



NORTHSIDE SCHOOL INDEPENDENT DISTRICT



## SCHOOL IMPROVEMENT PLAN

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**WARREN HIGH SCHOOL**

**2017-2018**

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# WARREN HS

## Needs Assessment 2017-2018

### Process

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

The needs assessment for Warren High School has been derived from collection of data from various sources. We pulled from Warren's demographic information, perceptions of the learning environment (surveys, values, observations, etc.), student learning (testing data, etc.), and our school processes (programs and daily processes). In the March department coordinator meeting, we discussed the need to review our staff development schedule for the 2017-2018 school year, specifically Late Start meetings. We reviewed our priority needs from the previous year and the coordinators were to take this information back to their departments to discuss campus needs and the calendar. The common area of need that was addressed among the departments was with our special education and ESL population.

Some major areas of concern for our campus are as follows:

- Effective communication
- Implementation of the college and career readiness plan
- Vertical alignment
- Technology usage and availability
- Need for interventions and enrichment
- Safe environment for our students
- Differentiating instruction for our diverse learners.

## 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.

<b>CSF 1: Academic Performance</b>
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 type="checkbox"/> Regression graphs
<input type="checkbox"/> Student demographics
<input type="checkbox"/> Special populations enrollment, performance, and LRE
<input type="checkbox"/> TELPAS
<input type="checkbox"/> Promotion/retention (Elementary)
<input 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	<ul style="list-style-type: none"> <li>• Demographics: <ul style="list-style-type: none"> <li>Enrollment 2993 Students</li> <li>Economically Disadvantaged 48.61%</li> <li>ELL 2.67%</li> <li>SE 7.75%</li> <li>At Risk 45%</li> </ul> </li> <li>• English 1 with retesters(all test versions): 74% Approaching Grade Level English 2 with retesters(all test versions): 74% Passing</li> <li>• 35% of ELLs met Approaching Grade Level on English I EOC. 36% of ELLs met Approaching Grade Level on English II EOC.</li> <li>• 12% of Special Education students met Approaching Grade Level on English I EOC. 27% of Special Education students met Approaching Grade Level on English II EOC.</li> <li>• 35% of the AP tests received a score of 3 or higher. (750 Exams) 2013 33% of the AP tests received a score of 3 or higher. (1168 Exams)-2014 37.4% of the AP tests received a score of 3 or higher.(1500 Exams)-2015 38.6% of the AP tests received a score of 3 or higher. (1525 Exams)-2016 43.3% of the AP tests received a core of 3 or higher. (1365 Exams)-2017</li> <li>• 2013 Graduates 424 Students took the SAT (Avg score 1357); 161 Students took the ACT (Avg score 20.2) 2015 Juniors 708 students took the SAT 22% met standard in Rdg, 27% met standard in Math,15% met standard in writing 2016 Juniors</li> </ul>
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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.

Student attendance

Discipline

Grades

CDBs

Common Assessments

Other

Findings	<ul style="list-style-type: none"> <li>• Overview of data is shared within the department late start meetings</li> <li>• Teachers analyze the Benchmark data in their PLCs</li> <li>• Data disaggregation focused on all students vs. subgroups</li> <li>• Limited knowledge of data analysis to drive instruction and provide intervention.</li> <li>• EOC blitzes driven by lowest scoring TEKS on CDBs</li> <li>• Some teachers plan instruction according to the CDB blueprint</li> <li>• CDBs are used for formative assessment to drive reteach opportunities</li> <li>• Some PLCs use common assessments as summative assessments, and it is reflected in the gradebook</li> <li>• STAAR scores provided for incoming 9th graders so that students can be hand scheduled if necessary.</li> </ul>
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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
- Master schedule
- Teacher and parent surveys
- Other

Findings	<ul style="list-style-type: none"> <li>• Existing Leadership Structures: Administration, WLT Committee, PLC Chairs, Coordinators</li> <li>• Leadership Committees: SAT, Discipline, Staff development, Technology, Hospitality, Safety</li> <li>• Walk throughs did not have a general focus--Fundamental Five</li> <li>• Campus-wide goals were communicated but not revisited</li> <li>• Campus Professional Development focus is on building campus culture.</li> <li>• Size of physical plant presents huge challenge in fostering true collaboration among staff.</li> <li>• Following policies not consistent</li> <li>• School size/enrollments are barriers</li> <li>• Late Start Effectiveness is dependent on department chair; agenda and activities are provided by academic dean</li> <li>• Weekly Bulletins keep all stakeholders informed</li> <li>• School Website/Counseling Website/Individual Teacher Websites</li> </ul>
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**CSF 4: Increased Learning Time**

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.

