

Addendum
Waltrip High School
Central Region
Steve Siebenaler, Principal
2009 – 2010

Continuous School Improvement Planning
Houston Independent School District

Each school year the principal of each school campus, with the assistance of the campus-level committee, must develop, review and revise the campus improvement plan for the purpose of improving student performance for all student populations, including students in special education programs under Education Code Chapter 29, subchapter A, with respect to the academic excellence indicators and any other appropriate performance measures for special needs populations. Education Code 11.252 (b). Each campus improvement plan must:

- Utilize a school wide planning team to complete the needs assessment (NCLB).
 - **Organizational structure, shared-decision making, methods of communication and membership and composition of the SDMC (Addendum).**
- Assess the academic achievement for each student in the school using the academic excellence indicator system (AEIS). Identify data sources and analyze data (NCLB).
 - **Who are we? Where are we now? Where are we today? (FIP).**
 - **Specified in Executive Summary under “Comprehensive Needs Assessment”.**
 - **Document needs assessment and conclusions with narratives, charts and graphs in the “Comprehensive Needs Assessment” section in Addendum.**
- Set the campus performance objectives based on the academic excellence indicator system, including objectives for special needs populations, including students in special education programs under Education Code Chapter 29, subchapter A. Clarify the vision for reform (NCLB).
 - **Why do we exist? Where do we want to be? What are the gaps?**
 - **Where are we now? How do we want to be? How will we get there? (FIP)**
 - **Specified in Executive Summary under “Information” – Mission, Vision, Values.**
 - **SMART Goals specified in Executive Summary under “Inquiry Process and Analysis”.**
- Identify how the campus goals will be met for each student.
 - **How do we do business? How can we get to where we want to be?**
- Determine the resources needed to implement the plan.
 - **How can we get to where we want to be?**
 - **What materials do we need, and how will we pay for them? (FIP)**
- Identify staff needed to implement the plan.
 - **How can we get to where we want to be?**
 - **Who will get us there? (FIP)**
- Set time lines for reaching the goals.
 - **How can we get to where we want to be?**
 - **When will we perform the activities? (FIP)**
- Measure progress toward the performance objectives systematically to ensure that the plan is resulting in academic improvement.
 - **How will we evaluate our efforts?**
 - **How do we know we are getting there? How will we evaluate success? (FIP)**
- Provide for a system to document and analyze parental and community involvement at the campus.
 - **Addendum and/or SIP template**
- Include goals and methods for violence prevention and intervention on campus.
 - **Addendum**
- Create a school profile that includes (NCLB):
 - **Student Needs – (Executive Summary – Comprehensive Needs Assessment & Inquiry Process and Analysis)**
 - **Curriculum and Instruction (Executive Summary – Quality Design and Planning)**
 - **Professional Development (Addendum)**
 - **Family and Community Involvement – (Addendum)**
 - **School Context and Organization – (Executive Summary – Information)**
- Identify all funding sources in the Resources Needed column of the SMART Goals document.

- **Fund Sources (GF1, SCE, TI, TII, TIII, AMI, ARI...)**

Have not met Adequate Yearly Progress see AYP Section after Professional Development Section.

Principal Signature _____

Date _____

Comprehensive Needs Assessment

The data used for our needs assessment is derived directly from the results of our TAKS as well as the TEA Accountability tables, EVAAS, Campus Online, AEIS, data from PEIMS, HISD Chancery, and from teacher, student and parent surveys. Our planning process framework is derived from the work of Dr. Victoria Bernhardt and Dr. Douglass Reeves and can be found in the HISD Continuous School Improvement Planning Guide. All of the work is grounded in the concepts of professional learning communities.

