

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



Mission Statement

The mission of the Victoria East High School is to ensure that **all students meet and exceed state standards** through a rigorous and relevant education in order to become successful citizens. _

Vision

Educating **A**ll **S**tudents for **T**omorrow

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Comprehensive Needs Assessment

Demographics

Demographics Summary

VEHS serves the Victoria area and has approximately 1890 students and employs 167.5 professional and non-professional staff members.

VEHS student demographics consists of:

- 58% Economically Disadvantaged
- 9.6% African American
- 64% Hispanic
- 23.7% White
- 9% Special Education
- 2.3% English Language Learners
- 51.3% At-Risk

VEHS Staff demographics includes:

- 134.5 Teachers
- 11.7 Professional Support
- 5.9 Campus Administration
- 15.4 Educational Aides

Student Academic Achievement

Student Academic Achievement Summary

VEHS Domain scores:

Student Achievement: 72

School Progress: 72

(Higher of scores on Academic Growth-57 and Relative Performance-72)

Closing the Gaps: 65

According to the 2017-2018 Accountability rating system, VEHS achieved the highest rating of Met Standard and had an overall score of 70 which will be considered a rating of C on the A-F scale being implemented for 2018-2019.

ELAR

For English I and II, State targets were set for the combined subject scoring percentages in the area of 'meets'. East scored a 35% in this area, and the state target was 46%. To improve in this area, English I and II have been broken up to allow for easier goal setting and tracking.

In 8th grade, 496 tests were administered to our incoming freshman. 164 students scored at the meets level on this test. This is 33% compared to a state average of 46% on the 8th grade assessment. To move our English I percentage to the state average of 46% would require 63 students who scored 'approaches' to now score 'meets'. This is a large group to target with our interventions, so our goal for English I was set at moving from 33% to 42% and our target group will be the top 50 students scoring at 'approaches' on the 8th grade STAAR test.

In English II, 673 tests were administered to our last year freshman. 96 students scored at the 'meets' level, and 131 students took a substitute assessment which counted as a 'meets' level score. This means we had a total of 227 students reported with a 'meets' score. This is 34% compared to a state target of 44% on the English II assessment. To move our English II percentage to the state target of 44% would require 70 students who scored 'approaches' to now score 'meets'. This is a large group to target with our interventions, so our goal for English II was set at moving from 34% to 40% and our target group will be the top 50 students scoring at 'approaches' on the 8th grade STAAR test.

Since these two are combined, our overall goal for ELAR was calculated by finding the percentage these new goals for English I and II would add up to. Total projected to test in both English I, and II is 1169. Total scoring 'meets' if goals are met would be 478. Total percentage would be 41%. This is an

increase of 6%.

Algebra:

For Algebra I, state targets were set for students to score 'meets'. State targets were set at 46%. This year, East had 30% score at the 'meets' level, and 41 take a substitute assessment which counted as 'meets' for an overall 37%. Normally our goal would be set by attempting to increase the previous years percentage. This year is different as a district initiative to increase numbers of students in advanced math courses started three years ago in our Jr. High's is now impacting accountability at the High School level. Our top freshman in the area of math will not be taking the Algebra I test since they took this test last year as 8th graders. This impacts the percentages greatly as our overall scores will be based on our overall population without our top students to pull up percentages in the area of 'meets'. Because of this initiative, our overall goal will be set lower than normal as we adjust to this new reality of accountability with the students we have testing with us.

Due to the initiative, a traditional data dig where you only look at numbers tested and percentages can be misleading as the 7th graders who took the 8th grade test are listed in the overall data. These students had to be taken out of both the overall tested, and the number scoring meets for both of our feeder schools to get a more accurate depiction of what we will have test this year.

For our incoming Algebra I students, 380 took the 8th grade STAAR test. 96 of those students scored at the 'meets' level. This is 25% compared to the state average of 49% on the 8th grade STAAR math test. In order to score at the state average of 49%, 90 students would have to be moved from 'approaches' to 'meets'. This is too large of a group to target with our planned interventions, therefore our goal is to move from 25% to 37% 'meets' on the Algebra I EOC which would require moving 44 students from 'approaches' to 'meets'. Our target group is the top 55 students who scored 'approaches' on the 8th grade STAAR test.

