

Reagan High School Central Region

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2009-2010

Continuous School Improvement Planning Goals Houston Independent School District

Executive Summary

Information

MISSION

John H. Reagan High School is dedicated to the principle that students can achieve their maximum intellectual, social, emotional and physical potential through exposure to quality education and a positive learning environment.

VISION

At Reagan High School every student develops into a life long learner by:

- Engaging in challenging courses directly connected to the real world
- Discovering his/her unique gifts and talents
- Experiencing personal achievement
- Meeting high expectations of learning and conduct
- Contributing to community life

Students graduate from Reagan High School prepared to confidently pursue their academic, career, and life dreams.

VALUES

- As we work with our students and community to create a college bound culture, we are guided by these enduring beliefs and values:
- We believe that student learning drives instruction and derives from positive and productive interactions between students, educators and the community in an overall atmosphere of respect and trust for all.
- We believe that our school is, above all, a learning community, which has high standards of achievement for every student, preparing students to be lifelong learners and to pursue multiple options for their futures.
- We believe that our school has an important role in preparing our students for a lifetime of active citizenship in our nation and the world.
- We believe that we should function as advocates on behalf of student success.

■ DEMOGRAPHICS

Enrollment at Reagan High School has remained fairly constant around 1,700 students in grades 9-12 over the past three years. Last school year enrollment was 1707. Our student body is 88 percent Hispanic, 7 percent African American, 4 percent White, and 1 percent Asian. Of the 1707 students, 78% are At-Risk, 9% Limited English Proficient, 12% Special Education, 14 % Gifted and Talented with 31% of students enrolled in Honors Classes. Our campus is school-wide Title I. Reagan is divided into five small learning communities which are called academies. The academies include: Business Technology, Engineering and Architectural Design, Fine Arts, Health Science and Computer Technology Magnet. The five academies provide a more personalized and integrated educational experience, which addresses the guiding principles of the HISD Schools for Creating a College Bound Culture.

Comprehensive Needs Assessment

Reagan High is primarily comprised of economically disadvantaged, at-risk, minority students many of whom are English Language Learners. Reagan High School is located in the once suburban, now urban, Heights Historic District just north of downtown Houston, in the Central Region of Houston ISD. The Learning Community is composed of one high school, two middle schools and nine elementary schools.

STUDENT LEARNING ANALYSIS

Analysis of the 2009 TAKS test results reveals that achievement levels improved in 9th grade Reading and Math; 10th English Language Arts, Science and Social Studies and Exit Level English Language Arts, Math, Science and Social Studies. Ninth grade English Language Arts, 9th Grade Math, 10th grade Math, 10th grade Social Studies, and 11th grade English Language Arts, Math, Science, and Social Studies show consistent improvement over the last three years. The Stanford test continues to confirm the

improvements and value added to students at Reagan High School. On the surface the results reveal improvements at each level, but there are underlying deficits. Data analysis also reveals that students in the African American subgroup fail to meet TPM in science. Throughout the analysis process, several gaps, barriers and weaknesses emerged as priority needs that must be aggressively addressed for our at-risk adolescent learners. Students continue to lag behind in the area of adequate value added. School reform has been an ongoing effort in HISD and Reagan High School for nearly a decade, beginning in 1990 when the publication of the school board's Declaration of Beliefs and Visions established a restructuring focus.

- There is a need to improve the academic achievement rates of all students in Science and Math and to decrease the gaps between minority and sub-group populations.
- There is a need to integrate college and career preparation in order to expand a student's sense of what is possible for his or her future.
- There is a need to prepare all students for a successful transition to high school and from high school to post-secondary education, training or the workforce.

Inquiry Process and Analysis

Achievement results show gains in all areas. In 2009 we failed to make AYP due to the graduation rate. In 2009 the rate improved, but the indicator continues to be a challenge for RHS. Another weakness student growth and value added. Our campus failed to attain our goal of Recognized due to five students in our African American subgroup failing to meet the TPM. The indicator (Value Added) shows weakness in ELA, as well as Science and Math.

Smart Goals:

Goal 1 During the 2008-09 school year, the number of students who drop out of school in each accountable subgroup will decrease by 10% below the previous year's drop out rate as measured by the completion rate and campus enrollment.

Goal 2 - The average scale score of all students taking the Math TAKS Test will increase from 66% to 70%.

Goal 3 – On the 2009 11th Grade Science TAKS Test scores for all students in each accountable subgroup will increase from 51% to 60%.

Quality Design and Planning

Programs:

Reagan High School has a strong tradition of active collaboration with High Schools that Work, Twelve Under Twelve and Houston A+, and Project Grad.

Process for Intervention:

The faculty and staff at Reagan have worked diligently to identify and implement an effective model of high school reform. The three essential and critical elements of the Pyramid of Interventions include Parent, Involvement, Communities In Schools, Pull-Out Programs, Mentoring, Double Blocked Classes, TAKS Review Classes, Department Tutorial Sessions, Before & After School Tutorial Classes, Saturday Intervention, NovaNet Lab and Credit Recovery (open 7 days per week with flexible hours to meet the needs of the students).

Professional Development:

Reform efforts include restructuring, reorganizing and reculturing. Literacy Leads the Way Initiative, Margaret Kilgo, Twelve under Twelve, High Schools that Work, and a Book Study "Training Camp" by Jon Gordon are professional development tools that are being utilized to assist in these efforts.

Partnerships:

Our campus partnerships include Deliotte, Corte Int., Walker & Crawford, Exxon Mobile, Tommy Vaughn Ford, Kroger, Spaghetti Western, Happy All Café, and Lone Star Ford. These community partners provide mentoring activities for our campus, supplies for teachers and students, sponsor field trips, provide leadership development, campus beautification, staff luncheons, scholarships and many additional acts of support for our campus administration, teachers, staff, students, parents and community members.

Continuous Improvement Monitoring and Evaluation

Instruments utilized for continuous improvement monitoring and evaluation include: Common Unit Assessments, TAKS data, Stanford data, EVAAS, Campus On-line, Benchmark Assessments, Progress Reports, Report Cards, Final Exam Grades, Surveys of Parents, Students, Staff, Community Members, and Business Partners. The instruments will be disaggregated to determine strengths, weaknesses, and trends yearly by the Campus Principal, Academy Deans and the Dean of Instruction.