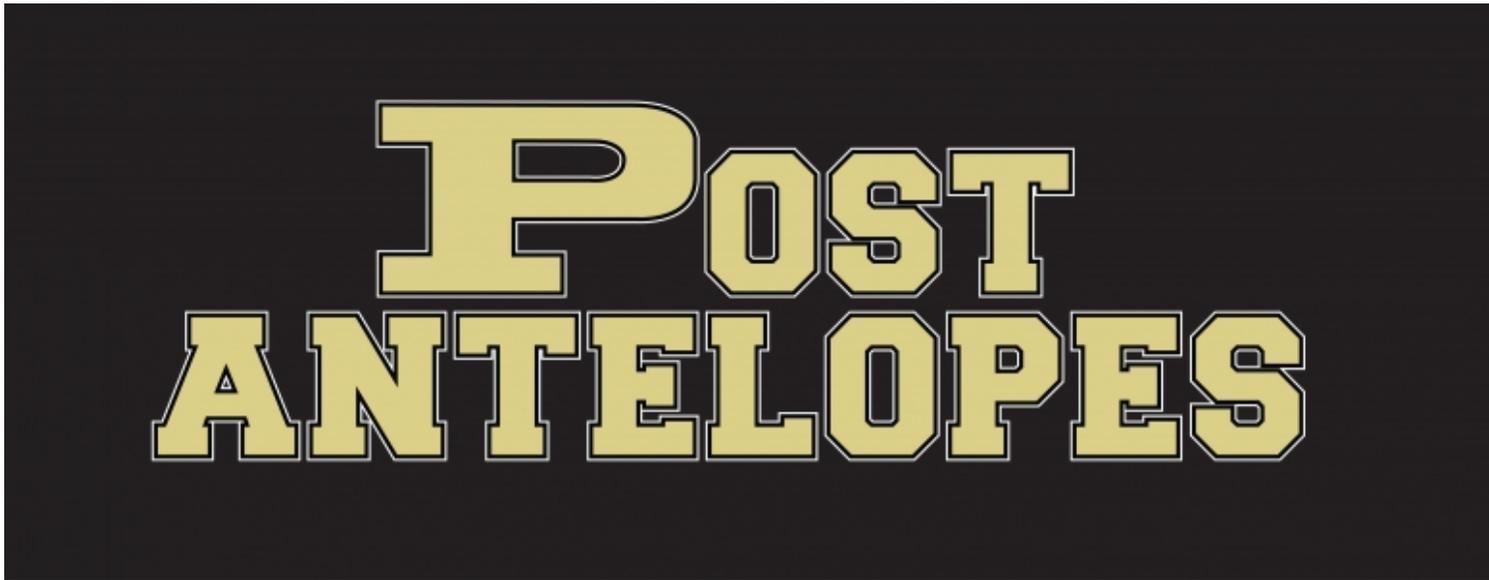


Post Independent School District
Post High School
2017-2018 Campus Improvement Plan



Mission Statement

Post ISD will be the center of learning for the community, a place where people of all ages can learn and grow. Traditional students 5-18 will master the knowledge, skills, and attitudes that prepare them for life and for the world of work and for their continued formal education. Others in the community will see the school as a resource for personal or professional growth, a recreation center, and a source of cultured opportunities. The school will extend beyond the range of the traditional campus and the traditional day, utilizing technology and community resources to provide learning at places and times convenient to students of all ages.

Vision

Our vision is to inspire a passion and desire for life-long learning.

Comprehensive Needs Assessment

Demographics

Demographics Summary

Post High School is a 100 year old, Title 1 campus in the Post Independent School District. Although this improvement plan focuses on the 2017-2018 school year the demographic information comes from information available in May 2016. Post High School enrolls 206 students. The majority of this campus is divided into three student groups: 7.3% are African-American, 29.4% are White, and 61.9% are Hispanic. Native American students make up .9% and .5% are Pacific Islanders. Our staff at Post High School consist of 28.2 teachers, 1.1 Professional support, and 2.0 campus administration for a total staff size of 33.3% of our district. Within this percentage, 17.0 are males, and 11.2% females. The cultural diversity of our staff is 24.2% white, and 4.0% Hispanic.