Biology:

For Biology, 531 students were tested and 277 scored at 'meets'. This is 52% for East compared to the state average of 60%. In order to move our score from 52% to 60%, 42 students would need to score at the 'meets' level. Our target group will be the top 50 students who scored at approaches on their 8th grade Science test. This is comprised of two different grade levels as some of our students follow a course sequence starting with IPC rather than Biology. It's also comparing two different accountability systems as Sophomores were rated based on the old Index system, and Freshman were rated based on the new domain system. For this reason, a target score was decided on for students scores on their respective tests. For Sophomores, students scoring above 60% but below the percentage marking the next rating category were identified. Freshman scoring above 64% and below the next category score were identified. The breakdown of these two grade levels in our targeted group of 60 is 13 Sophomores and 47 Freshman. These students are currently split equally amongst the Biology teachers with each teacher having 12 that they will monitor.

US History:

For US History, 458 total tests were given last year. 296 students scored at the 'meets' level. This is 65% for East compared to 72% for the state average. In order to truly look at who is testing, a review of the students 8th grade Social Studies STAAR scores were reviewed. In looking at these scores, it became clear that targeting this group would be much more difficult than the other subjects. The percentage in 'meets' has traditionally risen by over 100 students without any new interventions. This was also true for 'masters'. In order to truly see change we decided to set our goal in US History for the 'masters' level students rather than the 'meets' as in the other contents. We found that 129 students scored at the 'masters' level last year. The way that we choose our group was to target the next 50 students who scored below the top 129 on their 8th grade Social Studies STAAR test and intervene throughout the year with this group of students.

If we are successful, then our 'masters' percentage will move from 28% to 35%.

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: Over the last two years VEHS has lost five points for student progress as measured in Index 2. **Root Cause:** VEHS focused primarily on overall student passing rate as measured in Index 1 resulting in systematic inattention to the student progress.

Problem Statement 2: VEHS is not maximizing instructional minutes. **Root Cause:** Too much time is spent on reiterating expectations and redirecting off-task behavior.

School Processes & Programs

School Processes & Programs Summary

Academic:

- Master schedule has built in daily PLC time with EOC subject areas.
- Instructional Coaches support PLC process attending daily PLC meetings as well as providing support with instructional materials and strategies
- VEHS provides innovative courses such as AVID, MAPS, Strategic Math and Practical Writing
- VEHS offers Saturday School for an extension of the school week by providing tutorials, credit recovery, and concept attainment.
- VEHS offers Titan Time as an extension of the school day for tutorials, credit recovery, and concept attainment,

Attendance:

Campus attendance for 2016-2017 was 93.69%. For 2017-2018 attendance was 93.99%. VEHS increased attendance by 2.02% in the last two years. VEHS has a goal of attendance for 2018-2019 of 94.5%. Attendance processes were implemented in 2016-2017 and will continue in order to increase the goal for the 2018-2019 school year. These include:

- Attendance contracts for the 10% rule.
- Personnel assigned to track attendance
- Systems implemented to track attendance which include reviewing of COGNOS reports, spreadsheets to track attendance, and time tracked for attendance recovery

Discipline:

Focus for 2016-2017 was to decrease ISS and OSS referrals in order to increase instructional time in the regular classroom. During 16-17 VEHS had 1258 ISS placements(discipline action counts). This number includes general and special education students. During 16-17 VEHS had 373 OSS referrals. These referrals include special education and general education students. Total placements of ISS and OSS was 1631. VEHS had a goal of a 25% reduction in ISS and OSS referrals from prior year. In 15-16 there were 1939 ISS and OSS placements. We reduced the ISS and OSS placements by 15.4%. While we did not reach our 25% goal, progress was made towards increasing instructional time in the classroom. The following processes were implemented towards this goal:

- Implemented lunch detention
- Implemented after school detention
- Implemented teacher detention
- Began implementation of Ripple Effects(social skills curriculum)

School Processes & Programs Strengths

Focus for 2017-2018 was to continue to decrease ISS and OSS referrals in order to increase instructional time in the regular classroom. Total placements in 15-16 was:1927. Total placements in 16-17 was: 1632, a reduction of 15.4%. Total placements in 2017-2018 was: 1220 a reduction of 25.2%. Over the last two years, a reduction of over 36%.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Even though Average Daily Attendance percentages increased 2.02% from the 2015-2016 school year, VEHS is still below our comparison group and falls within Quartile 3 of attendance accountability. **Root Cause:** In the 2017-2018 school year, multiple events took place that seriously affected attendance rates throughout the year. A culture of attendance accountability has not been transitioned completely.

