

*Poth High School  
Campus Improvement Plan  
2017-2018*



## *District and Campus Profile*

*Poth ISD is a public school based in Poth, Texas that serves students in south central Wilson County. Poth ISD enrolls approximately 800 students in grades PK – 12.*

*Poth High School is a 9-12<sup>th</sup> grade campus serving approximately 250 students within Poth ISD.*

# Poth High School Campus Improvement Committee

Cheryl Cantu	Teacher
Lynette Holston	Teacher
Tara Loeffler	Teacher
Jennifer Miller	Parent Representative
Melissa Antuna	Parent Representative
Belma Moreno	Community Representative
Nicole Dziuk	District Representative
Phillip Zwicke	Principal

## **Improving America's Schools Act**

**Purpose:** *To enable schools to provide opportunities for ALL children served to acquire the knowledge and skills contained in the State content Standards (Texas Essential Knowledge and Skills-TEKS) and performance standards (State of Texas Assessment of Academic Readiness).*

*Poth ISD utilizes Title I, Part A funding to provide a school wide program at the High School. The school wide plan incorporates the ten (10) essential components of a school wide program:*

- 1. A comprehensive needs assessment of the entire school that is based on information which includes the achievement of students in relation to the State academic content standards (TEKS) and the State student academic achievement standards (STAAR),*
- 2. School wide reform strategies,*
- 3. Instruction by highly qualified professional staff,*
- 4. High quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, public services personnel, parents and other staff,*
- 5. Strategies to increase parental involvement,*
- 6. Strategies to attract high quality highly qualified teachers to high need schools,*
- 7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start and Even Start to local High School s programs,*
- 8. Involvement of teachers in the decisions regarding the use of assessments,*
- 9. Strategies that provide effective and timely additional assistance for students who experience difficulty mastering any of the State's content and performance standards,*

10. *Coordination and integration of Federal, State and local services and programs, violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education and job training.*

*POTH INDEPENDENT SCHOOL*  
*MISSION STATEMENT AND VISION STATEMENT*

**Mission Statement**

The Mission of Poth Independent School District is to unite home, school, and community in the learning process and develop citizens who are better prepared for the future.

**Vision Statement**

Poth ISD, an exemplary district, where a dynamic staff challenges all students to greatness.

# Poth High School Goals

*2017-2018*

## **Academic Performance**

Poth High School will strive for academic excellence by developing higher level and independent thinking skills in order to prepare all students to become productive citizens with Career and College Readiness skills.

- a. Emphasis will be placed on improving strategies aimed at closing the achievement gap for at-risk, limited English proficient, special education and economically disadvantaged students.
- b. Emphasis will be placed on improving strategies aimed at improving Postsecondary Readiness for all students at the high school.
- c. Poth High School will expand course offerings in Career and Technology Education and student access to extensive advanced academic offerings and programs designed to provide college credit and prepare students for success after high school.
- d. Improving End Of Course scores in U.S. History under the “Meets” and “Masters” sections for all students at the high school.

### **Teachers and Staff**

Poth High School will attract and retain the highest quality teachers and staff and support their efforts with quality professional development.

- a. Administrator will monitor and support teacher performance and growth through various data collection tools, including multiple in-class observations, the TTESS (Texas Teacher Evaluation and Support System) appraisal system, assessment results, and professional development activities.

### **Technology**

Poth High School will invest in evolving technology and maintaining existing infrastructure in order to promote meaningful student/technology engagement in the teaching and learning process.

### **Facilities**

Poth High School administration will work with Poth ISD to provide safe and secure facilities that are supportive of a quality instructional program and represent the importance of public education within the community.

### **Parental/Community Involvement**

Poth High School will actively engage parents and the district communities in the education process of our students by providing opportunities for parents and community members to become active campus volunteers.



## ***POTH INDEPENDENT SCHOOL DISTRICT***

### ***SITE- BASED DECISION MAKING***

**To:** Implement a system of site-based decision making which fosters collaboration between students, teachers, parents and community where good decisions are based on individual campus needs.

**In A Way That:**

- develops a high trust level among participants through appropriate training
- utilizes “bottom up” decisions
- establishes open lines of communication
- provides for individual campus needs
- promotes school ownership by students, parents, teachers, administration, school board and community

**So That:** There will be improved school attendance and an increase in students’ performance on achievement/state assessments, and students will become motivated and successful citizens.

