		80%
% College-Ready Graduates-Math	37%		80%
SAT Total Score Mean	990		1100
SAT Reading/Writing Section Mean	500		550
SAT Math Section Mean	490		550

GRADUATION RATE

	State % 2016-2017	District % 2016-2017	Campus % 2016-2017	Campus CPO 2017-2018
All Students	89.1%	95.4%		100%
African-American	85.4%	94.8%		100%
Hispanic	86.9%	94.9%		100%
White	93.4%	96.7%		100%
Economically Disadvantaged	86%	92.3%		100%
Special Education	77.9%	92%		100%
Limited English Proficient	71.3%	77.6%		100%
Asian	95.7%	95.4%		100%
American Indian	87.4%	100%		100%
Hawaiian Pacific Islander	88%	100%		100%
Two or More	90.8%	99.5%		100%

17-18 School Improvement Plan - Objectives and Activities

Goal 1

Need : Identification of struggling students and subsequent plan for remediation, interventions, and support.

Goal : Improve student engagement and decrease failure of courses.

Goal Details

Student Groups Impacted	All Students
Funding Needed	Local
Timeline for Implementation	year round
November Progress Check	We are making good progress. The book study was conducted, and teachers / staff are working to implement the strategies outlined in the book. In addition, vertical and horizontal team meetings are occurring on an ongoing basis using the PLC model, and teachers are working to improve both classroom instruction and professional interactions to benefit students and increase achievement. We are still working on our intervention process, both in terms of communication about students and the implementation of the interventions at multiple levels.
March Progress Check	We continue to adjust our work in this area based on current data. For example, after each grading period, different groups--the administrative team, the counselors, the department coordinators, levels / teams--review the failure data and discuss ways to improve. There have been small modifications to the Intervention class, follow-up professional development on RTI / appropriate classroom interventions, individual counselor-student conversations, parent-teacher / team conferences, and whole-faculty planning for ways that content teams and levels can work together to increase engagement and reduce the number of course failures.
June Progress Check	End of year scores prove there has been improvement.

Activity 1

Activity	Provide vertical alignment opportunities for grade levels.
Person Responsible	Principal
Monitoring Measures	Visiting meetings
Title 1 Fund	No
Title 1 Campuses	
Promote Community Involvement	
Educate Diverse Learners	Objective 4. Develop and implement processes for vertical collaboration across bands of stakeholders.
Hire, Develop, and Retain Quality Staff	
Promote a Safe Environment for Students and Staff	

Activity 2

Activity	Develop training and follow up for RTI.
Person Responsible	VP & Driggers
Monitoring Measures	Intervention class / grades
Title 1 Fund	No
Title 1 Campuses	
Promote Community Involvement	
Educate Diverse Learners	Objective 2. Expand and communicate opportunities for enrichment and intervention for all students.
Hire, Develop, and Retain Quality Staff	
Promote a Safe Environment for Students and Staff	

Activity 3

Activity	Engage in a book study - Study Smart, Study Less
Person Responsible	Principal
Monitoring Measures	Quarterly checks and team meetings
Title 1 Fund	No
Title 1 Campuses	
Promote Community Involvement	
Educate Diverse Learners	
Hire, Develop, and Retain Quality Staff	Objective 2. Provide targeted professional development and training with ongoing, classroom-embedded support that enhances employee job performance and student learning.
Promote a Safe Environment for Students and Staff	

Activity 4

Activity	Provide intervention-esque meetings where teachers reveal their feeling on students or classroom atmosphere.
Person Responsible	Teachers/Department Coordinators
Monitoring Measures	Meeting agendas and attendance
Title 1 Fund	No
Title 1 Campuses	
Promote Community Involvement	Objective 3. Establish and expand initiatives that promote effective community relations and meaningful two-way communication with all stakeholders.
Educate Diverse Learners	
Hire, Develop, and Retain Quality Staff	

Promote a Safe Environment for Students and Staff	
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Activity 5

Activity	
Person Responsible	
Monitoring Measures	
Title 1 Fund	
Title 1 Campuses	
Promote Community Involvement	
Educate Diverse Learners	
Hire, Develop, and Retain Quality Staff	
Promote a Safe Environment for Students and Staff	

Goal 2

Need : Connect the entire school community.

