

# Waltrip School Central Region

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2009 – 2010

## Continuous School Improvement Planning Goals Houston Independent School District

### Executive Summary

#### Information

- **Mission, Vision and Values**

S. P. Waltrip High School, staff and community are committed to preparing, motivating, and stimulating all students in academic, social, and vocational skills and knowledge providing them with the ability to be successful lifelong learners. Additionally, we are committed to providing a positive and supportive environment in order to enhance personal growth and self-esteem. To ensure this, we will engage in on-going evaluation and be accountable for continuous improvement.

An exemplary school operates on the premise that a school can only be as good as the personnel it employs, the accountability it requires of all stakeholders, the climate it provides to enable all students to enjoy their high school experience, and the establishment of effective community partnerships re: ownership in the school. The desire for systemic school reform grows from our acknowledgement that not all Waltrip students are graduating prepared for the future. Student success must be clearly defined so that the entire school community cannot only work for success but also be evaluated by student outcomes. Therefore, our vision includes the following high expectations for all students. Students will:

- set clear goals and demonstrate the ability to progress toward goal accomplishment;
- communicate effectively through speaking, writing and using technology;
- possess the academic skills necessary for success in post-secondary education ; and
- become self-motivated learners, cooperative team members and skillful problem solvers.

Our values are aligned with those of the Houston Independent School District which states that safety is priority; student learning is our main goal; and there is a strong focus on results and a sense of excellence, parental involvement and treating each other with common decency and respect.

**Demographics** - Waltrip continues to maintain a very consistent student population in numbers, ethnic groups, gender, and mobility rate. Enrollment is between 1750-1850 students with approximately 50% male, 50% female, 62-69% Hispanic, 15-20% African American and White and mobility rates between 21-22%. Economically disadvantaged (64%), ELL (8%), Gifted and Talent (17%), Promotion and SPED (9%) populations are fairly consistent all of which contribute to a relatively stable population. Our attendance rate remains stable between 94-95%. The community is as diverse as the student population with homes in the area ranging from small, one bedroom apartments housing multiple families to single family homes valued over \$300,000. Out of the 101 teachers, 100% are certified in the content area they teach, 33% have a master's degree and 5% have a doctorate degree.

#### Comprehensive Needs Assessment

- **Student Learning** –Waltrip has enjoyed significant success in the ELA, Social Studies, and Science areas. For the most part, there were increases in all cohorts in all core areas with the exception 10<sup>th</sup> grade. This past year, Science scores resulted in double-digit gains for all sub-groups. In addition, the Hispanic and Economically Disadvantaged populations have shown stellar improvement in all subject areas. We do have a concern regarding the 9<sup>th</sup> grade failure rates. We

want to ensure that these students do not drop out of school as research suggests. There is also concern regarding the performance of all students in math. Our math scores show some inconsistency as related to other academic areas.

- **School Programs and processes** – Because continued improvement is still expected, the school has instituted collaborative planning across all subject areas and 9<sup>th</sup> and 10<sup>th</sup> grade academy teams, in an effort to better meet individual student needs. Waltrip also focuses on building leadership capacity as evidenced by creating Small Learning Community Coordinators, core leadership team, and instructional coaches. We provide quarterly newsletters to all our stakeholders. The SDMC is made up of parent, community stakeholders, teachers, and faculty. Feedback is given by all stakeholders via the Waltrip website. Stakeholders are engaged through our VIPS program, Fine Arts Program, ROTC, and are also a part of our LPAC Committee.
- **Perceptions** – Based on feedback, Waltrip continues to show growth regarding the perception of our stakeholders as evidenced by strong and increased enrollment and low teacher turnover. In addition, student surveys indicate that Waltrip must continue to grow regarding student personalization.

### **Inquiry Process and Analysis**

- **Academic Strengths** - We were successful in raising our Social Studies, Science, and ELA scores because we consistently disaggregated assessment data and worked collaboratively in departments to design personalized interventions.
- **Areas for Improvement** - We did not reach our goals in math because connections between professional development and student needs were not made.
- **Smart Goals**
  1. African American, Hispanic and Economically Disadvantage subgroup scores in 10<sup>th</sup> grade math will increase to 67% as indicated by Spring 2010 TAKS.
  2. The student scores in 2010 Math TAKS will increase by: 4% in grade 9 to 67%; 6% in grade 10 to 68%; 1% in grade 11 to 81%.
  3. During the 2009-2010 school year the number of first-time ninth graders earning 6 or more credits and passing MATH TAKS will increase to 60% at the end of the year.

### **Quality Design and Planning**

- **PLC** - Waltrip continues to strive to become a more effective professional learning community by ensuring that teachers of the same content areas have common planning times, create common assessments and grading practices, and share successful instructional practices.
- **Interventions** - Our intervention, tutorial, and enrichment programs will be more formalized in 2009-2010. Students have a 30 minute intervention period during the school day where they receive support based on their needs. Waltrip also offers before and after school programs in addition to weekly Saturday School.
- **Professional Development** - Professional development is planned to improve instructional strategies and address the needs of special populations, especially in the area of math.
- **Partnerships** - Waltrip will continue to partner with local businesses, institutions of higher learning, and the arts community such as the University of Houston Downtown, Houston Community College, Memorial Herman Hospital System, Harris County Hospital District, Texas Department of Transportation, and The Museum of Fine Arts Houston. They will continue to provide internship, job shadowing, guest speakers, and field trip opportunities.

### **Continuous Improvement Monitoring and Evaluation**

- **Assessment and Feedback** - Departments will meet weekly to design, implement and analyze both formative and summative common assessments. Based on analysis of the results, lessons will be revised and tutorials prescribed.
- **Monitoring Systems** - The administrative team and department instructional facilitators participate in department and team meetings, conduct classroom observations, and meet individually with teachers, students and parents to ensure that instruction meets the needs of students and is continually adjusted according to assessment results. The Leadership Team meets monthly using the SIP as an agenda item for review. Adjustments are made in the SIP and our practices as needed.