Response to Intervention

Interventions implementation and effectiveness

Student identification for increased learning time

Tutorials

Other

Findings	<ul style="list-style-type: none"> <li>• All teachers required to submit a tutoring schedule</li> <li>• Credit Retrieval</li> <li>• Reteach Retest opportunities for all subjects available through individual PLCs/teachers</li> <li>• Obstacles to tutoring and credit retrieval included no bus transportation after school</li> <li>• Very few interventions available in eRTI for high school level</li> <li>• eRTI process is geared more for special education referral process</li> <li>• Pullouts provided for math and English through the AI classroom</li> <li>• Biology students pulled out second semester to additional biology teacher.</li> <li>• Seniors in danger of failing pulled out through AI classroom for additional support.</li> </ul>
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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.

Communication

Family and community activities

Family and community input

Family and community services

Second language communication

Other

Findings	<ul style="list-style-type: none"> <li>• Second Language communication is limited by insufficient resources.</li> <li>• Lack of input from all stakeholders after events</li> <li>• Strong attendance at most annual events-meet the Warriors;attendance at academic events, such as Open House and eighth grade night</li> <li>• Warren has presence at various events in community</li> <li>• Warren groups attend events at the feeder campuses</li> </ul>
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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.

Teacher surveys

Parent surveys

Student surveys or panels

Discipline

Student attendance

Extra-curricular activities and clubs

Other

Findings

- Teacher Survey completed annually to evaluate campus practices
- No feedback or follow-up to referrals
- Students are not inconvenienced/ISS is not seen as a punishment
- Attendance Rate is 94.93%
- Tardy Round Up is ineffective
  - o Students know when it will be cancelled
  - o Only one station for entire campus
  - o New tardy station cancels out absences entered by teacher, so students fail to show up at class.
- All teachers volunteer to sponsor clubs/organizations; follow through was not monitored
- Over 40 clubs/organizations exist on campus for student/parent/faculty participation

**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.

Teacher attendance

Teacher experience and years on campus

Class size

Staff retention rates

Alignment of curriculum, instruction, assessment

Alignment of CDB scores and STAAR results

Effectiveness of planning and collaboration

Professional development experiences and requests

Other

Findings	<ul style="list-style-type: none"> <li>• 69% of teachers have more than five years of experience</li> <li>• Staff Attendance Rate is __%</li> <li>• Highest number of teacher requests for professional development is in the area of technology integration</li> <li>• Warren "Family" concept is a high priority among teachers.</li> <li>• All AP and Pre-AP teachers are sent to APSI for training.</li> <li>• Surveys to allow input from teachers and staff.</li> <li>• All new teachers go to Planting Seeds.</li> </ul>
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**Priority Needs**

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

Priority Need 1

There is a significant gap in English EOC scores for ESL students and the regular population.

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

Priority Need 2

There is a significant gap in English and Algebra EOC scores between the SE and the regular population.

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

Priority Need 3

Lack of Campus Wide Expectations--To include the PLC process

CSF 3 Leadership Effectiveness  
 CSF 6 School Climate  
 CSF 7 Teacher Quality

Priority Need 4

English EOC scores are still in need of improvement.

CSF 1 Academic Performance  
 CSF 4 Increased Learning Time



Campus: WARREN HS

School Improvement Plan Signatures

School Advisory Team approves the full campus improvement plan.

Date of SAT Meeting: 05/16/2017

SAT Member	Name	Signature
Principal	Valerie Sisk	
Parent Community Representative	Erica Hernandez	
Staff Representative	Melea Wade	

LIST SAT MEMBERS IN THE BLANKS BELOW

FULL NAME	POSITION
Delisa Ramos	Administrator
Chad Bohlken	Administrator
Lynne Riley	Business Representative
Kim Helaire-Sylvas	Staff Member
Diana Garza	Staff Member
Kimberly Branecky	Staff Member