Problem Statement 2: VEHS decreased ISS and OSS placements by 25.25%% in 2017-2018. The goal of 10% was exceeded. This was the third year of implementing successful interventions. We are expecting a more gradual decline in discipline.VEHS will continue to implement disciplinary processes to decrease ISS and OSS placements for the 2018-2019 school year by 5%. **Root Cause:** Lack of staff in the Behavioral Support room. Faculty and staff inconsistencies in discipline. A large transient student population.

Problem Statement 3: VEHS has no present method to monitor, in real time, students for College, Career, or Military readiness. This makes it difficult to target students lacking these qualifications. **Root Cause:** The A through F Accountability System has redefined CCMR requirements for each student.

Perceptions

Perceptions Summary

Accountability has been added to the culture and values of the campus

- due to an increase of monitoring and tracking of attendance of students
- by the addition of lower level consequences in order to address minor student behaviors
- by increasing communication of campus expectations in faculty meetings, emails, and conferences
- by adding all professional staff to serve on committees which allows for campus wide initiatives to be coherent
- by adding additional staff during lunch duty
- by implementing the tardy sweeps
- by implementing specific campus procedures for student management in the halls, cafeteria, and other common areas.

The above measures has improved the climate and strengthened the focus of our campus beliefs within the staff and students.

Areas to work on include:

- teacher retention
- support for new teachers
- Advisory class time value

Perceptions Strengths

- Student compliance
- Teacher satisfaction and buy in
- Safer feel to campus environment

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The above measures has improved the climate and strengthened the focus of our campus beliefs within the staff and students.

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

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Domain 1 - Student Achievement
- Domain 2 - Student Progress
- Domain 3 - Closing the Gaps
- Accountability Distinction Designations

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- Texas English Language Proficiency Assessment System (TELPAS) results
- Postsecondary college, career or military-ready graduates data

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress for each group
- Special Programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data,

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Discipline records

Annual Goals

Revised/Approved: September 13, 2018

Annual Goal 1: VEHS will increase annual attendance rate by 0.6%.

Quarterly Goal 1: 100% of students will be trained on attendance procedures and requirements for the 2018-2019 school year. 100% of VEHS students who are in jeopardy of not receiving credit due to the 90% attendance law will have an Attendance Intervention Plan.

Quarterly Review 1: Met Quarterly Goal

Quarterly Goal 2: 100% of VEHS students who are in jeopardy of not receiving credit due to the 90% attendance law will have an Attendance Intervention Plan.

Quarterly Goal 3: 100% of VEHS students who are in jeopardy of not receiving credit due to the 90% attendance law will have an Attendance Intervention Plan.

Quarterly Goal 4: 100% of VEHS students who are in jeopardy of not receiving credit due to the 90% attendance law will have an Attendance Intervention Plan.

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Mar	June
Critical Success Factors CSF 4 Strategy Aims AIM 4 1) During Advisory Period, teachers will show attendance lessons to students.	Advisory Teachers Jodi Carter Melissa Berrera	Students will understand and comply with district attendance requirements.	✓	✓	✓	
Problem Statements: School Processes & Programs 1						
Critical Success Factors CSF 1 CSF 4 Strategy Aims AIM 4 2) Assistant Principals will conference with students at risk of losing credit due to not meeting 90% attendance.	Natalie Abrameit Justin Gabrysch Jodi Carter Elizabeth Schubert Clark Motley Melissa Berrera Attendance Clerk Elsa Giron	Students will not lose credit due to absences.	✓	✓	✓	
Problem Statements: School Processes & Programs 1						

Critical Success Factors CSF 1 CSF 4 CSF 6 Strategy Aims AIM 4 3) Attendance Committee designs student attendance incentives and rewards.	VEHS Attendance Committee	Students will be motivated by incentives to attend school.				
	Problem Statements: School Processes & Programs 1					
= Accomplished = Continue/Modify = Considerable = Some Progress = No Progress = Discontinue						

Quarterly Goal 1 Problem Statements:

School Processes & Programs
<p>Problem Statement 1: Even though Average Daily Attendance percentages increased 2.02% from the 2015-2016 school year, VEHS is still below our comparison group and falls within Quartile 3 of attendance accountability. Root Cause 1: In the 2017-2018 school year, multiple events took place that seriously affected attendance rates throughout the year. A culture of attendance accountability has not been transitioned completely.</p>

Annual Goal 2: VEHS will decrease ISS and OSS placements by 5%.

