

Victoria Independent School District
Victoria West High School
2018-2019 Campus Improvement Plan



Mission Statement

Victoria West High School, in collaboration with students, parents and the community, will provide relevant, rigorous and differentiated instruction designed to graduate college and career ready students.

Vision

**West Warriors
Exceeding Expectations**

BUILDING A LEGACY OF EXCELLENCE

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Victoria West High School is an eight-year-old campus in Victoria ISD located on the northwest edge of the city.

VWHS consists of:

Student Demographics	2017-2018	2018-2019
Total Number of students	1755	1797
Hispanic	60%	60%
Am Indian	<1%	<1%
Asian	1%	1%
Black	4%	7%
White	32%	31%
Two or More Races	2%	15.3%
Male		51%
Female		49%
LEP	2%	2.8%
Migrant		0%
Bilingual		0%
ESL		<1%
Economically Disadvantaged	47.5%	57.9%
504 Indicator		7.6%
Homeless		4 students
Special Education	8.7%	10.2%
Career & Technical Education	20%	18.3%
At-Risk		44%
Bus Eligible	100%	100%
End of year attendance	92.9%	TBD

Staff Demographics	2017-2018	2018-2019
Number of Teachers	128	126
Average Years of Experience	9.46	9.68
Number of Professional Support	66	68
Number of Security	3-4	4
Number of SRO	1	1
Campus Administration		
Principals	1	1
Assistant Principals	4	4
Assistant Principal-Testing and Accountability	1	1
Counselors	4	4
Instructional Coaches	4	4

Demographics Strengths

Culturally understanding the actions of students allows the staff to form a deeper connection. Through this deeper connection, a sense of security and community continues to develop between students and the campus staff.

Problem Statements Identifying Demographics Needs

Problem Statement 1: The EOY attendance rate for VWHS for the 2017-2018 school year was 92.9%, below the 95.2% needed to be in quartile 1. **Root Cause:** The location of VWHS is 100% bus eligible students and 57.9% of the student body is free and reduced. These factors hinder the ability for students to attend school if they miss the bus or have an appointment during the school day.

Student Academic Achievement

Student Academic Achievement Summary

VWHS earned a Met Standard accountability rating, with a Distinction Designation in the area of Academic Achievement in Social Studies.

2018 Accountability Ratings Overall Summary:

	Component Scaled		Rating
	Score	Score	
Overall		69	Met Standard
Student Achievement		73	Met Standard
STAAR Performance	44	72	
CCMR	46	78	
Graduation Rate	91.6	65	
School Progress		74	Met Standard
Academic Growth	59	65	Met Standard
Relative Performance (Eco Dis: 53.3%)	45	74	Met Standard
Closing the Gaps	9	56	Improvement Required

Distinction Designations

ELA/Reading	Not Earned
Mathematics	Not Earned
Science	Not Earned
Social Studies	Earned
Comparative Academic Growth	Not Earned
Postsecondary Readiness	Not Earned

Student Achievement

- 2,604 total tests given
- 1,854 tests achieving APPROACHES grade level standard
- 1,252 tests achieving MEETS grade level standard
- 355 tests achieving EXCEEDS grade level standard

School Progress

- Academic Growth – measured by ELAR (Eng II) and Mathematics (ALG I) academic growth
 - ELAR earned 235 out of a possible 372 points
 - Note: 150 students did not test ENG I and ENG II due to the alternative assessment exemption
 - Mathematics earned 160.5 out of a possible 295 points
 - Note: 70+ students did not test 8th grade Math and Alg I due to the alternative assessment exemption
- Relative Performance (ECO DIS 53.3%)

Closing the Gap

- Academic Achievement Status – 6%
- Graduation Rate Status – 17%
- English Language Proficiency Status – 0%
- School Quality Status – 13%

Student Academic Achievement Strengths

Q1: EOC US History Performance (Masters Grade Level)

Q1: AP/IB Examination Participation: Science

Q1: AP/IB Examination Participation: Social Studies

Q1: AP/IB Examination Participation: Any Subject

Q2: EOC Biology Performance (Masters Grade Level)

Q2: AP/IB Examination Participation: ELA

Q2: Average SAT Score: Reading and Writing

Q2: Average SAT Score: Mathematics

Q2: PCT of STAAR Results at Meets Grade Level or Above (All Subjects)

Q2: Advanced/Dual-Credit Completion: Social Studies (9-12)

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: The number of students achieving "Meets Grade Level" or higher on the English state assessment fell below the state average of 44%. **Root Cause:** The students lack the critical writing skills needed to master the written expression section of the EOC