**CAMPUS: WARREN 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		Welcome Back; PLC Foundations; Electronic Gradebook	Curriculum & Instruction	All Teachers	All Students		6
08/22/2017		Dr. Cruz--Transforming School Culture	Curriculum & Instruction	All Teachers	All Students		6
08/23/2017		Fundamental Five Review; TTESS Refresher; Counselor	Curriculum & Instruction	All Teachers	All Students		6
10/09/2017		District Content PD; PLC Foundations	Curriculum & Instruction	All Teachers	All Students		6
11/20/2017		Teacher Choice	Curriculum	All Teachers	All Students		6
11/21/2017		Teacher Choice	Curriculum	All Teachers	All Students		6
02/19/2018		District Content PD; PLC Foundations	Curriculum & Instruction	All Teachers	All Students		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		Department PLC to review common assessment data and curriculum implementation	Curriculum; Assessment; Collaboration	All Teachers	All Students		1
09/20/17		Department PLC to review common assessment data and curriculum implementation	Curriculum; Assessment; Collaboration	All Teachers	All Students		1
10/04/17		Department PLC to review common assessment data and curriculum implementation	Curriculum; Assessment; Collaboration	All Teachers	All Students		1
10/18/17		Department PLC to review common assessment data and curriculum implementation	Curriculum; Assessment; Collaboration	All Teachers	All Students		1
11/01/17		Department PLC to review common assessment data and curriculum implementation	Curriculum; Assessment; Collaboration	All Teachers	All Students		1
11/29/17		Department PLC to review common assessment data and curriculum implementation	Curriculum; Assessment; Collaboration	All Teachers	All Students		1
12/13/17		Department PLC to review common assessment data and curriculum implementation	Curriculum; Assessment; Collaboration	All Teachers	All Students		1
01/10/18		Department PLC to review common assessment data and curriculum implementation	Curriculum; Assessment; Collaboration	All Teachers	All Students		1
01/31/18		Department PLC to review common assessment data and curriculum implementation	Curriculum; Assessment; Collaboration	All Teachers	All Students		1
02/14/18		Department PLC to review common assessment data and curriculum implementation	Curriculum; Assessment; Collaboration	All Teachers	All Students		1

02/28/18		Department PLC to review common assessment data and curriculum implementation	Curriculum; Assessment; Collaboration	All Teachers	All Students		1
03/07/18		Department PLC to review common assessment data and curriculum implementation	Curriculum; Assessment; Collaboration	All Teachers	All Students		1
03/21/18		Department PLC to review common assessment data and curriculum implementation	Curriculum; Assessment; Collaboration	All Teachers	All Students		1
04/11/18		Department PLC to review common assessment data and curriculum implementation	Curriculum; Assessment; Collaboration	All Teachers	All Students		1
04/25/18		Department PLC to review common assessment data and curriculum implementation	Curriculum; Assessment; Collaboration	All Teachers	All Students		1
05/16/18		Department PLC to review common assessment data and curriculum implementation	Curriculum; Assessment; Collaboration	All Teachers	All Students		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	73%	51%	80%	60%	76%	80%	60%	8%	82%
African-American	75%	57%	79%	48%	71%	80%	63%	10%	82%
Hispanic	72%	48%	77%	53%	73%	80%	58%	7%	82%
White	81%	61%	80%	76%	85%	80%	64%	10%	82%
Economically Disadvantaged	70%	46%	70%	49%	65%	74%	50%	6%	75%
Special Education	27%	11%	25%	21%	35%	44%	33%	4%	50%
At-Risk	58%	30%	73%	39%	57%	64%	32%	1%	70%
Limited English Proficient	30%	4%	30%	20%	18%	15%	2%	0%	30%
Asian	62%	52%	70%	83%	80%	80%	80%	5%	82%
American Indian	100%	100%	100%	59%	83%	N/A	N/A	N/A	100%
Hawaiian Pacific Islander	100%	100%	100%	63%	92%	100%	100%	100%	100%
Two or More	65%	58%	75%	74%	86%	92%	75%	17%	95%

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%	52%	80%	63%	75%	78%	58%	6%	80%
African-American	79%	52%	80%	51%	68%	84%	59%	7%	85%
Hispanic	75%	49%	75%	56%	73%	77%	56%	5%	80%
White	79%	62%	80%	79%	84%	79%	65%	9%	80%
Economically Disadvantaged	68%	42%	70%	52%	65%	77%	55%	5%	80%