Quarterly Goal 1: ISS and OSS placements will be reduced from 183 to 173. (August 21 - October 26)

Quarterly Review 1: No progress made toward meeting Quarterly Goal








Quarterly Goal 2: ISS and OSS placements will be reduced from 276 to 262. (October 27 - January 11)

Quarterly Goal 3: ISS and OSS placements will be reduced from 420 to 399. (January 12 - March 29)

Quarterly Goal 4: ISS and OSS placements will be reduced from 341 to 324. (April 1 - June 6)

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Mar	June
Critical Success Factors CSF 4 CSF 6 Strategy Aims AIM 2 AIM 4 1) Advisory teachers will present demerit - tardy lesson.	Advisory Teachers Jodi Carter	Students are aware of and understand campus discipline systems.	✓	✓	✓	
Problem Statements: School Processes & Programs 2						
Critical Success Factors CSF 1 CSF 4 CSF 6 Strategy Aims AIM 2 AIM 4 2) Utilize newly trained campus discipline management systems: - Titan Tune Up - Demerit System - Lunch Detention - After School Detention - Saturday School	Elizabeth Schubert Toni Meade	Utilize low level consequences for minor behavior infractions.	✓	✓	✓	
Problem Statements: School Processes & Programs 2						
Critical Success Factors CSF 1 CSF 4 CSF 6 Strategy Aims AIM 2 AIM 4 3) School - wide implementation of CHAMPS procedures in at least three instructional components of every class.	Clark Motley Elizabeth Schubert Natalie Abrameit Jodi Carter Justin Gabrysch	Overall campus climate improvement, increased student engagement, and more consistent classroom management resulting in fewer referrals.	✓	✓	✓	
Problem Statements: School Processes & Programs 2						

<p>Critical Success Factors CSF 1 CSF 4 CSF 6</p> <p>Strategy Aims AIM 2 AIM 4</p>	<p>Clark Motley Elizabeth Schubert Natalie Abrameit Jodi Clark Justin Gabrysch</p>	<p>Reduction in non - academic barriers to school success.</p>				
<p>4) VEHS will provide non - academic intervention through the implementation of "Ripple Effects' curriculum which will be delivered in the newly created Behavior Support room.</p>		<p>Problem Statements: School Processes & Programs 2</p>				
<p>  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>						

Quarterly Goal 1 Problem Statements:

<p>School Processes & Programs</p>	
<p>Problem Statement 2: VEHS decreased ISS and OSS placements by 25.25%% in 2017-2018. The goal of 10% was exceeded. This was the third year of implementing successful interventions. We are expecting a more gradual decline in discipline. VEHS will continue to implement disciplinary processes to decrease ISS and OSS placements for the 2018-2019 school year by 5%. Root Cause 2: Lack of staff in the Behavioral Support room. Faculty and staff inconsistencies in discipline. A large transient student population.</p>	










Annual Goal 3: 2019 Spring English I EOC and English II will increase number of students receiving Meets Grade Level from 35% to 41%.

**English I moving from 33% to 42%.
English II moving from 34% to 40%.**

- Quarterly Goal 1:** Identify the top 50 students scoring approaches on the 8th grade English STAAR exam, and the English I EOC exam.
- Quarterly Review 1:** Met Quarterly Goal
- Quarterly Goal 2:** 70% of identified students will score 'meets grade level' on the English I Semester Exam. 70% of identified students will score 'meets grade level' on the English II Semester Exam.
- Quarterly Goal 3:** 85% of identified students will score 'meets grade level' on the English I District Bench Mark exam. 85% of identified students will score 'meets grade level' on the English II Bench Mark Exam.
- Quarterly Goal 4:** 95% of identified students will score 'meets grade level' on the English I EOC. 95% of identified students will score 'meets grade level' on the English II EOC.

