



NORTHSIDE SCHOOL INDEPENDENT DISTRICT



SCHOOL IMPROVEMENT PLAN

MARSHALL HIGH SCHOOL

2017-2018

OUR MISSION

John Marshall High School's mission is to ensure that all students receive a quality education that provides them with opportunities and options to pursue both college-going and career-readiness paths. By fulfilling this mission, our students will become productive and responsible citizens of the 21st century.

Our Core Beliefs:

- 1.All students can learn and the process of learning is a lifelong quest.
- 2.A curriculum is a tool, which helps prepare students to become self-initiated problem solvers.
- 3.Student involvement in extracurricular activities is essential component for the growth and success of all students.
- 4.Education is a collaborative effort and a shared responsibility amongst teachers, administrators, parents, and students.
- 5.Every child is entitled to a safe, stable, and respectful environment, both at home and at school.
- 6.Teachers are positive role models that foster curiosity, creativity, and encouragement of our students to think outside the box.

MARSHALL HS

Needs Assessment 2017-2018

Process

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

The needs assessment for Marshall High School was derived from the collection of data from various sources. Our intention was to create a comprehensive analysis by incorporating the views of the Marshall community including Department Coordinators, Administration, staff, and students. In addition, we used data collected throughout the year from standardized testing such as STAAR, SAT/PSAT & TELPAS as well as individual teacher notes and grades. The first stage of the creation of the Needs assessment was the presentation of the SWOT (Strengths, Weakness, Opportunities, and Threats) analysis to the Department Coordinators in our weekly Coordinators meeting. After the presentation, we asked the coordinators to divide into groups and have them identify the major areas of concern as well as suggestions for improvement.

The second stage was to incorporate student feedback. With the creation of the Principal's Student Advisory Team, we were able to collect information from the student perspective. The student advisory committee is comprised of students from all grade levels and is representative of the various demographics on campus. In the monthly meetings, students were asked to identify from their perspective the various strengths and weakness of the campus. The information was then collected for further analysis by the School Advisory Team.

The next phase included input from the administrative team which included the principal, vice-principal, academic dean, assistant principal, and head counselor. The data collection process was similar to the process used for the department coordinators.

Finally, we needed information from the staff. Using a survey generated from Google Documents, we created a survey for the teachers to complete at their leisure. Questions on the survey covered the major objectives emphasized in the School Improvement Plan. The major categories discussed during these meetings and surveys were as follows:

- Community Involvement
- Development of Positive Relationships
- Promotion of Effective Communication
- Promotion of Programs to Develop Classroom Innovation and Enhance Student Learning
- Diverse Learners
- Development of Enrichment and Interventions
- Development of Student Leadership, Critical Thinking Skills, and Self Management
- Vertical Collaboration
- Post-High School Learning
- Utilization of Technology
- Promotion of a Safe Environment for Students and Staff

The last step was the analysis of data collected from the 2016 STAAR logistics.

Using the information collected from the above sources, the Marshall High School SAT Team was able to develop a comprehensive plan which addressed the needs of student, staff, and community for 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.
<input checked="" type="checkbox"/> STAAR/EOC/TAKS
<input checked="" type="checkbox"/> Regression graphs
<input checked="" type="checkbox"/> Student demographics
<input checked="" type="checkbox"/> Special populations enrollment, performance, and LRE
<input checked="" type="checkbox"/> TELPAS
<input type="checkbox"/> Promotion/retention (Elementary)
<input checked="" type="checkbox"/> Failure rates (Secondary)
<input checked="" type="checkbox"/> Completion and graduation rates (High School)
<input checked="" type="checkbox"/> SAT/ACT (High School)
<input checked="" type="checkbox"/> AP (High School)
<input type="checkbox"/> Other

Findings	Algebra 1	3855	
	602 Acceptable	84%	506
	Meets	35%	209
	Master	9%	52
	Algebra 1 Online	3549	
	96 Tested		
	Acceptable	51%	50
	Meets	6%	6
	Master	1%	1
	English 1	3978	
	780 Acceptable	67%	526
	Meets	49%	380
	Master	7%	52
	English 1 Online		
	114 Acceptable	12%	14
	Meets	1%	2
	Master	0%	0
	English 2	3943	
	687 Acceptable	64%	440
	Meets	47%	323
Master	5%	32	
English 2 Online			
112 Acceptable	5%	6	
Meets	1%	1	
Master	0%	0	
Biology	4221		
693 Acceptable	92%	635	
Meets	68%	473	
Master	26%	170	
Biology Online	3672		
89 Acceptable	63%	56	
Meets	16%	14	
Master	1%	1	
US History	4368		
Acceptable	96%	631	
Meets	79%	518	
Master	46%	305	
US History Online	3791		
66 Acceptable	76%	50	
Meets	27%	16	
Master	8	5	

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.