Post High School has a mobility rate of 18.9%. Our attendance rate at Post High continually stays around 95.6%. Post High School has six bus routes that service our students both in and out of the city limits, with 39 high school students that ride a route daily. Post High school student groups include 52.5% on free lunches, 9.1% on reduced lunch, 61% economically disadvantaged, 49.1% identified as at-risk, 1.8% English as a second language (ESL), 4.1% Gifted and Talented, 9.6% are identified Special Education students, and lastly our Career and Technical education (CTE) students make up 90.8%.

Demographics Strengths

Post High School has many strengths. Some of our most notable demographic strengths are:

1. Post High School students are accepting and courteous of one another regardless of their race or ethnicity.
2. The class size at Post is considerably lower than state average.
3. PHS ethnic groups are balanced and well represented in numerous extracurricular activities.
4. The diversity of PHS allows for our students and teachers alike to learn and accept the cultures and differences of one another.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Parent involvement at Post High School is basically nonexistent. **Root Cause:** This is due to the lack of importance placed on

volunteering between the school and our stakeholders.

Problem Statement 2: The Hispanic population has a 59% passing rate on the English 1 EOC test, which is 12% lower than our Algebra 1 EOC test. **Root Cause:** The writing compositions are giving our Hispanic students more trouble their freshman year than any other. This is due to lack of writing in lower grade levels.

Problem Statement 3: Post High School has a staff makeup of 24.2% White and only 4% Hispanic. Our student population is 61.9% Hispanic and only 29.4% White. **Root Cause:** The ethnic backgrounds and experiences of our staff do not match the diversity and needs of our students.

Student Academic Achievement

Student Academic Achievement Summary

All schools in Texas must meet standards in four accountability areas. For the 2016 - 2017 school year, Post High School met all four targets:

- Index 1 - Student Achievement - Post High School Score 77 (state target score = 60)
- Index 2 - Student Progress - Post High School Score 21 (state target score = 17)
- Index 3 - Closing Performance Gaps - Post High School 41 (state target score = 30)
- Index 4 - Post Secondary Readiness - Post High School 81 (state target score = 60)

These scores result in Post High School receiving a **2016 Texas Accountability Met Standard rating**. This campus also earned one **distinction**:

- Postsecondary Readiness

On the 2016 STAAR, the following scores show the percentage at Phase-In Level II Satisfactory Standard or Above:

End of Course

- English I 49% (state average is 65%)
- English II 60% (state average is 67%)
- Algebra I 72% (state average is 78%)
- Biology 83% (state average is 87%)
- U.S. History 98% (state average is 91%)

While our campus is still working towards overall growth, the amount of growth among our student groups is not equal. One focus for the campus is the variance between our highest and lowest score among student groups.

- English 1: 59% Hispanic - 46% Eco. Dis.
- English 2: 84% White - 45% Special Ed.
- Algebra 1: 71% Hispanic - 58% White
- Biology: 94% Hispanic - 89% Eco. Dis.
- U.S. History: 92% Hispanic and White - 88% Special Ed.

When looking at these scores it is important to remember that the student groups vary in size. To address this variance, Post High School will analyze scores on individual basis. Individual students will be targeted for intervention and acceleration. Teachers will close the gap between all student groups with an emphasis on the Economically Disadvantaged groups and Special Ed. students. Our SSI, ARD, LPAC, 504, and other committee decisions concerning state assessments and interventions are appropriate and beneficial for our students. These committees plan and intervene on each individual student. We also have a "Recovery Friday" program that systematically reteaches absent students and those students who are at-risk of failing.

Student Academic Achievement Strengths

Post High School has hard working, high achieving students. This campus is proud of our students and their accomplishments including:

- Distinction in Postsecondary Readiness
- TEA accountability rating of Met Standard

Our system safeguards indicators were all met as well.