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Mar	June
<p>Critical Success Factors CSF 1 CSF 2 CSF 7</p> <p>Strategy Aims AIM 1 AIM 4 AIM 5</p> <p>1) The use of a common outline for all written compositions will be adopted throughout the English department.</p>	<p>English Department Alicia Garcia Natalie Abrameit Clark Motley</p>	<p>Consistency throughout each year. Improved writing structures.</p>				
<p>Problem Statements: Student Achievement 1</p>						
<p>Critical Success Factors CSF 1 CSF 7</p> <p>Strategy Aims AIM 1 AIM 4 AIM 5</p> <p>2) Incorporate STAAR question stems during class discussions and written questions/assignments.</p>	<p>Alicia Garcia Natalie Abrameit English Teachers Clark Motley</p>	<p>Improve student thinking skills and familiarity with STAAR formatted questions.</p>				
<p>Problem Statements: Student Achievement 1</p>						

Critical Success Factors CSF 1 CSF 2 CSF 7 Strategy Aims AIM 1 AIM 4 AIM 5	Alicia Garcia Natalie Abrameit English Teachers Clark Motley	Improvement in syntax (sentence structures), and coherence in student essays.				
	3) Provide sentence stems to students to ensure use of appropriate sentence structures. Problem Statements: Student Achievement 1					
4) 50 targeted students in English I and English II will be identified and monitored for ability levels in the area of inferencing will be identified, monitored and strengthened throughout the year by weekly skill building problems.	Alicia Garcia Natalie Abrameit English Teachers Clark Motley	Student skills in the area of inferencing will be strengthened.				
5) Targets set and analyzed monthly/quarterly for each of the campus 'Instructional Focus' categories. Bell to Bell engagement. Students Communicating Learning. CHAMPS strategies utilized	K'Dionne Budde Annette Chamberlain Alicia Garcia Wendy Wachtel Clark Motley Elizabeth Schubert Natalie Abrameit Justin Gabrysch Jodi Carter Suzann Creager English I and English II teachers	Increase student engagement in class. Improve instructional time usage.				
Problem Statements: Student Achievement 1 - Student Academic Achievement 2						
 = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue						

Quarterly Goal 1 Problem Statements:

Student Achievement
Problem Statement 1: Over the last two years VEHS has scored significantly lower than the state average for 'meets' on all EOC assessments. Root Cause 1: VEHS focused primarily on overall student passing rate resulting in systematic inattention to the higher standard of 'meets'.
Student Academic Achievement
Problem Statement 2: VEHS is not maximizing instructional minutes. Root Cause 2: Too much time is spent on reiterating expectations and redirecting off-task behavior.

Annual Goal 4: 2019 Spring Algebra I EOC will increase number of incoming students receiving 'meets' Grade Level from 25% to 37% on the Algebra I EOC.

Quarterly Goal 1: Identify the top 55 students scoring approaches on the 8th grade Math STAAR exam.

Quarterly Review 1: Met Quarterly Goal









Quarterly Goal 2: 65% of identified students will score 'meets grade level' on the Algebra I Semester Exam.

Quarterly Goal 3: 80% of identified students will score 'meets grade level' on the Algebra I District Bench Mark exam.

Quarterly Goal 4: 95% of identified students will score 'meets grade level' on the Algebra I EOC.

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Mar	June
<p>Critical Success Factors CSF 1 CSF 2</p> <p>Strategy Aims AIM 1 AIM 4</p> <p>1) Begin targeted review with Alg. I re-testers during 5th period advisory in October.</p>	<p>Wendy Wachtel Alg. I teachers Elizabeth Schubert Clark Motley</p>	Strengthen Alg. I re-testers skills to increase score to passing.				
Problem Statements: Student Achievement 1						
<p>Critical Success Factors CSF 1 CSF 2 CSF 7</p> <p>Strategy Aims AIM 1 AIM 4 AIM 5</p> <p>2) Analyze data from weekly tests using eduphoria to track TEKS mastery.</p>	<p>Wendy Wachtel Alg. I Teachers Elizabeth Schubert Clark Motley</p>	Quickly target and resolve student deficits by allowing teacher to modify instruction based on data trends.				
<p>Critical Success Factors CSF 1 CSF 2</p> <p>Strategy Aims AIM 1 AIM 4</p> <p>3) Analyze data from district benchmark to create targeted tutorial groups for 5th period advisory.</p>	<p>Wendy Wachtel Alg. I Teachers Elizabeth Schubert Clark Motley</p>	Provide specific, individualized interventions to students.				