Student attendance

Discipline

Grades

CDBs

Common Assessments

Other

Findings	<p>Of the 3361 individual incidents of student discipline the following data reflect discipline by grade:</p> <p>9th:43.87% Number of incidents 752 (304 offenders) 10th:46.7% Number of incidents 564 (281 offenders) 11th: 45.74% Number of Incidents 527 (301 offenders) 12:49.04% Number of Incidents 528 (282 offenders)</p> <p>Student Attendance (Discipline) 9th:574; 10th:438; 11th:433; 12:453</p> <p>Student Attendance (Greater than 10) 9th: 174 25% 10th: 179 29% 11th: 190 29% 12th: 198 34%</p> <p>Failed one or more classes: 9th: 598 Passed all courses; 81 failed 1 or more (11.93%) 10th:514 Passed all courses; 86 failed 1 or more (14.33%) 11th:541 Passed all courses; 108 failed 1 or more (16.64%) 12th:492 Passed all courses; 75 failed 1 or more (13.23%)</p>
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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.

Distribution of leadership and responsibilities

Decision making structures on the campus

Teacher input

Campus goals

Monitoring of teacher performance; feedback to staff

Communication

<input checked="" type="checkbox"/> Master schedule	
<input type="checkbox"/> Teacher and parent surveys	
<input type="checkbox"/> Other	
Findings	<p>The finding of the 2016-2017 Staff and Student survey is that the administration needs to be able to communicate more effectively. Campus is seen as proactive on the campus in regard to security and campus safety.</p> <p>Areas of concern:</p> <ol style="list-style-type: none"> 1. accessibility of the administration 2. inconsistency with administrative responses to incidents 3. Teachers would like to see increased accountability from co-workers to ensure all staff is working toward a common goal 4. Improvement in overall discipline of the campus 5. More positive communication.

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 type="checkbox"/> Student identification for increased learning time	
<input checked="" type="checkbox"/> Tutorials	
<input type="checkbox"/> Other	
Findings	<ol style="list-style-type: none"> 1. Campus identifies early students who are struggling based on data provided by the feeder middle schools. 2. Using data, students are strategically placed in classes that will provide the students with assistance. 3. Campus consistently recognizes students who are struggling and initiates the RTI process 4. Students are offered tutoring in the Library after school and once a six weeks during the Saturday Tutoring Sessions 5. AVID tutors and ESL tutors provide additional instruction to struggling students before and afterschool as well as during the school day

CSF 5: Family/Community Engagement	
<p>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.</p>	
<input checked="" type="checkbox"/> Communication	
<input checked="" type="checkbox"/> Family and community activities	
<input checked="" type="checkbox"/> Family and community input	

<input type="checkbox"/> Family and community services	
<input checked="" type="checkbox"/> Second language communication	
<input type="checkbox"/> Other	
Findings	<p>According to the 2016-2017 teacher survey the following members of the Marshall community are essential to our overall success:</p> <p>Parents 66 94.3% Students 63 90% Surrounding Businesses 34 48.6% Teachers/Staff 68 97.1% Former Marshall Graduates 21 30% Marshall Alumni 22 31.4% Other 4 5.7%</p> <p>According to the 2016-2017 teacher survey, teacher believe that the community views Marshall High School: On a scale of 1-5 with 5 the highest</p> <p>1 0 0% 2 4 5.7% 3 35 50% 4 23 32.9% 5 8 11.4%</p> <p>On a scale of 1-5 with 1 being the least supportive and 5 being the highest, how supportive do you feel the Marshall Administrative is to parents, students and the community?</p> <p>1 0 0% 2 1 1.4% 3 18 26.1% 4 35 50.7% 5 15 21.7%</p>

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 checked="" 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
<input type="checkbox"/> Other

Findings	<p>Based upon the 2016-2017 student and staff surveys, both teachers and students are appreciative of the student centered environment. Majority believe that this is a friendly and receptive environment in which both students and staff feel validated.</p> <p>Areas of improvement:</p> <ol style="list-style-type: none"> 1. Increase teacher input in the decision making process of the campus 2. Increase consistency among administrative responses 3. Improve the attendance system for tracking and monitoring attendance issues
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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 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