Special Education	23%	14%	30%	23%	31%	31%	24%	4%	40%
At-Risk	52%	21%	70%	40%	54%	62%	33%	0%	70%
Limited English Proficient	21%	5%	30%	17%	20%	45%	15%	0%	50%
Asian	79%	64%	100%	82%	76%	81%	81%	6%	100%
American Indian	50%	50%	100%	60%	90%	100%	100%	0%	100%
Hawaiian Pacific Islander	100%	67%	100%	60%	75%	100%	50%	0%	100%
Two or More	100%	68%	80%	76%	84%	78%	65%	4%	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	Approaches Standard	Approaches Standard	
All Students	83%	44%	90%	82%	88%	95%	61%	27%	98%
African-American	91%	55%	95%	73%	85%	98%	75%	35%	100%
Hispanic	81%	41%	90%	80%	87%	95%	59%	25%	98%
White	89%	54%	90%	90%	93%	95%	64%	32%	98%
Economically Disadvantaged	81%	42%	88%	77%	84%	94%	55%	23%	98%
Special Education	50%	24%	65%	47%	64%	84%	36%	11%	90%
At-Risk	76%	31%	80%	71%	83%	92%	44%	11%	95%
Limited English Proficient	88%	44%	90%	63%	71%	81%	36%	8%	84%
Asian	88%	63%	91%	96%	90%	93%	73%	60%	98%
American Indian	100%	100%	100%	79%	100%	N/A	N/A	N/A	100%
Hawaiian Pacific Islander	100%	100%	100%	83%	85%	N/A	N/A	N/A	100%
Two or More	85%	45%	95%	87%	94%	83%	67%	50%	98%

### 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	90%	65%	96%	86%	92%	95%	74%	28%	98%
African-American	93%	69%	98%	79%	90%	92%	78%	29%	95%
Hispanic	89%	62%	98%	82%	90%	95%	72%	26%	98%
White	95%	78%	98%	93%	96%	94%	81%	30%	98%
Economically Disadvantaged	87%	60%	98%	80%	87%	94%	66%	23%	98%
Special Education	51%	25%	80%	54%	68%	85%	45%	9%	90%
At-Risk	84%	45%	95%	75%	85%	91%	52%	5%	95%
Limited English Proficient	67%	33%	70%	59%	67%	73%	30%	3%	78%
Asian	84%	68%	95%	95%	92%	100%	89%	58%	100%
American Indian	100%	100%	100%	86%	100%	N/A	N/A	N/A	100%
Hawaiian Pacific Islander	100%	100%	100%	85%	96%	100%	100%	100%	100%
Two or More	100%	64%	100%	93%	99%	100%	100%	67%	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	Approaches Standard	Approaches Standard	
All Students	96%	70%	98%	92%	96%	97%	77%	45%	98%
African-American	100%	72%	100%	87%	93%	97%	75%	22%	98%
Hispanic	95%	67%	98%	90%	96%	97%	75%	45%	98%
White	97%	81%	98%	96%	97%	97%	86%	54%	98%
Economically Disadvantaged	96%	62%	95%	88%	93%	95%	69%	35%	98%
Special Education	74%	33%	80%	64%	78%	76%	36%	11%	80%
At-Risk	89%	44%	93%	84%	91%	94%	60%	24%	98%
Limited English Proficient	78%	44%	80%	69%	76%	60%	40%	30%	65%
Asian	100%	79%	100%	96%	96%	100%	80%	53%	100%
American Indian	100%	100%	100%	92%	100%	100%	50%	50%	100%
Hawaiian Pacific Islander	100%	100%	100%	91%	81%	100%	67%	67%	100%
Two or More	100%	90%	100%	95%	98%	100%	94%	75%	100%

**ATTENDANCE**

	State % 2016-2017	District % 2016-2017	Campus % 2016-2017	Campus CPO 2017-2018
All Students	95.8%	95.3%	94.8%	95.5%
African-American	95.4%	95.8%	95%	95.8%
Hispanic	95.6%	95%	94.6%	95%
White	96%	95.8%	95.1%	95.8%
Economically Disadvantaged	95.4%	94.4%	94.3%	94.5%
Special Education	94.5%	93.9%	93.4%	94%
Limited English Proficient	96.4%	95.8%	95.4%	95.8%
Asian	97.8%	96.8%	97.3%	97.5%
American Indian	95.3%	95.2%	94.3%	95.2%
Hawaiian Pacific Islander	95.5%	96.1%	95.5%	96.1%
Two or More	95.9%	96%	94.8%	96%