- Performance Rates - 13 out of 13 = 100%
- Participation Rates - 7 out of 7 = 100%
- Graduation Rates - 3 out of 3 = 100%

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: Our English scores are considerably lower than our other scores. **Root Cause:** The root cause is the lack of writing skills in the lower grades.

Problem Statement 2: All EOC scores can improve until all students have approached grade level. **Root Cause:** Align local assessments with the necessary rigor of the EOC assessments.

School Processes & Programs

School Processes & Programs Summary

While the federal mandate for highly qualified staff requirements has now expired, at Post High School we still maintain a 100% high-qualified and talented staff. We have a brand new high school building that opened in October of 2015. This building currently houses 206 students and 37 staff members. All teachers will attend two professional development days this summer, of their choosing. Post ISD offers a matching annuity for all staff. Along with the matching annuity, Post also offers a retention bonus for the second year as an incentive to stay within our school district. We attend job fairs to recruit highly motivated and successful teachers. We also have room for growth and promotion within Post ISD, which is a motivating factor for some to continue their education.

School Processes & Programs Strengths

We have many strengths at Post High School but we feel the matching annuity and retention bonuses are very effective in retaining teachers.

Post High School is a small community, so the quality of teachers and staff we get to work here are hard-working highly motivated individuals.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Our staff quality needs to develop more into a team. Everyone needs to take ownership in our EOC scores, not just that individual teacher. **Root Cause:** Due to our lack of team planning both vertically and horizontally.

Problem Statement 2: Post High School needs to attend more job fairs and recruit great quality staff. **Root Cause:** This will give us a larger selection pool, and also get PHS some recognition.

Perceptions

Perceptions Summary

Post High School takes pride in and values the differences of one another, and we learn from those differences. We believe all students can learn. Students are taught, they practice, and excellence in personal management and behavior is expected. We value our academics at Post High School, this is our primary focus. Our campus motto is, "Be the best we can be everyday." Whether this is participating in athletic events, UIL academic meets, or even just sitting in class; be the best you can be today.

Post High School follows a discipline ladder that was established with administrator input, and adopted by our School Board. This discipline ladders outlines the procedure to follow when a situation arises. This creates continuity and fairness across grade levels where discipline is concerned. Campus discipline data shows positive progress with the number of discipline referrals being reduced:

Staff members when asked about school climate made some of these statements: The staff all get along well, the climate is safe and positive, incentives for more stipend pay would be helpful, staff is welcoming to new teachers, housing within this community is limited, and matching annuities and state approved raises is a great incentive.

Perceptions Strengths

PHS celebrates these strengths:

- PHS has brand new facilities; a new high school and a new field house. This creates pride among staff, students, and our stakeholders alike.
- The climate at PHS is positive and pleasant. We like each other, and sincerely care about one another.
- Students at Post High School have an advantage to being in a small school setting where the teachers know the parents and in some cases even the grandparents of our students. This is a plus when handling issues the may arise because this small setting lends itself to communication and support.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Our facilities need to be maintained and taken care of better. **Root Cause:** The work order list in eduphoria continues to grow without enough people to handle the situations.

Problem Statement 2: Classroom management issues need to be reduced. **Root Cause:** Communication between parents, staff, and the office will allow us to maintain consistency and fairness across the board.

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

- Campus goals
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Performance Index Framework Data: Index 1 - Student Achievement
- Performance Index Framework Data: Index 2 - Student Progress
- Performance Index Framework Data: Index 3 - Closing Performance Gaps
- Performance Index Framework Data: Index 4 - Postsecondary Readiness
- System Safeguards and Texas Accountability Intervention System (TAIS) data
- Accountability Distinction Designations
- Federal Report Card Data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- Progress of prior year STAAR failures
- STAAR Released Test Questions
- STAAR ELL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Texas Success Initiative (TSI) data for postsecondary/college-ready graduates data
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- SAT and/or ACT assessment data
- Local benchmark or common assessments data
- Student failure and/or retention rates

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Number of students assigned to each special program, including analysis of academic achievement, race, ethnicity, gender, etc.