Findings	<ol style="list-style-type: none"> 1. Teacher retention in high: average 15 years 2. Class sizes for all general education classes are below 28; AP classes are above 30 3. Strong PLC culture which leads to high levels of collaboration 4. Growth in career and technology courses. Increased HST to five teachers 5. Introduction of new and innovative courses (EMT) 6. Need to refine and develop staff development and ensure strategies are utilized in all classes.
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Priority Needs

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

Priority Need 1

A significant gap exists between At-Risk, Special Education and ESL students versus all student in English 1 and English 2.

CSF 1 Academic Performance
 CSF 2 Use of Quality Data to Drive Instruction
 CSF 4 Increased Learning Time
 CSF 7 Teacher Quality

Priority Need 2

Transition from middle school continues to lead to high attendance, discipline and failure rates for the 9th grade students. Students who failed, continue to fail through out their high school career.

CSF 1 Academic Performance
CSF 2 Use of Quality Data to Drive Instruction
CSF 3 Leadership Effectiveness
CSF 6 School Climate

Priority Need 3

Teachers are not consistently utilizing effective teaching strategies to meet the various social and educational needs of the students.

Campus: MARSHALL HS

School Improvement Plan Signatures

School Advisory Team approves the full campus improvement plan.

Date of SAT Meeting: 08/09/2017

SAT Member	Name	Signature
Principal	Susan Cleveland	
Parent Community Representative	Theresa Beverly	
Staff Representative	Ruben Pena	

LIST SAT MEMBERS IN THE BLANKS BELOW

FULL NAME	POSITION
Kristen Westmoreland	Administrator
Dennis Alexander	Central Office Representative
Crissy Strong	Staff Member
Brian Lawrence	Staff Member
Josh Copeland	Staff Member
Deborah Bassett	Business Representative
Linda San Miguel	Parent

CAMPUS: MARSHALL 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	08/23/2017	Staff Review of 2016-2017 Data. Staff rotation Sessions- PLC and Smart Goals; TTESS- Goal Setting Refinement; PBIS Review; Attendance; Fundamental 5 Review; Departmental Meetings	Instruction;Classroom Management; Technology	Teachers, support staff and administration	All; Special focus on at-risk, special education, and ESL students	Local	6
08/22/2017	08/23/2017	Presentation at Warren High School: Luis Cruz and school culture	Classroom Management	Teachers, support staff and administration	All; Special focus on at-risk, special education, and ESL students	Local,HSA	6
08/23/2017	08/25/2017	Departmental Meeting: Establishment of Departmental SMART Goals; PLCs and creation and refinement of the PLC smart goals	Instruction, Assessment; Collaboration	Teachers, support staff and administration	All; Special focus on at-risk, special education, and ESL students	Local	6
10/09/2017	11/20/2017	Fundamental 5 and effective strategies. Emphasis on movement in the classroom and	Instruction and and Classroom Management	Teachers, support staff and administration	All; Special focus on at-risk, special education, and ESL students	Local,HSA	6

11/20/2017	12/18/2017	Teacher Choice- Teachers encouraged to utilize time to review major concepts of the Fundamental 5.	Instruction;Classroom Management; Technology	Teachers, support staff and administration	All; Special focus on at-risk, special education, and ESL students	Other	6
11/21/2017	12/18/2017	Teacher Choice	Instruction;Classroom Management; Technology;	Teachers, support staff and administration	All; Special focus on at-risk, special education, and ESL students	Other	6
02/19/2018	06/08/2018	Departmental Team Rotations- Motivation and reinforcement of positive Campus culture.	Instruction; Collaboration; Technology	Teachers, support staff and administration	All; Special focus on at-risk, special education, and ESL students	Local,HSA	6