**COMPLETION RATE**

	State % 2016-2017	District % 2016-2017	Campus % 2016-2017	Campus CPO 2017-2018
All Students	93.3%	97%	98%	98%
African-American	90.5%	96.6%	98.6%	98.7%
Hispanic	92.1%	96.7%	98.3%	98.5%
White	96%	98%	95.5%	98%
Economically Disadvantaged	91.1%	94.5%	97%	97.5%
Special Education	89.5%	94.1%	95.3%	95.5%
Limited English Proficient	81.3%	84.4%	90.9%	91%
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%	40%	40%
Number of AP Test Takers	6996	706	710
Number of AP Tests Taken	14110	1403	1450
% Scoring 3 or Higher AP Exams	43%	34%	40%
% College-Ready Graduates-ELA	45%	41%	45%
% College-Ready Graduates-Math	37%	34%	37%
SAT Total Score Mean	990	976	990
SAT Reading/Writing Section Mean	500	489	500
SAT Math Section Mean	490	487	490

**GRADUATION RATE**

	State % 2016-2017	District % 2016-2017	Campus % 2016-2017	Campus CPO 2017-2018
All Students	89.1%	95.4%	97.1%	97.3%
African-American	85.4%	94.8%	98.6%	98.8%
Hispanic	86.9%	94.9%	97.4%	97.5%
White	93.4%	96.7%	93.3%	95%
Economically Disadvantaged	86%	92.3%	96.7%	97%
Special Education	77.9%	92%	95.3%	95.5%
Limited English Proficient	71.3%	77.6%	90.9%	91%
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 : There is a significant gap in English EOC scores for ESL students and the regular population.

Goal : The goal is to see an increase by 20% for all ELL students on the English I EOC.  
(Missed Safeguard Reading ELL 54%)

### Goal Details

Student Groups Impacted	ELL
Funding Needed	Local, HSA
Timeline for Implementation	Two parent events: Fall and Spring Culture Fair: Spring Tutoring and Resources throughout the year
November Progress Check	Parent Night Sept 13--Parents received information about HAC and other online access as well as general information about Warren and the ESL program. The International language department has teamed up with the ESL teacher to provide peer tutoring for ESL students. Bea Ramirez conducted walk throughs with Delisa Ramos and she will be coming to do a Lunch and Learn session with the teachers to share strategies and to have the teachers evaluate their students.
March Progress Check	Bea Ramirez conducted two sessions of staff development open to all teachers on Differentiation. The International language department has teamed up with the ESL teacher to provide peer tutoring for ESL students. Planning sessions for Spring Parent Night have begun.
June Progress Check	Began gathering names for sheltered instruction team.  EOC results indicate continued need for ESL focused instruction.

Activity 1

Activity	Expand opportunities to connect with ELL students and their parents. Parent Open House at the beginning of the year to encourage them to come to campus events. Follow-up meetings throughout the year.
Person Responsible	Jesus Santos, ELL teacher Academic Dean
Monitoring Measures	Attendance sign in sheet; parent feedback forms; Participation
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	

Activity 2

Activity	All core teachers will be familiar with the ELPS and use them in planning their daily lessons.
Person Responsible	Academic Dean and TTESS Administrators
Monitoring Measures	Walk Through Data; TTESS evaluations
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	
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### Activity 3

Activity	Peer tutoring program during the school day. Students proficient in native language will be encouraged to participate in a tutoring program for ELL students. Hire additional ESL tutors who are proficient in the various languages.
Person Responsible	Academic Dean Jesus Santos, ESL teacher Erika Lara, IL Coordinator and Spanish 5&6 teacher
Monitoring Measures	Sign in sheets
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	

### Activity 4

Activity	Provide resources for ELL students to use in the regular classrooms from translation, etc. IPads, Language dictionaries Obtain a Chromebook cart for use in the ESL classroom Achieve 3000 Pilot--(Missed Safeguard in Reading) Obtain Rosetta Stone licenses
Person Responsible	Academic Dean, Department Coordinators, ESL teacher
Monitoring Measures	Teacher feedback forms indicating usage and progress
Title 1 Fund	No
Title 1 Campuses	

Promote Community Involvement	
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Promote a Safe Environment for Students and Staff	

**Activity 5**

Activity	Design a process for communication of ELL student information from ESL teacher to content teachers for every new student. Hand schedule new ELL students.
Person Responsible	Academic Dean and ESL teacher
Monitoring Measures	Teacher feedback
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	

**Goal 2**

Need : There is a significant gap in English and Algebra EOC scores between the SE and the regular population.