- Economically Disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance and participation data
- Special education population, including performance, discipline, attendance, and mobility
- Migrant population, including performance, discipline, attendance, and mobility
- At-Risk population, including performance, discipline, attendance, and mobility
- ELL or LEP data, including academic achievement, support and accommodation needs, race, ethnicity, gender, etc.
- Career and Technical Education (CTE) data, including academic achievement, program growth, race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RTI) student achievement data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data
- Student surveys and/or other feedback
- Class size averages by grade and subject

Employee Data

- Staff surveys and/or other feedback
- Highly qualified staff data
- Teacher/Student Ratio
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- PDAS and/or T-TESS

Parent/Community Data

- Parent surveys and/or other feedback
- Community surveys and/or other feedback

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation
- Communications data

Goals

Goal 1: Post High School academic programs will strive to exceed standards in each of the four indices of accountability: Student Achievement, Student Progress, Closing Performance Gaps, and Postsecondary readiness.

Performance Objective 1: Provide tutorial times for all students at risk of failing.

Evaluation Data Source(s) 1: Improved student scores on all state mandated test.

Summative Evaluation 1: Some progress made toward meeting Performance Objective

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
System Safeguard Strategy 1) Recovery period on Friday afternoons, and tutorial times provided daily. These are built into our daily scheduling routine.	1, 3, 9	Teachers Administration	Students EOC score improve Less student failures.				

Goal 1: Post High School academic programs will strive to exceed standards in each of the four indices of accountability: Student Achievement, Student Progress, Closing Performance Gaps, and Postsecondary readiness.

Performance Objective 2: Clear and consistent curriculum that ensures the TEKS/SE's are being taught and assessed with rigor.

Evaluation Data Source(s) 2: Improved student scores on all state mandated tests.

Summative Evaluation 2: Some progress made toward meeting Performance Objective

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
System Safeguard Strategy PBMAS 1) Use of technology in classrooms to enhance instruction and curriculum.	1, 2, 9	Teachers Administration	Weekly tutorials, walkthroughs, progress reports, report cards, semester tests, benchmarks, and EOC assessments.				

Goal 1: Post High School academic programs will strive to exceed standards in each of the four indices of accountability: Student Achievement, Student Progress, Closing Performance Gaps, and Postsecondary readiness.

Performance Objective 3: Provide opportunities for all teachers and staff to attend professional development training to enrich their teaching skills, classroom management, and curriculum enhancement.

Evaluation Data Source(s) 3: Improved scores on state mandated test.

Summative Evaluation 3: Some progress made toward meeting Performance Objective

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
System Safeguard Strategy PBMAS 1) Professional development in areas of curriculum, classroom management techniques, and technology innovation.	1, 2, 4, 8	Teachers administration	Implementation of new ideas and strategies in order to achieve higher thinking skills, and a higher success rate on test scores.				

Goal 2: Post High School will continue to emphasize innovative instructional practices and technologies.

Performance Objective 1: Provide colleges courses, dual credit classes, advanced placement classes, CTE and STEM classes, and SAT/ACT prep courses for high school students.

Evaluation Data Source(s) 1: Increased number of student participating in dual credit, AP classes, and increased scores on ACT/SAT test. Number of students earning honors/advanced placement credit. Successful completion and certificates awarded for CTE and STEM classes.

Summative Evaluation 1:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>System Safeguard Strategy PBMAS</p> <p>1) provide students the opportunity to enroll in AP classes and dual credit classes. Promote higher level classes through teaching students they can achieve in advanced placements. Increase the number of students in our CATE classes.</p>	1, 3, 5, 6, 8, 10	Teacher Administration	Number of students enrolled in AP and dual credit classes. ACT/SAT scores, Successful completion and certification in STEM/CTE classes. Number of students earning honors and awards.				
<p>  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

Goal 3: Post High School will continue to emphasize UIL academic competition. Campus programs will promote all extra-curricular competition. Participation and support during and after school by all staff is required and high levels of participation by students are expected.