Problem Statement 2: The number of students achieving "Meets Grade Level" or higher on the Algebra I state assessment fell below the state average of 46%. **Root Cause:** the students lack problem solving skills needed to master mathematical skills given real life situations

Problem Statement 3: The number of students meeting the CCMR standard fell significantly below the state standard of 47%. **Root Cause:** documentation and coding of specific areas

School Processes & Programs

School Processes & Programs Summary

Instructional/Curriculum

- District wide pacing calendars for each content
- Daily PLC times for EOC tested subjects
- TEKS Resource System Guides with access to Instructional Focus Documents, EOC scoring guides, EOC questions stems and Assessment Question banks
- Instructional Coaches for each core subject
- District Instructional Coaches to support campus teachers
- Lead4ward reports for data analysis
- Ongoing Professional Development focused on Fundamental *Five* and *Teach Like A Champion*.
- Staff participate in *TTESS* and/or *TPESS* goal setting each year
- Starting in 2018-2019 faculty will also include at least one Student Learning Objective Goal

Personnel (recruit/support/retain)

- Job recruitment software on the district website
- Mentor program for new teachers
- District and campus designed beginning of the year training for new to district faculty
- New teacher committee lead by a second year teacher which meets monthly to help field questions, express concerns and offer suggestions and support
- Instructional Coaches for each content area
- Department leaders for each content area
- Warrior administrators participate in job fairs with district personnel

Organization/Administrative

- Campus Assessment Coordinator (Assistant Principal)
- Student Success Facilitator
- Community in Schools
- Career and College Center
- Campus-wide teacher lead committees
 - Committees meet monthly to make decisions on procedures relating to the operations of the school such as; safe and civil procedures, parent and community relationships, and attendance incentives.

- Weekly administrative meetings lead by Principal and includes assistant principals, counselors, instructional coaches, librarian and diagnostician.
- Department meetings

School Processes & Programs Strengths

The focus on procedures and processes is to ensure academic and social success for the students of Victoria West High School.

Faculty and staff are continually re-evaluating and refining processes to ensure Victoria West High is meeting or exceeding campus goals. Developing leadership capacity at all levels supports the mission and vision of our school.

Strengths

- Daily PLC for EOC tested courses
- Weekly PLC for other academic areas
- Content specific Instructional Coaches
- District Instructional Coaches who support the campuses and provide resources
- Lead4ward reports for data analysis
- Ongoing campus and district level professional development
- New teacher mentor program
- Transparent communications through administrative teams meetings and department meetings

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: PBMAS data reflects a disproportionality in ISS consequences. **Root Cause:** Students in an identified population frequently misbehave in order to escape the classroom environment leading to disciplinary consequences.

Perceptions

Perceptions Summary

What sets us apart and makes us West High School -

Culture

West High School Warriors continue to refine a culture which educates, empowers, and enables all students to become caring, contributing citizens who can succeed in an ever-changing world.

Climate

Strong Procedures and processes for activities and events are designed to impact individuals and groups to promote a sense of safety and belonging.

Values

West High School staff and faculty mentor our children, attend to their academic and social needs and are actively involved in all aspects of their school life.

Beliefs

Education is a continuous, joint effort on the part of the home, school, and community.

Perceptions Strengths

Victoria West High School is in the business of always keeping the students as our focus and geared to student success in an emerging technological society.

Our community recognizes those efforts by voting VWHS as BEST OF THE BEST in the crossroads area for several years running.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: School culture is negatively impacted by inconsistent classroom and school-wide expectations. **Root Cause:** Lack of consistent

implementation and enforcement of school-wide processes and procedures.

Comprehensive Needs Assessment Data Documentation

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

Annual Goals

Annual Goal 1: Increase the number of students achieving "Meets Grade Level" or higher on the English state assessment from 38% to at least the state average of 44%

Quarterly Goal 1: At the end of quarter 1, the number of English I and II EOC testers achieving the satisfactory level of performance on their first nine weeks writing assessments will increase by 20 percent.


Quarterly Goal 2: At the end of quarter 2, the number of English I and II EOC testers achieving the satisfactory level of performance on their midterm writing assessments will increase by 25 percent.

Quarterly Goal 3: At the end of quarter 3, the number of English I and II EOC testers achieving the satisfactory level performance on their third nine weeks writing assessments will increase by 50 percent.

Quarterly Goal 4: At the end of quarter 4, 100% of English I and II EOC testers will gain one performance level on their final writing assessments.