Staff Development on Late Start Dates

Date	Alternate Date(s)	Title and Description or Teacher Choice	Staff Deveopment Area	Audience	Targeted Student Group	Funding Source / Costs	# of CPE Hours
09/06/17	09/07/2017	Departmental PLC Fundamental 5 Review	Instruction, Assessment, And Classroom Management	Teachers, support staff and administration	All; Special focus on at-risk, special education, and ESL students	Local,HSA	1
09/20/17	09/21/2017	Individual team PLC and effective teaching strategies	Instruction, Assessment, And Classroom Management	Teachers, support staff and administration	Special focus on	Local,HSA	1
10/04/17	10/05/2017	Departmental PLC Fundamental 5 Review	Instruction, Assessment, And Classroom Management	Teachers, support staff and administration	Special focus on	Local,HSA	1
10/18/17	10/19/2017	Individual team PLC and effective teaching strategies	Instruction, Assessment, And Classroom Management	Teachers, support staff and administration	Special focus on	Local,HSA	1
11/01/17	11/02/2017	Departmental PLC Fundamental 5 Review	Instruction, Assessment, And Classroom Management	Teachers, support staff and administration	Special focus on	Local,HSA	1
11/29/17	11/30/2017	Individual team PLC and effective teaching strategies	Instruction, Assessment, And Classroom Management	Teachers, support staff and administration	Special focus on	Local,HSA	1

12/13/17	12/14/2017	Departmental PLC Fundamental 5 Review	Instruction, Assessment, And Classroom Management	Teachers, support staff and administration	Special focus on	Local,HSA	1
01/10/18	01/11/2018	Individual team PLC and effective teaching strategies	Instruction, Assessment, And Classroom Management	Teachers, support staff and administration	Special focus on	Local,HSA	1
01/31/18	02/01/2018	Departmental PLC Fundamental 5 Review	Instruction, Assessment, And Classroom Management	Teachers, support staff and administration	Special focus on	Local,HSA	1
02/14/18	02/15/2017	TELPAS Training/Teaching Strategies	Instruction, Assessment, And Classroom Management	Teachers, support staff and administration	Special focus on	Local,HSA	1
02/28/18	03/01/2017	Departmental PLC Fundamental 5 Review	Instruction, Assessment, And Classroom Management	Teachers, support staff and administration	Special focus on	Local,HSA	1
03/07/18	03/08/2017	Individual team PLC and effective teaching strategies	Instruction, Assessment, And Classroom Management	Teachers, support staff and administration	Special focus on	Local,HSA	1
03/21/18	03/22/2017	Departmental PLC Fundamental 5 Review	Instruction, Assessment, And Classroom Management	Teachers, support staff and administration	Special focus on	Local,HSA	1
04/11/18	04/12/2017	Individual team PLC and effective teaching strategies	Instruction, Assessment, And Classroom Management	Teachers, support staff and administration	Special focus on	Local,HSA	1
04/25/18	04/26/2017	Departmental PLC Fundamental 5 Review	Instruction, Assessment, And Classroom Management	Teachers, support staff and administration	Special focus on	Local,HSA	1
05/16/18	05/18/2017	Individual team PLC and effective teaching strategies	Instruction, Assessment, And Classroom Management	Teachers, support staff and administration	Special focus on	Local,HSA	1

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	70%	50%	78%	60%	76%	75%	57%	8%	76%
African-American	65%	41%	70%	48%	71%	66%	42%	3%	70%
Hispanic	71%	51%	76%	53%	73%	76%	58%	7%	77%
White	71%	54%	83%	76%	85%	81%	67%	13%	84%
Economically Disadvantaged	62%	43%	71%	49%	65%	70%	49%	4%	71%
Special Education	29%	18%	25%	21%	35%	29%	22%	3%	32%
At-Risk	54%	28%	68%	39%	57%	63%	38%	1%	64%
Limited English Proficient	27%	2%	22%	20%	18%	14%	6%	0%	18%
Asian	70%	48%	75%	83%	80%	62%	50%	12%	65%
American Indian	100%	0%	80%	59%	83%	0%	0%	0%	N/A
Hawaiian Pacific Islander	0%	0%	100%	63%	92%	0%	0%	0%	N/A
Two or More	62%	46%	89%	74%	86%	72%	61%	11%	75%

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	77%	53%	78%	63%	75%	72%	54%	6%	75%
African-American	62%	40%	73%	51%	68%	63%	44%	2%	64%
Hispanic	75%	47%	79%	56%	73%	73%	54%	5%	74%
White	82%	69%	85%	79%	84%	76%	63%	10%	78%
Economically Disadvantaged	71%	45%	70%	52%	65%	66%	46%	5%	65%