Performance Objective 1: Promote UIL academic activities. Utilize an "activity period" to continually advance and promote improvement in UIL academic performance. Provide opportunities for all students to participate in UIL competitions. All staff members coach an UIL event.

Evaluation Data Source(s) 1: Performance at the district and regional level of competition. Reach for the state level as well.

Summative Evaluation 1: Met Performance Objective

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>System Safeguard Strategy 1) Promote participation and achievement in UIL academics and Promote positive healthy competition through extracurricular activities. Activity period will be utilized daily to work on UIL events. Also outside of the school day will be required to compete in meets, or practice meets.</p>	2, 3, 5, 6, 8, 10	Teachers Administration	UIL awards, meets awards, advancing to regional and state competitions. Participation numbers on individuals competing. Student recognition for awards and honors won.				
<p>  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

System Safeguard Strategies

Goal	Objective	Strategy	Description
1	1	1	Recovery period on Friday afternoons, and tutorial times provided daily. These are built into our daily scheduling routine.
1	2	1	Use of technology in classrooms to enhance instruction and curriculum.
1	3	1	Professional development in areas of curriculum, classroom management techniques, and technology innovation.
2	1	1	provide students the opportunity to enroll in AP classes and dual credit classes. Promote higher level classes through teaching students they can achieve in advanced placements. Increase the number of students in our CATE classes.
3	1	1	Promote participation and achievement in UIL academics and Promote positive healthy competition through extracurricular activities. Activity period will be utilized daily to work on UIL events. Also outside of the school day will be required to compete in meets, or practice meets.

Title I

Schoolwide Program Plan

Post High School has created a school wide program that is comprehensive to ensure that we are serving all students, improving all programs that support student learning, and combining all resources in order to achieve our goals and maximize the impact of Title I.

The steps that Post High School follows include:

1. Establishing and training a site-base committee
2. Clarifying the mission and vision of not only PHS but our district
3. Identifying data sources and collecting the appropriate data
4. Analyzing the data
5. Reporting the data to the appropriate person and teams for feedback and reflection

Throughout our planning process, administrators and teachers identify student strengths, needs, and interventions currently in place. We assess the effectiveness of these programs and make recommendations for change where needed. Our site base team's priority is to provide logical ways for school staff to think about current progress and the adjustments that need to be made within our campus to continually improve the effectiveness of our school program.

Ten Schoolwide Components

1: Comprehensive Needs Assessment

Once all comprehensive data is collected and analyzed we provide questions and receive feedback to direct this plan.

2: Schoolwide Reform Strategies

Our schoolwide reform strategy is to provide students with the opportunity to approach, meet, or master the state's EOC levels of student performance. These strategies are based on improving all student performance.

1. Review all programs and activities to ensure all will strengthen and enhance our core academic programs.
2. Review the master schedule to identify opportunities for extended learning time.
3. Use of manipulatives in core areas
4. Identify programs at Post High School that address enriched and accelerated curriculum issues.
5. Disaggregate the data by student population to determine if our programs' are meeting the needs of all students.

3: Instruction by highly qualified professional teachers

Instruction by highly qualified professional teachers is an important component for our plan. Procedures in use at Post High School to ensure high levels of instruction by highly qualified teachers include:

1. Provide time off for professional development
2. Assign teachers to their "best fit" of their strengths
3. Monitor effectiveness of teachers by walk-through
4. Implement strategies to provide clear lines of communication between the staff and administration.
5. T-Tess appraisal system.

4: High-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, student services personnel, parents, and other staff

Post High School utilizes high-quality and effective professional development to ensure teachers are equipped to face the daily struggles and challenges they face helping our students approach the EOC standards set forth by the state. Procedures include:

1. Select appropriate professional development
2. Provide training for programs and initiatives already in place.
3. Identify student needs in all populations and increase student performance in needed areas.

5: Strategies to attract highly qualified teachers

Post High School follows the districts procedures for recruiting and attracting highly qualified teachers. We offer incentives to retain teachers within the first two years.