Goal : Provide a more cohesive team atmosphere throughout the school community.

Goal Details

Student Groups Impacted	All Students
Funding Needed	HSA

Timeline for Implementation	year long
November Progress Check	Community-building activities have been implemented at numerous times throughout the year, and there is evidence of cohesiveness among faculty, staff, and students. The "Are you Smarter than a Comm Arts Student?" event will be in the spring semester. We have purchased the supplies for the suggestion box and will be installing by the end of the semester. There have been a high number of "shout-outs" in a variety of contexts this year. In terms of the honor code, we discussed the importance of academic integrity and had students sign an honor code agreement.
March Progress Check	The suggestion box has been installed, and suggestions have been received. "Shout-outs" continue to be on the rise throughout the school. Teachers have had the opportunity to work together for school-wide events like the Open House and New Student Orientation, and cohesion among teachers and staff has been evident in the positive atmosphere at those events. The increased numbers of incoming students reflects the team atmosphere that people can sense as they engage with the members of our school community.
June Progress Check	A staff cookout was held, a survey was conducted, and a new committee was instituted of non-leaders so everyone will have a voice.

Activity 1

Activity	Provide anonymous suggestion box for all stakeholders.
Person Responsible	VP
Monitoring Measures	VP will set up box in the school and monitor for input.
Title 1 Fund	No
Title 1 Campuses	
Promote Community Involvement	Objective 2. Provide opportunities to foster positive relationships between parents, community, and schools.
Educate Diverse Learners	
Hire, Develop, and Retain Quality Staff	
Promote a Safe Environment for Students and Staff	

Activity 2

Activity	Host a Are you smarter than your Comm Arts Kid Night instead of open house.
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Person Responsible	Principal/VP/Counselors/Teachers
Monitoring Measures	August set up and implementation
Title 1 Fund	No
Title 1 Campuses	
Promote Community Involvement	
Educate Diverse Learners	
Hire, Develop, and Retain Quality Staff	
Promote a Safe Environment for Students and Staff	Objective 2. Implement, provide, and communicate programs that will ensure that students understand shared responsibility and have necessary coping skills.

Activity 3

Activity	Institute an honor code.
Person Responsible	VP/Teachers
Monitoring Measures	VP will craft code and distribute during first day procedures. Teachers will have students sign.
Title 1 Fund	No
Title 1 Campuses	
Promote Community Involvement	
Educate Diverse Learners	Objective 3. Implement systems to promote the development of student leadership, critical thinking, and self-management skills.
Hire, Develop, and Retain Quality Staff	
Promote a Safe Environment for Students and Staff	

Activity 4

Activity	Any stakeholder can provide "shout-outs" on announcements for compliments or accomplishments.
Person Responsible	All
Monitoring Measures	Monitor intercom announcements
Title 1 Fund	No
Title 1 Campuses	
Promote Community Involvement	
Educate Diverse Learners	
Hire, Develop, and Retain Quality Staff	Objective 3. Develop a framework for identifying, nurturing, and developing leaders across the District.
Promote a Safe Environment for Students and Staff	

Activity 5

Activity	Institute "get to know you" activities (especially on the 1st day of school).
Person Responsible	Teachers
Monitoring Measures	Classroom visits/LGI availability
Title 1 Fund	No
Title 1 Campuses	
Promote Community Involvement	
Educate Diverse Learners	Objective 5. Provide rigorous, complex, and meaningful learning that promotes readiness for post PK-12 experiences.
Hire, Develop, and Retain Quality Staff	
Promote a Safe Environment for Students and Staff	