Special Education	42%	27%	35%	23%	31%	25%	22%	6%	35%
At-Risk	56%	23%	70%	40%	54%	55%	33%	0%	56%
Limited English Proficient	18%	3%	28%	17%	20%	19%	8%	0%	21%
Asian	79%	62%	85%	82%	76%	60%	44%	8%	65%
American Indian	100%	100%	90%	60%	90%	100%	100%	0%	100%
Hawaiian Pacific Islander	100%	67%	80%	60%	75%	0%	0%	0%	70%
Two or More	82%	76%	93%	76%	84%	63%	56%	13%	65%

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	Approaches Standard	Approaches Standard	
All Students	79%	31%	85%	82%	88%	85%	38%	9%	86%
African-American	71%	33%	80%	73%	85%	84%	27%	5%	85%
Hispanic	80%	31%	84%	80%	87%	86%	39%	8%	87%
White	80%	36%	86%	90%	93%	87%	39%	17%	90%
Economically Disadvantaged	76%	29%	83%	77%	84%	82%	33%	7%	83%
Special Education	52%	19%	60%	47%	64%	47%	13%	1%	50%
At-Risk	71%	18%	81%	71%	83%	83%	26%	4%	84%
Limited English Proficient	62%	15%	65%	63%	71%	76%	17%	2%	77%
Asian	70%	10%	85%	96%	90%	83%	35%	13%	84%
American Indian	100%	0%	75%	79%	100%	N/A	N/A	N/A	N/A
Hawaiian Pacific Islander	100%	0%	200%	83%	85%	0%	0%	0%	N/A
Two or More	82%	45%	90%	87%	94%	93%	43%	29%	94%

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	Approaches Standard	Approaches Standard	

All Students	93%	67%	96%	86%	92%	92%	69%	24%	92%
African-American	94%	61%	96%	79%	90%	91%	54%	12%	92%
Hispanic	93%	67%	96%	82%	90%	92%	70%	22%	93%
White	95%	76%	97%	93%	96%	93%	78%	40%	94%
Economically Disadvantaged	91%	61%	94%	80%	87%	88%	60%	16%	89%
Special Education	72%	27%	83%	54%	68%	74%	30%	0%	75%
At-Risk	89%	49%	93%	75%	85%	87%	54%	8%	88%
Limited English Proficient	70%	27%	76%	59%	67%	63%	24%	2%	64%
Asian	89%	59%	90%	95%	92%	80%	57%	27%	81%
American Indian	100%	0%	100%	86%	100%	100%	100%	0%	N/A
Hawaiian Pacific Islander	100%	0%	100%	85%	96%	100%	100%	0%	N/A
Two or More	100%	67%	95%	93%	99%	95%	85%	30%	96%

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	Approaches Standard	Meets Standard	
All Students	94%	72%	95%	92%	96%	96%	80%	47%	96%
African-American	92%	57%	94%	87%	93%	95%	74%	33%	96%
Hispanic	95%	72%	95%	90%	96%	96%	76%	40%	96%
White	93%	76%	97%	96%	97%	96%	91%	66%	96%
Economically Disadvantaged	92%	62%	95%	88%	93%	96%	73%	40%	96%
Special Education	65%	40%	70%	64%	78%	92%	42%	17%	93%
At-Risk	86%	46%	95%	84%	91%	92%	64%	28%	93%
Limited English Proficient	74%	13%	78%	69%	76%	69%	31%	11%	70%
Asian	86%	59%	90%	96%	96%	93%	78%	52%	94%
American Indian	100%	100%	100%	92%	100%	100%	100%	0%	N/A
Hawaiian Pacific Islander	N/A	N/A	100%	91%	81%	100%	100%	67%	N/A
Two or More	80%	73%	100%	95%	98%	100%	81%	69%	100%

ATTENDANCE

	State % 2016-2017	District % 2016-2017	Campus % 2016-2017	Campus CPO 2017-2018
All Students	95.8%	95.3%	94%	95%
African-American	95.4%	95.8%	93.4%	94%
Hispanic	95.6%	95%	93.9%	94%
White	96%	95.8%	93.9%	94%
Economically Disadvantaged	95.4%	94.4%	93.2%	94%
Special Education	94.5%	93.9%	93.5%	94%
Limited English Proficient	96.4%	95.8%	94%	94%
Asian	97.8%	96.8%	96.6%	96%
American Indian	95.3%	95.2%	94.4%	94%
Hawaiian Pacific Islander	95.5%	96.1%	94.8%	94%
Two or More	95.9%	96%	93.7%	94%