Goal : The goal is to see an increase of 10% of SE students passing the English I EOC and English II EOC.  
(Missed Safeguard SE Reading 31%)

Goal Details

Student Groups Impacted	Special Education
Funding Needed	Local
Timeline for Implementation	December Retesting and Spring
November Progress Check	Students have been pulled out of electives to get accelerated instruction for the December retesting. Students have been using Achieve 3000 and teachers have been collaborating to share strategies within their PLCs. Students will have the opportunity to attend a Saturday blitz session.
March Progress Check	Students have been pulled out of electives to get accelerated instruction. Student score reports were used to determine course placements. Some students were moved out of EOC focused sessions. Students have been using Achieve 3000 and teachers have been collaborating to share strategies within their PLCs. Students will have the opportunity to attend a Saturday blitz session.
June Progress Check	The SEA never occurred. Students were invited to attend with regular population to the Saturday sessions. the academic dean and the SE coordinator met with collab teams to assess their current situation and for future planning.

Activity 1

Activity	Campus collaborative teaching training to provide teachers with common effective teaching practices in the special ed collab classrooms.
Person Responsible	Lori Moreno, Special Education Department Coordinator
Monitoring Measures	100% teacher attendance (sign in sheet)
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	

Activity 2

Activity	Provide planning pullout days for special education and general education collab partners. Regular follow-up meetings with collab teams and department coordinator.  Collab Structures Lesson Planning Modifying Work
Person Responsible	Academic Dean, Department Coordinators
Monitoring Measures	Once in the fall and once in the spring teachers will provide agenda and feedback from collaboration meeting.
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	

Activity 3

Activity	Implement Special Education Academy (SEA). Students will participate in after school, hands-on/pre-teach/supplemental learning activities that will prepare them for their classroom work. (Missed Safeguard Reading SE 31%)
Person Responsible	Lori Moreno, Adrian Gonzales and Academic Dean
Monitoring Measures	Students' six weeks grades, benchmarks and STAAR EOC
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 4

Activity	Students taking the STAAR test online will be given multiple opportunities to practice using the online test and tools.
Person Responsible	Lori Moreno
Monitoring Measures	Student Sign in Sheets
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	

#### Activity 5

Activity	Graduation plans for all special education students will be re-evaluated to ensure that students are taking the tests most accurate for their abilities.
Person Responsible	Julie Christensen and Lori Moreno
Monitoring Measures	ARD data and testing rosters
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	

**Goal 3**

Need : Lack of Campus Wide Expectations--To include the PLC process

Goal : Utilize Organizational (Operational) and Instructional teams to facilitate campus expectations and structures throughout the year.

**Goal Details**

Student Groups Impacted	All Students
Funding Needed	Local
Timeline for Implementation	Ongoing
November Progress Check	All staff meetings are structured with PLC process and Fundamental Five. Teachers meet with their PLC huddles during every Late Start. Additional faculty meetings have been added to each six weeks to allow for other important topics to be covered outside of regular classroom planning. Teachers have been introduced again to the 3 Big Ideas, the Four Critical Questions, and the 69 Essential Characteristics of a PLC. The definition of a PLC is on meeting agendas. All teachers are completing the Foundation activity for PLCs. Our community has embraced the #ALLMEANSALL belief.

March Progress Check	<p>All staff meetings are structured with PLC process and Fundamental Five. Teachers meet with their PLC huddles during every Late Start. Additional faculty meetings have been added to each six weeks to allow for other important topics to be covered outside of regular classroom planning.</p> <p>District campus visits and admin walkthroughs revealed a need for increased quality questioning in all classrooms.</p> <p>February staff development incorporated Quality Questioning techniques. Teachers have used the PLC process to blend QQ with Fundamental Five practices.</p>
June Progress Check	Teachers evaluated testing data. PLC foundations training will continue.