<p>Critical Success Factors CSF 1 CSF 2</p> <p>Strategy Aims AIM 1 AIM 4</p> <p>4) 55 targeted students will be identified and tracked for ability levels in the area of equation solving skills will be identified, monitored and strengthened throughout the year by weekly skill building problems.</p>	<p>Wendy Wachtel Alg. I Teachers Elizabeth Schubert Clark Motley</p>	<p>Improvement in students abilities to perform equation solving.</p>				
<p>Problem Statements: Student Achievement 1</p>						
<p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 6 CSF 7</p> <p>Strategy Aims AIM 1 AIM 2 AIM 4 AIM 5 AIM 6</p> <p>5) Targets set and analyzed monthly/quarterly for each of the campus 'Instructional Focus' categories.</p> <p>Bell to Bell engagement.</p> <p>Students Communicating Learning.</p> <p>CHAMPS strategies utilized</p>	<p>K'Dionne Budde Annette Chamberlain Alicia Garcia Wendy Wachtel Clark Motley Elizabeth Schubert Natalie Abrameit Justin Gabrysch Jodi Carter Suzann Creager Algebra I Teachers</p>	<p>Increase student engagement in class. Improve instructional time usage.</p>				
<p>Problem Statements: Student Achievement 1 - Student Academic Achievement 2</p>						
<p>  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>						

Quarterly Goal 1 Problem Statements:

<p>Student Achievement</p>
<p>Problem Statement 1: Over the last two years VEHS has scored significantly lower than the state average for 'meets' on all EOC assessments. Root Cause 1: VEHS focused primarily on overall student passing rate resulting in systematic innattention to the higher standard of 'meets'.</p>
<p>Student Academic Achievement</p>
<p>Problem Statement 2: VEHS is not maximizing instructional minutes. Root Cause 2: Too much time is spent on reiterating expectations and redirecting off-task behavior.</p>

Annual Goal 5: 2019 Spring US History EOC will increase number of students receiving 'Masters' Grade Level' from 28% to 35%.

Quarterly Goal 1: Identify the top 57 students scoring below the top 129 students on the 8th grade Social Studies test.

Quarterly Review 1: Met Quarterly Goal










Quarterly Goal 2: 70% of identified students will score 'masters grade level' on the US History Semester Exam.

Quarterly Goal 3: 85% of identified students will score 'masters grade level' on the US History District Benchmark Exam.

Quarterly Goal 4: 95% of identified students will score 'meets grade level' on the US History EOC.

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Mar	June
<p>Critical Success Factors CSF 1 CSF 7</p> <p>Strategy Aims AIM 1 AIM 4 AIM 5</p> <p>1) Teacher lesson plans reviewed to show 100% include an activity that allows for student communication of their learning.</p>	<p>K'Dionne Budde Justin Gabrysch US History Teachers</p>	<p>Ensure that teachers are intentionally planning for student engagement and communication each day.</p>				
<p>Problem Statements: Student Achievement 1</p>						
<p>Critical Success Factors CSF 1 CSF 2</p> <p>Strategy Aims AIM 1 AIM 4</p> <p>2) Exit tickets will be utilized daily.</p>	<p>K'Dionne Budde Justin Gabrysch US History Teachers</p>	<p>Assess student knowledge attainment daily.</p>				
<p>Problem Statements: Student Achievement 1</p>						
<p>Critical Success Factors CSF 1 CSF 4</p> <p>Strategy Aims AIM 1 AIM 4</p> <p>3) Plan for targeted student interventions incorporated into teacher lesson daily.</p>	<p>K'Dionne Budde Justin Gabrysch US History Teachers</p>	<p>Improve concept attainment in targeted students.</p>				
<p>Problem Statements: Student Achievement 1</p>						

<p>Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>Strategy Aims AIM 1 AIM 4</p> <p>4) Targeted interventions planned and executed during 5th period advisories for re-testers in quarter 1 and 2, and for Semester Exam and Benchmark identified students in quarter 3 and 4.</p>	<p>K'Dionne Budde Justin Gabrysch US History Teachers</p>	<p>Improve concept attainment in targeted students.</p>						
<p>Critical Success Factors CSF 1 CSF 4 CSF 6 CSF 7</p> <p>Strategy Aims AIM 1 AIM 2 AIM 4</p> <p>5) Targets set and analyzed monthly/quarterly for each of the campus 'Instructional Focus' categories.</p> <p>Bell to Bell engagement.</p> <p>Students Communicating Learning.</p> <p>CHAMPS strategies utilized</p>	<p>K'Dionne Budde Annette Chamberlain Alicia Garcia Wendy Wachtel Clark Motley Elizabeth Schubert Natalie Abrameit Justin Gabrysch Jodi Carter Suzann Creager US History Teachers</p>	<p>Increase student engagement in class. Improve instructional time usage.</p>						
<p>Problem Statements: Student Achievement 1 - Student Academic Achievement 2 - School Processes & Programs 2</p>		<p>6) 57 targeted students scoring below the top 129 students on 8th grade Social Studies STAAR will be monitored for individual student ability levels in the area of comprehending and applying academic vocabulary by using textual clues and excerpts.</p>	<p>US History teachers K'Dionne Budde Justin Gabrysch</p>	<p>Improvement in students ability to comprehend and apply academic vocabulary.</p>				
<p>Problem Statements: Student Achievement 1</p>		<p>  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>						