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
1) All content areas will implement daily critical writing techniques in their classrooms.	2.4	Teachers Instructional Coaches Assistant principals	Students will deepen their understanding of the curriculum.				
			Students' written communications skills will improve.				
Problem Statements: Student Academic Achievement 1							
2) Junior and senior level English EOC re-testers will complete the edgenuity STAAR review modules prior to the December test.		Teachers Instructional Coaches Assistant Principals Homework Center Staff	Student will receive individualized reviews based on their weakness indicated on their previews EOC scores.				
Problem Statements: Student Academic Achievement 1							
3) All students will complete a content specific writing prompt during advisory once a week.		Teachers Instructional Coaches Assistant principals	Students academic writing skills will improve along with their writing fluency.				

4) All students and teachers will dedicate 20 minutes to reading during advisory, once a week.		Teachers Instructional Coaches Assistant principals	Students' reading comprehension and stamina will improve.				
5) EOC aligned rubrics will be used to assess all writing in the STAAR tested courses and the English III courses.		Teachers Instructional Coaches Assistant principals	Students will become more familiar with the elements of a quality essay. The students will be able to make the necessary corrections to improve their performance level.				
6) All STAAR tested and English III courses will utilize released STAAR passages and questions stems on all multiple choice assessments.		Teachers Instructional Coaches Assistant principals	Students will be increasingly more familiar with the vocabulary and test taking skills needed to pass the English EOCs.				
							

Quarterly Goal 1 Problem Statements:

Student Academic Achievement
Problem Statement 1: The number of students achieving "Meets Grade Level" or higher on the English state assessment fell below the state average of 44%. Root Cause 1: The students lack the critical writing skills needed to master the written expression section of the EOC

Annual Goal 2: Increase the number of students achieving "Meets Grade Level" or higher on the Algebra I state assessment by 3%.

Quarterly Goal 1: By the end of quarter 1, 70% of the students enrolled in Algebra I will be using problem solving strategies to solve real world mathematics problems on daily, formative and summative assessments.

Quarterly Goal 2: By the end of quarter 2, 50% of the students enrolled in Algebra I will score 'MEETS Grade Level' or better on the Algebra I midterm - raw score of 63%.

Quarterly Goal 3: By the end of quarter 3, 15% of the students enrolled in Algebra I will score 'MASTERS Grade Level' or higher on the Algebra I Benchmark - raw score of 76%.

Quarterly Goal 4: By the end of quarter 4, 46% of the students enrolled in Algebra I will score 'Meets Grade Level' or higher on the quarter 4 assessments.

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
1) All mathematics teachers will assign students in each class period at-risk of scoring below expectation on state assessments a targeted intervention plan.		Instructional Coach; Classroom Teachers	Identified students scores on school, district, and state tests will improve.				
2) Restructure Do Now Activities to support choosing "appropriate" problem solving strategies needed to solve real world mathematical problems.		Instructional Coach, Algebra I and MMA teachers	Bring focus to reading for critical information and formulating an appropriate plan to solve mathematical problems correctly.				
3) Transition 504, ELL and SPED from using detailed supplemental aids to EOC approved supplemental aids.		Inclusion teachers, Algebra I Teachers, Instructional Coach, ELL paraprofessionals	504, ELL, and SPED students will become better equipped to use allowable supplemental aids during testing.				
4) Retesters in courses other than Algebra I will receive additional focused instruction in Algebra I SE's identified by test data, 5th period advisory groups, Saturday camps, small group instruction, and after school instruction.		Math Teachers and Instructional Coach	Retesters will receive instruction in test taking strategies, vocabulary, and EOC material and be better prepared to pass the Algebra I EOC.				
5) Algebra I students will attend review sessions designed to reteach gaps identified on midterm and benchmark.		Instructional Coach, Algebra I Teachers	Identified students will receive instruction to close identified gaps and be better prepared to pass the Algebra I EOC.				



= Accomplished



= Continue/Modify



= Considerable



= Some Progress



= No Progress



= Discontinue

Annual Goal 3: Increase the number of students meeting CCMR component score by 5% for the class of 2019


Quarterly Goal 1: By the end of quarter 1, 100% of students identified as receiving CCMR credit from the 2018 cohort are recovered and reported to appropriate district personnel.

Quarterly Goal 2: By the end of quarter 2, 100% of the 2019 and 2020 cohorts will have the opportunity to meet at least one criteria of the CCMR requirement before their graduation date.

Quarterly Goal 3: By the end of quarter 3, 100% of the 2021 and 2022 cohorts will have the opportunity to meet at least one criteria of the CCMR requirement before their graduation date.