COMPLETION RATE

	State % 2016-2017	District % 2016-2017	Campus % 2016-2017	Campus CPO 2017-2018
All Students	93.3%	97%	97.1%	97%
African-American	90.5%	96.6%	94.7%	95%
Hispanic	92.1%	96.7%	97.2%	98%
White	96%	98%	96.3%	97%
Economically Disadvantaged	91.1%	94.5%	95.3%	96%
Special Education	89.5%	94.1%	96.8%	96%
Limited English Proficient	81.3%	84.4%	100%	100%
Asian	97.9%	98.2%	100%	100%
American Indian	91.8%	100%	N/A	N/A
Hawaiian Pacific Islander	93.7%	100%	N/A	N/A
Two or More	94.6%	99.5%	100%	100%

ADVANCED MEASURES

	District % 2016-2017	Campus % 2016-2017	Campus CPO 2017-2018
% Advanced Course/Dual Enrollment Completion	38%	37%	37%
Number of AP Test Takers	6996	471	491
Number of AP Tests Taken	14110	859	877
% Scoring 3 or Higher AP Exams	43%	34%	51.2%
% College-Ready Graduates-ELA	45%	45%	45%
% College-Ready Graduates-Math	37%	42%	42%
SAT Total Score Mean	990	970	1288
SAT Reading/Writing Section Mean	500	489	852
SAT Math Section Mean	490	481	432

GRADUATION RATE

	State % 2016-2017	District % 2016-2017	Campus % 2016-2017	Campus CPO 2017-2018
All Students	89.1%	95.4%	96%	96%
African-American	85.4%	94.8%	94.7%	95%
Hispanic	86.9%	94.9%	95.6%	95%
White	93.4%	96.7%	96.3%	96%
Economically Disadvantaged	86%	92.3%	93.8%	94%
Special Education	77.9%	92%	95.2%	95%
Limited English Proficient	71.3%	77.6%	93.3%	94%
Asian	95.7%	95.4%	100%	100%
American Indian	87.4%	100%	N/A	N/A
Hawaiian Pacific Islander	88%	100%	N/A	N/A
Two or More	90.8%	99.5%	100%	100%

17-18 School Improvement Plan - Objectives and Activities

Goal 1

Need : A significant gap exists between At-Risk, Special Education and ESL students versus all student in English 1 and English 2.

Goal : System safeguard: increase SE and ELL student performance by 10% in reading as measured by ELA 1 and ELA 2 EOC scores will special emphasis on the (ESL) Asian population.

Goal Details

Student Groups Impacted	Special Education, At Risk, Eco-Dis, ELL
Funding Needed	
Timeline for Implementation	Begin in August 2017 and continue through-out the school year.
November Progress Check	We have had a couple more challenges this year that we are addressing. Our ESL population increase from 182 to 207. The most challenging being at the 9th grade level. During summer we anticipated having 14 students who had 0-3 years in US but the number increased to 59. As a result the push-in model for ESL is not effective as it had become an ESL class. We have requested another ESL teacher to assist with the growing number of students.
March Progress Check	We reorganized our classes to move out student who did not need assistance. In addition we have moved our ESL coach into the position as a ESL teacher and as a result We have noticed some positive improvements with our ESL students who are integrated in to the regular level English Classes. ESL students are still struggling on passing the EOC exam but are showing progress.
June Progress Check	After receiving our STAAR results we noticed improvement in our first time testers for English 1 in all areas except for eco dis and at-risk students. The main area of concern is with our re-testers in that we did not show any progress. As for English 2, however, we did exceptionally well in that we had growth in all areas. This includes first time testers as well as re-testers.

Activity 1

Activity	Strategically schedule all students who failed the English 1 and English 2 STAAR tests in specialized English Classes. 10th graders will be mixed with all students but will have the same teacher who can create targeted interventions. 11th and 12th graders will be placed in specialized English classes in which the teacher provides specialized instruction
Person Responsible	Principal: Susan Cleveland Vice Principal: Al Castillo Academic Dean: Kristen Westmoreland Head Counselor: Michelle Zamarippa English Department Coordinator: Brian Lawrence
Monitoring Measures	District generated CDBs, common formative assessments, PLC notes (data and specific interventions)
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	