Needs were derived, using the four kinds of data indicated in the HISD planning guide, during our annual leadership retreat which involved thirty (30) of our administrators, teachers, counselors, other leaders, as well as with our faculty during these first two weeks of school opening. . The trend data was looked at over a four (4) year period 2006, 2007, 2008, 2009

Student Learning Analysis

TAKS Scores Trends

All Students

(# tested)	<u>2009</u>	<u>2008</u>	<u>2007</u>	<u>2006</u>	<u>2005</u>
9th Grade					
Reading(465)	91	84	80	87	81
Math (454)	63	54	56	51	51
10th Grade					
ELA (410)	85	90	80	85	53
Math (405)	62	64	53	56	45
Science (406)	61	63	48	55	40
S. Studies (408)	86	88	82	83	81
11th Grade					
ELA (342)	92	90	89	83	77
Math (336)	80	77	77	78	75
Science (333)	88	82	75	77	68
S. Studies (334)	98	96	94	93	90

Special Populations

<u>African Am (# tested)</u>	<u>2009</u>	<u>2008</u>	<u>2007</u>	<u>2006</u>	<u>2005</u>
9th Grade	Af Am/All	Af Am/All	Af Am/All	Af Am/All	Af Am/All
Reading 68)	87/91	81/84	82/80	85/87	78/81
Math (66)	55/63	39/54	53/56	37/51	37/51
10th Grade					
ELA (51)	90/85	95/90	80/80	77/85	59/53
Math (50)	56/62	53/64	40/53	48/56	43/45
Science (49)	59/61	56/63	45/48	51/55	40/40
S. Studies (50)	88/86	86/88	81/82	75/83	77/81
11th Grade					
ELA (53)	91/92	93/90	92/89	82/83	81/77
Math (51)	73/80	65/77	62/77	65/78	67/75
Science (51)	82/88	75/82	62/75	74/77	63/68
S. Studies (51)	98/98	95/96	92/94	94/92	90/90

<u>Hispanic (# tested)</u>	<u>2009</u>	<u>2008</u>	<u>2007</u>	<u>2006</u>	<u>2005</u>
9th Grade	Hisp/All	Hisp/All	Hisp/All	Hisp/All	Hisp/All
Reading (326)	90/91	83/84	76/80	84/87	78/81
Math (316)	61/63	55/54	50/56	50/51	51/51
10th Grade					
ELA (306)	83/85	91/90	77/80	83/85	48/53
Math (304)	61/62	64/64	48/53	54/56	38/45
Science (306)	57/61	58/63	41/48	47/55	30/40
S. Studies (308)	83/86	86/88	79/82	80/83	78/81
11th Grade					
ELA (222)	91/92	87/90	86/89	79/83	72/77
Math (219)	79/80	74/77	77/77	75/78	72/75
Science (219)	86/88	77/82	73/75	72/77	64/68
S. Studies (214)	97/98	95/96	92/94	89/93	88/90

<u>White (# tested)</u>	<u>2009</u>	<u>2008</u>	<u>2007</u>	<u>2006</u>	<u>2005</u>
9th Grade	White/All	White/All	White/All	White/All	White/All
Reading (68)	99/91	93/84	94/80	97/87	91/81
Math (69)	80/63	64/54	80/56	67/51	65/51
10th Grade					
ELA 51)	92/85	87/90	91/80	99/85	63/53
Math 49)	80/62	76/64	75/53	71/56	65/45
Science (49)	88/61	87/63	72/48	85/55	65/40
S. Studies (48)	100/86	96/88	94/82	99/83	92/81
11th Grade					
ELA (68)	97/92	97/90	97/89	92/83	87/77
Math (67)	87/80	87/77	87/77	93/78	88/75
Science (68)	99/88	97/82	94/75	72/77	84/68
S. Studies (67)	100/98	99/96	100/94	96/93	94/90

<u>LEP (# tested)</u>	<u>2009</u>	<u>2008</u>	<u>2007</u>	<u>2006</u>	<u>2005</u>
9th Grade	ESL/all	ESL/all	ESL/all	ESL/all	ESL/all
Reading (17)	41/91	22/84	37/80	22/87	21/81
Math (18)	39/63	22/54	20/56	29/51	14/51

10th Grade					
ELA (30)	27/85	43/90	27/80	33/85	5/53
Math (30)	23/62	0/64	14/53	22/56	14/45
Science (28)	14/61	0/63	0/48	29/55	9/40
<u>S. Studies</u> (21)	50/86	44/88	29/82	61/83	48/81
11th Grade					
ELA (23)	26/92	35/90	25/89	6/83	21/77
Math (22)	27/80	36/77	70/77	41/78	50/75
Science (20)	40/88	41/82	33/75	40/77	30/68
S. Studies (21)	86/98	80/96	78/94	53/93	69/90