Quarterly Goal 4: By the end of quarter 4, 100% of the 2019 cohort will have accurate data submitted for CCMR.

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
1) Review real time report from On-data suite to ensure 100% of 2018 cohort have accurate CCMR data reported	2.6	Counselors PEIMS coordinator Administrators	Find and correct any data that will reflect in the CCMR to increase the percentage of students achieving one or more CCMR credits				
	Problem Statements: Student Academic Achievement 3						
2) Meet with students to discuss and develop a plan to obtain 1 CCMR point before graduation.	2.6	Counselors Administrators	Ensures each student has a plan for obtaining one CCMR point before graduation.				
	Problem Statements: Student Academic Achievement 3						
3) Conduct military ready survey will all senior students.		Counselors	To identify students who have military interest or plans for the military after graduation				
	Problem Statements: Student Academic Achievement 3						
4) Offer support and intervention for students taking the TSI, ACT, SAT, AP exam, or CTE industry certification test.	2.6	Teachers	To increase the number of students receiving CCMR credit.				
	Problem Statements: Student Academic Achievement 3						
							

Quarterly Goal 1 Problem Statements:

Student Academic Achievement
Problem Statement 3: The number of students meeting the CCMR standard fell significantly below the state standard of 47%. Root Cause 3: documentation and coding of specific areas

Annual Goal 4: Increase the overall attendance rate from 92.9% to at least the state quartile 1 standard of 95.2%


Quarterly Goal 1: Increase the attendance rate for the 3rd 9 weeks grading period by 1 % over the 2017-2018 school year (2017-2018 was 95.1%).

Quarterly Goal 2: Increase the attendance rate for the 2nd 9 weeks grading period by 1 % over the 2017-2018 school year (2017-2018 was 95%).

Quarterly Goal 3: Increase the attendance rate for the 3rd 9 weeks grading period by 4% over the 2017-2018 school year (2017-2018 was 91.2%).

Quarterly Goal 4: Maintain a 95.2 % daily attendance rate for the remainder of the school year.

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
1) 100% of VWHS students and guardians will receive information regarding state compulsory attendance laws.		Administrators Student Success Facilitator Counselor	All students and their guardians will be aware of the state expectations for attendance.				
2) 100% of VWHS students will have a signed TPM contract and attendance contract as indicated by attendance trends summary.		Student Success Facilitator Administrators Counselors	Expected impact is that students will become more aware of attendance expectations and it will allow the process of placing students on attendance contracts easier.				
3) Maintain a 95.2 % daily attendance rate for the remainder of the school year.		administrators student success facilitator counselors	Result expected would be reaching the 95.2% goal for 2018-19 school year.				
							

Annual Goal 5: Decrease the number of Special Education In School Suspension Placements from 11% to 6% (fewer than 110 incidents).

Quarterly Goal 1: Have fewer than a total of 20 Special Education In School Suspension placements.

Quarterly Goal 2: Have fewer than a total of 40 Special Education In School Suspension placements.

Quarterly Goal 3: Have fewer than a total of 60 Special Education In School Suspension placements.

Quarterly Goal 4: Have fewer than a total of 110 Special Education In School Suspension placements.

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
1) VWHS will create an academic supported environment for special education students as an alternative to ISS/OSS for minor disciplinary infractions.		Lisa Rodriguez, Kacey Tupa, Esmeralda Garcia	The number of students with special education services in OSS/ISS will not rise above 20 in the first quarter.				
2) Students with special education services will be placed in Content Mastery, an academic supported environment, for minor disciplinary infractions.		Kacey, Tupa, Lisa Rodriguez, Esmeralda Garcia, Assistant Principals	The number students with special education services in OSS/ISS will not exceed 40. Students will receive academic support in Content Mastery.				
3) Students with special education support will receive academic assistance in Content Mastery with Individual Programs of Instruction to bridge the gap of learning.		Kacey Tupa, Lisa Rodriguez, Esmeralda Garcia and Special Education monitoring teachers.	Students with special education services will improve academics decreasing failures and increasing discipline among this population of students. The number of students with special education services in OSS/ISS will not rise above 60.				
4) Students with special education services will participate in behavior curriculum (ripple effects) to deter students from recurring disciplinary infractions.		Kacey Tupa, Lisa Rodriguez, Esmeralda Garcia and Special Education monitoring teachers.	Students with special education services will improve behavior in the classroom. The number of students with special education services in OSS/ISS will not rise above 110.				