Activity 2

Activity	All 10th grade students will be removed from a non-endorsement elective class and placed in a Reading Writing Course. Students will receive targeted instruction based upon skill level.
Person Responsible	Principal: Susan Cleveland Vice Principal: Al Castillo Academic Dean: Kristen Westmoreland Head Counselor: Michelle Zamarippa English Department Coordinator: Brian Lawrence Reading Specialist: Laura Chaffee Writing Specialist: Marjorie McCulloch
Monitoring Measures	District generated CDBs, common formative assessments, PLC notes (data and specific interventions such as Achieve 3000)
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	

Activity 3

Activity	All incoming 9th graders who are classified as At-Risk will be strategically placed in a "House" that shares similar teachers. These teachers will meet weekly to determine student needs and intervention strategies if necessary
Person Responsible	Principal: Susan Cleveland Vice Principal: Al Castillo Academic Dean: Kristen Westmoreland Head Counselor: Michelle Zamarippa English Department Coordinator: Liza Frick Reading Specialist: Laura Chaffee Writing Specialist: Marjorie McCulloch
Monitoring Measures	District generated CDBs, common formative assessments, PLC notes (data and specific interventions such as Achieve 3000)
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	

Activity 4

Activity	Continue to meet through out the year to receive feedback from the middle schools on incoming 9th graders who might need additional assistance. Creation of the 9th grade transition coach who will go over to Rudder MS and provide guidance to strategically targeted students who are currently experiencing difficulties due to attendance and grades.
Person Responsible	Principal: Susan Cleveland Vice-Principal: Al Castillo Academic Dean: Kristen Westmoreland 9th grade AP: Wendy Reyes 9th grade transition coach: TBD
Monitoring Measures	Standardized tests, attendance, discipline
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	

Activity 5

Activity	All ESL students will be strategically placed in a English or math course where they will receive interventions. All specialized courses will have a ESL co-teacher who can ensure that the ELPS are being met for the course.
Person Responsible	Principal: Susan Cleveland Vice Pricipal: Al Castillo Academic Dean: Kristen Westmoreland Head Counselor: Michelle Zamarippa ESL Coach: Kerri Mack Department Coordinators
Monitoring Measures	CDB, common formative assessments
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 : Transition from middle school continues to lead to high attendance, discipline and failure rates for the 9th grade students. Students who failed, continue to fail through out their high school career.

Goal : Increase student promotion by providing students with strategic support in the 9th, 10th and 11th grade grade year as well as provide the students with additional avenues of support by providing them strategic instruction which includes the implementation of new technological resources.

Goal Details

Student Groups Impacted	All Students, Special Education, At Risk, Eco-Dis, ELL
Funding Needed	Local, HSA
Timeline for Implementation	Starting in June 2017 and lasting until June 2018
November Progress Check	With the movement of the 9th grade administrator to the F-Building, 9th grade discipline has decreased. Other than tardies, we do not see as many violent offenses as last year. In addition the mentor program is effective in assisting 9th grades with the transition from middle school.
March Progress Check	9th grade student continues to be the lowest percentage wise with 28.6% receive 1 or more referrals. 9th graders do have the largest number of incidents with 587 incidents with 185 for excessive absences and tardies
June Progress Check	9th grade students started to struggle with attendance. 25% of all attendance referrals were from 9th grades. Of the Extreme Flagrant Disobedience, 9th graders made up 36% of all referrals majority of which are repeaters. Tardies across the grade levels continue to be a problem with 332 students having 5 or more reported tardies.

Activity 1

Activity	Refining of the 9th grade level advisory course/credit retrieval/credit acceleration for students who did not receive credit for their 9th grade year. Teacher will provide the students math support in Alg/Geom and then give the students opportunity to complete credit in other course. Targeting students who failed three or more classes necessary for graduation. With emphasis on special education math skills.
Person Responsible	Principal: Susan Cleveland Vice-Principal: Al Castillo Academic Dean: Kristen Westmoreland 10th grade transition coach: TBD
Monitoring Measures	CDBs, common formative assessments, standardized testing (STAAR test and TELPAS), tutoring logs, PLC/Team data
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	

Activity 2

Activity	Continue to utilize the Freshman mentorship program in which senior who have been successful continue to provide guidance. Seniors receive modified instruction in the Government/Economics in Action class in which they receive the Government and Economic TEKS as well as Leadership skills. These specially selected students will provide transition skills to the 9th grade world geography students each Friday.
Person Responsible	Principal: Susan Cleveland Vice-Principal: Al Castillo Academic Dean: Kristen Westmoreland Assistant Principal: Wendy Reyes 9th grade transition coach: TBD Head Counselor: Michelle Zamarippa
Monitoring Measures	Collection of daily attendance and discipline from all 9th grade and from selected students in the 10th and 11th grade.
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	