Quarterly Goal 1 Problem Statements:

<p>Student Achievement</p>
<p>Problem Statement 1: Over the last two years VEHS has scored significantly lower than the state average for 'meets' on all EOC assessments. Root Cause 1: VEHS focused primarily on overall student passing rate resulting in systematic inattention to the higher standard of 'meets'.</p>
<p>Student Academic Achievement</p>
<p>Problem Statement 2: VEHS is not maximizing instructional minutes. Root Cause 2: Too much time is spent on reiterating expectations and redirecting off-task behavior.</p>
<p>School Processes & Programs</p>

Problem Statement 2: VEHS decreased ISS and OSS placements by 25.25%% in 2017-2018. The goal of 10% was exceeded. This was the third year of implementing successful interventions. We are expecting a more gradual decline in discipline. VEHS will continue to implement disciplinary processes to decrease ISS and OSS placements for the 2018-2019 school year by 5%. **Root Cause 2:** Lack of staff in the Behavioral Support room. Faculty and staff inconsistencies in discipline. A large transient student population.

Annual Goal 6: 2019 Spring Biology EOC will increase number of students receiving Meets Grade Level from 52% to 60%.

Quarterly Goal 1: The top 60 9th and 10th grade Biology students scoring above 60% on their 8th grade Science test will be identified.



Quarterly Review 1: Met Quarterly Goal










Quarterly Goal 2: 70% of the identified group will score 'meets grade level' on the Biology Semester Exam.

Quarterly Goal 3: 85% of the identified students will score 'meets grade level' on the Biology District Bench Mark exam.

Quarterly Goal 4: 95% of the identified group will score 'meets grade level' on the Biology EOC.

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Mar	June
<p>Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>Strategy Aims AIM 1 AIM 4</p> <p>1) Targeted interventions planned and executed during 4th period advisory for re-testers and 50 targeted students for meets expectations goal.</p>	<p>Annette Chamberlain Jodi Carter Biology Teachers</p>	<p>Improve concept attainment in targeted students.</p>				
<p>Problem Statements: Student Achievement 1</p>						
<p>Critical Success Factors CSF 1 CSF 4 CSF 6 CSF 7</p> <p>Strategy Aims AIM 1 AIM 2 AIM 4</p> <p>2) Targets set and analyzed monthly/quarterly for each of the campus 'Instructional Focus' categories.</p> <p>Bell to Bell engagement.</p> <p>Students Communicating Learning.</p> <p>CHAMPS strategies utilized</p>	<p>K'Dionne Budde Annette Chamberlain Alicia Garcia Wendy Wachtel Clark Motley Elizabeth Schubert Natalie Abrameit Justin Gabrysch Jodi Carter Suzann Creager Biology Teachers</p>	<p>Increase student engagement in class. Improve instructional time usage.</p>				
<p>Problem Statements: Student Achievement 1 - Student Academic Achievement 2 - School Processes & Programs 2</p>						

Critical Success Factors CSF 2 Strategy Aims AIM 4 3) 60 targeted studentys for 'meets' growth will be monitored for individual student ability levels in the area of processing skills including analyzing, evaluating, and making inferences from data. Hands on opportunities will be provided throughout the year to strengthen skill attainment.	Annette Chamberlain Jodi Carter Biology Teachers	Improvement in students abilities to analyze, evaluate, and make inferences from data.				
	Problem Statements: Student Achievement 1					
4) 1 on 1 PD for campus instructional focus will be provided to each teacher.	Annette Chamberlain	Improvement in quality instruction.				
	Problem Statements: Student Achievement 1 - Student Academic Achievement 2					
Critical Success Factors CSF 1 CSF 2 Strategy Aims AIM 1 AIM 4 5) Analyze data from weekly tests using eduphoria to track TEKS mastery.	Annette Chamberlain Jodi Carter	Quickly target and resolve student deficits by allowing teacher to modify instruction based on data trends.				
	Problem Statements: Student Achievement 1					
 = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue						