# High School Needs Assessments

The Poth High School administrative staff and the Campus Improvement Committee (CIP) conducted the Needs Assessment through an analysis of data including but not limited to the following sources:

- STAAR End of Course data in English I, English II, Algebra, US History and Biology
- Texas Academic Performance Report (TAPR)
- Texas Education Agency 2017 accountability report
- District Benchmark Data
- Texas English Language Proficiency Assessment System (TELPAS) Report
- Student/Teacher/Parent Surveys
- SAT/ACT scores

<b>Area Reviewed</b>	<b>Summary of Strengths</b> What were the identified strengths?	<b>Summary of Needs</b> What were the identified needs?
<b>Demographics</b>	EOC Remediation for all students who did not meet standards. “Newcomers” class for ELL students Special Education pop days with teachers have increased support	Decrease number of students graduating on a minimum degree plan. Continue to see a decrease in the numbers of At-Risk students. Continue to assist the LEP population.
<b>Student Achievement</b>	Exceeded state wide performance for students meeting Level II in all EOC tested areas	Continue preparation for EOC Continue awareness with parents and students on impact of EOC on graduation
<b>School Culture and Climate</b>	Students feel safe in their school environment and are exploring new post-secondary options for college and careers.	Continue College/Post-Secondary Awareness programs.
<b>Staff Quality and Professional Development</b>	Professional development opportunities, Early release collaboration days Trade days	Continue expanding and modifying Mentor Program to increase communication/reflection time between mentor/mentee. Continue research for/and provide staff development opportunities.
<b>Curriculum, Instruction, Assessment</b>	Closing gaps between sub-groups Utilizing department chair organizational structure to develop PLCs that foster instructional development and growth	Continue improving alignment & integration of strategies and activities in core contents
<b>Family and Community Involvement</b>	Increased opportunities for family and community involvement	Continue family/community involvement programs
<b>School Context and Organization</b>	Programs such as Dual Credit, Welding, Ag Mech & Consumer Sciences, All 5 Foundation Endorsements Offered	Continue to diversify our program offerings
<b>Technology</b>	All teachers have access to laptops in every classroom	Computer/student ratio for classroom lessons

# STAAR End of Course

## First-time testers Spring Administration

	2015				2016				2017					
	Level II		Level III		Level II		Level III		Approaches		Meets		Masters	
	State%	Poth%	State%	Poth%	State%	Poth%	State%	Poth%	State%	Poth%	State%	Poth%	State%	Poth%
<b>English I</b>	71	95	10	8	63	98* <i>Not all students scored</i>	8	2* <i>Not all students scored</i>	60	88	44	81	8	22
<b>English II</b>	73	89	5	3	66	95	7	18	62	91	47	77	6	14
<b>Algebra</b>	85	98	24	16	81	95	25	34	82	92	50	81	27	48
<b>Biology</b>	94	97	19	16	91	98	20	28	85	97	59	80	21	30
<b>US History</b>	92	97	29	31	94	100	30	23	92	92	67	58	37	30

*"Approaches" grade level is new passing standard, "Meets" and "Masters" are used to measure level of student progress*

***Campus Performance Objective: In the 2017-87 school year, all populations will meet or exceed state averages on all End of Course tests.***

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Evaluation Timeline
objectives and terminology in all content areas, including special population teachers. <ul style="list-style-type: none"> <li>• EOC content related review resources</li> <li>• Content area textbooks</li> <li>• Laptop Carts/Computer Labs</li> <li>• Online EOC content specific review materials</li> <li>• EOC aligned bell ringer activities</li> <li>• RTI classes for Algebra I, English I &amp; II, and Biology</li> <li>• Teachers conduct EOC Review tutorial sessions prior to testing</li> </ul>	Teachers Counselor Principals	Failure Rates Progress reports/report cards Tutorial Logs	Six-Weeks report cards Semester Credit Awarded
	Funding Sources: State/Local		
	Classroom Teachers Counselor Principals	Walkthroughs Evaluation Teacher presentations at staff meetings	ongoing
	Funding Sources: State/Local		
	Math Teachers English Teacher Counselor Principals	Reading I Reading II Algebra RTI	Classes created and students are scheduled prior to the beginning of the 16/17 school year
	<i>Funding Sources: State/Local</i>		
	Classroom Teachers Office Staff Counselor Principals	<i>Improved Attendance Rates</i>	Weekly Six-Weeks report cards Semester Credit Awarded
	Funding Sources: State/Local		