#### Activity 1

Activity	Refine the PLC process to include expectations for use of data and sharing of instructional strategies. (Instructional Team)
Person Responsible	Academic Dean
Monitoring Measures	<p>Meet once every six weeks</p> <p>Development of new protocols for sharing PD, common assessments, peer observations, etc</p>
Title 1 Fund	No
Title 1 Campuses	
Promote Community Involvement	
Educate Diverse Learners	
Hire, Develop, and Retain Quality Staff	
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#### Activity 2

Activity	Design and Monitor admin schedule for grade level/subject meeting visits.
Person Responsible	Academic Dean
Monitoring Measures	PLC schedule and attendance
Title 1 Fund	No

Title 1 Campuses	
Promote Community Involvement	
Educate Diverse Learners	
Hire, Develop, and Retain Quality Staff	
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### Activity 3

Activity	Implement procedures for addressing the various issues and concerns obtained by the 2016-2017 focus groups.
Person Responsible	Principal and Academic Dean; Department Coordinators
Monitoring Measures	Ongoing
Title 1 Fund	No
Title 1 Campuses	
Promote Community Involvement	
Educate Diverse Learners	
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### Activity 4

Activity	Campus leadership team will develop the Warrior Creed that establishes the expectations of a positive campus culture.
Person Responsible	Principal Academic Dean
Monitoring Measures	Beginning of year Ongoing Expectations

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	

**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 4**

Need : English EOC scores are still in need of improvement.

Goal : The goal is to increase the passing percentage for students taking the English I and II EOC by 10%.

Goal Details

Student Groups Impacted	All Students
Funding Needed	Local
Timeline for Implementation	December retesting and Spring EOC
November Progress Check	All retesters have been hand placed in their courses. English II students have been given access to Achieve 3000. All students are able to use Albert.IO resources. Students have been attending pullouts and tutoring sessions. A STAAR blitz will take place on Saturday December 2nd.
March Progress Check	All retesters have been hand placed in their courses. English II students have been given access to Achieve 3000. All students are able to use Albert.IO resources. Students have been attending pullouts and tutoring sessions.  English teachers are involved in a technology cohort while preparing for EOC. They had a pullout to analyze benchmark and EOC data to determine areas of focus for EOC prep. Students will have a four week blitz and multiple Saturday sessions.  (Algebra I teachers also had a pullout day to prepare four weeks of EOC prep lessons to begin on April 9th. Biology teachers will participate in a pullout day on March 27th to plan their EOC prep lessons.)
June Progress Check	The English 1 scores went down 1% and the English 2 scores increased by 6%.

Activity 1

Activity	STAAR specific tutoring from the beginning of the year
Person Responsible	English Department Coordinator and Accelerated Instruction Teacher
Monitoring Measures	Student Portfolios and sign in sheets
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	

Activity 2

Activity	STAAR Blitz - Prior to the exam, 10 instructional days to be used for all English I students to include a "Super Saturday" (½ day) in the spring prior to testing.
Person Responsible	English Department Coordinator, Kristen Lynch
Monitoring Measures	Student Attendance
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	

Activity 3

Activity	Current 10th-12th graders who have not passed one or both English EOCs will be hand selected for an EOC target class. Accelerated Instruction provides support and pulls students out for increased learning.
Person Responsible	Academic dean
Monitoring Measures	Benchmark and EOC scores.
Title 1 Fund	
Title 1 Campuses	
Promote Community Involvement	

Educate Diverse Learners	
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#### Activity 4

Activity	Individual Conferencing with EOC students regarding benchmarks and common assessments. Mandatory tutoring for identified students that are not consistently meeting targeted standards.
Person Responsible	English Department Coordinator, Desiree Mendoza TTESS Admin, Szabo Academic Dean
Monitoring Measures	Student Portfolios, Benchmark scores, Tutoring Sign-in Sheets
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	

#### Activity 5

Activity	PLCs will review all common assessment data to identify which Readiness and Supporting Standards students need reinforcement/re-teach opportunities with and will follow up with targeted instruction to address these needs with students in small group settings.
Person Responsible	Department Coordinator, Academic Dean and TTESS Admin (Szabo)
Monitoring Measures	PLC observation Admin Visits Common Assessment Review

Title 1 Fund	
Title 1 Campuses	
Promote Community Involvement	
Educate Diverse Learners	Objective 7. Use data to inform and drive instructional decision-making.
Hire, Develop, and Retain Quality Staff	
Promote a Safe Environment for Students and Staff	