Quarterly Goal 1 Problem Statements:

Student Achievement
Problem Statement 1: Over the last two years VEHS has scored significantly lower than the state average for 'meets' on all EOC assessments. Root Cause 1: VEHS focused primarily on overall student passing rate resulting in systematic innattention to the higher standard of 'meets'.
Student Academic Achievement
Problem Statement 2: VEHS is not maximizing instructional minutes. Root Cause 2: Too much time is spent on reiterating expectations and redirecting off-task behavior.
School Processes & Programs
Problem Statement 2: VEHS decreased ISS and OSS placements by 25.25%% in 2017-2018. The goal of 10% was exceeded. This was the third year of implementing successful interventions. We are expecting a more gradual decline in discipline.VEHS will continue to implement disciplinary processes to decrease ISS and OSS placements for the 2018-2019 school year by 5%. Root Cause 2: Lack of staff in the Behavioral Support room. Faculty and staff inconsistencies in discipline. A large transient student population.

Annual Goal 7: College, Career, and Military Ready Graduates will increase from 42% to 45% for the Class of 2019.

Quarterly Goal 1: Ensure that 100% of students who can be identified as receiving CCMR credit from the 2018 cohort are recovered and reported to appropriate district personnel.




Quarterly Review 1: Met Quarterly Goal








Quarterly Goal 2: 100% of tracking measures that are necessary for collecting student CCMR status are in place.

Quarterly Goal 3: 100% of Juniors and Seniors not meeting criteria to receive CCMR credit will be identified.

Quarterly Goal 4: 100% of Juniors and Seniors who could potentially receive CCMR credit will be notified of the requirements needed to achieve this measure.

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Mar	June
<p>Critical Success Factors CSF 5</p> <p>Strategy Aims AIM 4 AIM 6</p> <p>1) Review data to identify students not receiving CCMR credit through PEIMS records review.</p>	Counselors Administration	Allow for targeted approach to contacting students and correcting PEIMS reporting errors.				
Problem Statements: School Processes & Programs 3						
<p>Critical Success Factors CSF 5 CSF 6</p> <p>Strategy Aims AIM 4</p> <p>2) Implement tracking systems and lines of communication for the delivery of information into the systems in order to create a 'real time' tracking system for CCMR.</p>	Counselors Administration District Administration	Real time tracking will allow us to know which of our students are currently on track to receive CCMR credit and allow us to intervene with those who aren't in order to guide them into areas that will allow them to receive this credit.				
<p>Critical Success Factors CSF 5 CSF 6</p> <p>Strategy Aims AIM 4 AIM 6</p> <p>3) Through the use of tracking system, we will identify Juniors and Seniors not meeting criteria to receive CCMR credit.</p>	Counselors District Administration	By identifying current students not meeting CCMR criteria, we will be able to intervene through scheduling, counseling, and eliminating obstacles to those students not meeting the criteria.				
Problem Statements: School Processes & Programs 3						

Critical Success Factors CSF 5 CSF 6 Strategy Aims AIM 4 4) Individual students will be advised through varied methods of communication in order to ensure they have optimal opportunities to achieve credit in CCMR areas.	Counselors Administration	If more of our students are advised into the best method to qualify for CCMR, then our overall percentages of students meeting these requirements will increase.				
	Problem Statements: School Processes & Programs 3					
 = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue						

Quarterly Goal 1 Problem Statements:

School Processes & Programs
Problem Statement 3: VEHS has no present method to monitor, in real time, students for College, Career, or Military readiness. This makes it difficult to target students lacking these qualifications. Root Cause 3: The A through F Accountability System has redefined CCMR requirements for each student.

Addendums

Victoria East High School
2017 2018
Instructional Focus

Students Communicate Learning

- Opportunities to Talk about the Learning
- Meaningful Questions
- Purposeful and Intentional Writing
- Titan Tracker
- Fundamental Five
- Kagan Strategies
- Marzano Vocabulary Strategies

Bell to Bell Instruction

- Urgency
- Clear Goals
- Smooth Transitions
- Materials Are Prepared
- Time Management
- Frame the Lesson
- Organization

CHAMPS

(Classroom Systems)

- Conversation--Can students talk to each other?
- Help--How do students get their questions answered?
- Activity--What is the task/objective/end product?
- Movement--Can students move about?
- Participation--What does the expected behavior look/sound like?