Activity 3

Activity	Utilize programs such as APEX and the various Credit retrieval programs such as PLE and CRAI to provide students support and to assist them in staying on grade level as well as encourage the use of technology in all classrooms (Google classroom)
Person Responsible	Principal: Susan Cleveland Vice-Principal: Al Castillo Academic Dean: Kristen Westmoreland Head Counselor: Michelle Zamarippa Credit Retrieval Teacher: Crissy Strong
Monitoring Measures	Failure rates per class; Tutoring logs; PLC notes and intervention strategies; attendance; credit recovery progress.
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	

Activity 4

Activity	Assigned meeting with all grade levels over expectations over attendance, discipline, and overall campus decisions
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Person Responsible	Principal: Susan Cleveland Vice-Principal: Al Castillo Academic Dean: Kristen Westmoreland Assistant Principals Department Coordinators
Monitoring Measures	Attendance, Discipline, and Failure rates
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	

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 3

Need : Teachers are not consistently utilizing effective teaching strategies to meet the various social and educational needs of the students.

Goal : Teachers will utilize the strategies discussed in the Fundamental Five.

Goal Details

Student Groups Impacted	All Students, Special Education, Eco-Dis, ELL
Funding Needed	Local, HSA
Timeline for Implementation	Started in June 2015 and will continue until June 2018
November Progress Check	This year we are focusing on developing a close to the lesson. Teachers are given tips through the bulletin on how to make this an easier process. The Academic Dean and 9th grade AP attended the F5 summit and brought back additional strategies to introduce to the campus. In addition, we are directly connecting the F5 to T-TESS and to PBIS in attempt to make the process seamless.
March Progress Check	Coordinators are continuing to provide teachers with Fundamental 5 strategies. Teachers that implement strategies have fewer referrals and higher passing rates in classes.
June Progress Check	Based on information provided by the TTESS Frontline system, 88% of the campus is considered proficient while 6% are in the accomplished area about 7% are in the developing. Teachers in the developing area need more staff development in regards to utilization of instruction time

Activity 1

Activity	Staff development sessions during the first week of teacher in-service to review the strategies and continuous sessions throughout the year during the Departmental Late-Starts
Person Responsible	Principal: Susan Cleveland Vice Principal: Al Castillo Academic Dean: Kristen Westmoreland Head Counselor: Michelle Zamarippa Department Coordinators
Monitoring Measures	CDBs, common formative assessments, standardized testing (STAAR test, SAT, PSAT), PLC/Team data

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	

Activity 2

Activity	All new teachers will receive a copy of the Fundamental 5 and will receive training on the implementation in the classroom. The veteran staff will continue to receive Staff Development on the connection of the Fundamental 5 which will be connected to the new teacher evaluation system.
Person Responsible	Principal: Susan Cleveland Vice Principal: Al Castillo Academic Dean: Kristen Westmoreland Head Counselor: Michelle Zamarippa Administrative Team Department Coordinators
Monitoring Measures	T-Tess evaluation: Lesson plans, Teacher Goals, walk-through and official observation
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	

Activity 3

Activity	For each Professional Learning meeting, teachers will be required to answer the four essential questions as well as incorporate the strategies discussed in the Fundamental 5. Also included in the plc requirements are suggestions for administration on campus improvements that should assist the teachers in meeting the PLC goals
Person Responsible	Principal: Susan Cleveland Vice-Principal: Al Castillo Academic Dean: Kristen Westmoreland Department Coordinators
Monitoring Measures	PLC notes; lesson plans; student attendance and failure rates
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	

Activity 4

Activity	Teachers will keep a call log and will continue to have open dialogue with parents about students that are struggling; teachers will continue to call parents of students who have more than three or more absences; teacher will also continue to participate in open houses and various parent nights to ensure that parents are informed of expectations
Person Responsible	Principal: Susan Cleveland Vice-Principal: Al Castillo Academic Dean: Kristen Westmoreland Head Counselor: Michelle Zamarippa Assistant Principals Department Coordinators
Monitoring Measures	Call log records; parent conference report records; attendance at parent nights (Green Back, AP/Dual Credit, FERPA, Endorsement Nights, etc.)
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	

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	