	Classroom Teachers Office Staff Counselor Principals	Lesson plans Walkthrough data Observations TTESS Pre and Post Conferences focusing on instructional growth	ongoing
<i>Funding Sources: State/Local</i>			

<b>Strategy Description</b>	<b>Staff Responsible for Monitoring</b>	<b>Evidence that Demonstrates Success</b>	<b>Evaluation Timeline</b>
	Teachers Counselor Principals	Failure Rates Progress reports/report cards Tutorial Logs Lesson plans Walkthrough data Observations	Six-Weeks report cards Semester Credit Awarded
<i>Funding Sources: State/Local</i>			
	Classroom Teachers Counselor Principals	Tutorial logs Failure rates	ongoing
<i>Funding Sources: State/Local</i>			
	Classroom Teacher Counselor Principals	Eduphoria results	ongoing
<i>Funding Sources: State/Local</i>			

***CAMPUS PERFORMANCE OBJECTIVE: Parental Involvement and communication will be promoted to ensure a positive learning environment for all students.***

**Summative Evaluation: End of Year Surveys**

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews
<p>. Strategy: Implement programs for increased parental communication and involvement</p> <ul style="list-style-type: none"> <li>• Telephone communication with parents</li> <li>• Counseling</li> <li>• HS Remind access for parents, students, and staff</li> <li>• Use of campus and teacher webpages</li> <li>• Weekly reminders of events on HS Campus from HS Office</li> </ul>	<p>Teachers Counselor Principal HS Office Staff</p>	<p>Parent contact logs Parent conferences Feedback from Parent Survey Remind 101</p>	<p>ongoing</p>
<p>Funding Sources: State/Local</p>			
	<p>Teachers Counselor Principal</p>	<p>Documentation of parent nights Increase in student academic and behavior achievement End of year Parent Survey Remind 101</p>	<p>ongoing</p>
<p>Funding Sources: State/Local</p>			
	<p>Teachers Counselor Principal</p>	<p>Sign-in sheets Documentation of conferences Increase in student academic and behavior achievement End of year Parent Survey</p>	<p>ongoing</p>

Funding Sources: State/Local
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**CAMPUS PERFORMANCE OBJECTIVE: In 2017-2018, student attendance will be 98% or higher.**

**Summative Evaluation: End of Year Average Daily Attendance Percentage**

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews
. Strategy: Implement an incentive program for attendance <ul style="list-style-type: none"> <li>• Home visits</li> <li>• Telephone communication with parents</li> <li>• Counseling</li> <li>• Extended Lunch</li> <li>• Attendance Incentive</li> <li>• Food Rewards</li> <li>• Prizes</li> <li>• Daily Attendance records</li> </ul>	Principal Counselor Teachers	Attendance rates Attendance per class per six weeks	6 weeks report cards
Funding Sources: State/Local			
	Principal Teachers Office staff	Attendance Rates Excessive Absence Report PEIMS (contact @ 5, 9, 10, and more absences) Parent Contact Log	ongoing
Funding Sources: State/Local			



***CAMPUS PERFORMANCE OBJECTIVE: Continue to provide students and staff with an environment that is safe and drug free.***

***Summative Evaluation: PEIMS Data and End of Year Surveys***

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews
Provide counselor services for violence prevention and safety. Counselors provide Guidance Lessons around topics such as bullying and other needs.	Principal Counselor Staff	Safer Campus	
	Receptionists Principals	Reports on visitor trends Daily Visitor logs	
	Principal Counselors	Incident Reports PEIMS	
	Campus Administration	Activities documented	
	Principal	Debriefing with admin team after drills. Communicate with staff.	
	Counselor Principal	Reduced number of referrals. Reduced number of incidents involving bullying.	
	Counselor	Monitored homeless identification. Increase in success of Homeless students across all areas.	