<u>SPED (# tested)</u>	<u>2009</u>	<u>2008</u>	<u>2007</u>	<u>2006</u>	<u>2005</u>
9th Grade	SPED/all	SPED/all	SPED/all	SPED/all	SPED/all
Reading (48)	/91	42/84	50/80	62/87	38/81
Math (35)	/63	10/54	17/56	19/51	25/51
10th Grade					
ELA (13)	/85	31/90	62/80	36/85	18/53
Math (14)	/62	29/64	17/53	29/56	8/45
Science (13)	/61	31/63	12/48	22/55	11/40
<u>S. Studies</u> (14)	/86	57/88	50/82	40/83	50/81
11th Grade					
ELA (24)	/92	50/90	43/89	60/83	47/77
Math (23)	/80	35/77	67/77	53/78	28/75
Science (23)	/88	43/82	50/75	39/77	19/68
S. Studies (22)	/98	64/96	67/94	63/93	58/90

<u>Eco Dis (# tested)</u>	<u>2009</u>	<u>2008</u>	<u>2007</u>		
9th Grade	ED/all	ED/all	ED/all		
Reading (323)	89/91	83/84	78/80		
Math (312)	61/63	55/54	54/56		
10th Grade					
ELA (283)	83/85	91/90	79/80		
Math (281)	64/62	62/64	47/53		
Science (280)	59/61	59/63	39/48		
<u>S. Studies (282)</u>	84/86	87/88	80/82		
11th Grade					
ELA (203)	91/92	87/90	85/89		

Math (200)	91/80	75/77	75/77		
Science (197)	85/88	78/82	71/75		
S. Studies (197)	98/98	95/96	90/94		

Note: # tested is for 2009 TAKS **ONLY**

- **Strengths in student achievement:** For the most part, there were increases in all cohorts in all core areas with the exception 10th grade. In addition, we saw improvement over time in three out of four areas -again with math being the exception.
- Our Hispanic and economically disadvantaged populations continue to make significant gains in all TAKS areas tested
- All populations made significant gains in science and math; however, significant gaps still remain for ESL and SPED populations.
- In 2008-2009 we identified 51 9th grade repeaters whom we placed in small (10 max)gender specific groups focused primarily on psychosocial interventions including ways they could improve their grade status by credit recovery, summer school, etc. As a result, only 4 of the 51 actually passed TAKS. We also identified 118 9th grade repeaters. Measures are being taken to ensure that those students move to either the 10th or 11th grades. Approximately 50% of our 9th grade repeaters moved to the 10th grade. It was determined that more focus will be place on these “intensive care” students.

Cause for Concern:

- Although we continue to have significant gaps in math TAKS, if you look at the highest and lowest performing groups, the gaps are greatest in science.
- Major gaps continue to occur between all populations and our ESL students and we are in the process of creating interventions for this target group.
- Achievement data indicates that 9th grade failure/retention rates continue to be a cause for concern. Based on a University of Chicago study on the correlation between F's and dropouts, we can project NOW based on this years and our last 3 years trend analysis, that almost 50% of our 9th graders will dropout out of high school. This projection analysis has held true for the last 3 years at Waltrip.

Demographic Data Analysis

- **Strengths:** Trends indicate that our mobility rate has remained constant for the last four years. In addition, our enrollment overall, as well as special populations enrollment has remained consistent indicating that Waltrip is still a school parents/students chose to attend (this year we have 7 Waltrip teachers who will have children attending Waltrip).

Demographics				
Student Profile	2009	2008	2007	2006
Enrollment	1808	1777	1764	1849
Female	855	846	47%	49%
Male	953	931	53%	51%
African American	14%	15%	15%	18%
Hispanic	69%	68%	64%	62%
White	16%	17%	19%	19%
Free/Reduced Lunch	64.1%	60%	61%	65%
Limited English-LEP	7.5%	8%	7%	8%
At-Risk	59%	57%	59%	66%
Honors Classes		39%	42%	41%
ESL	7.5%	8%	7%	8%
SPED	8%	9%	9%	10%
GT	17%	18%	20%	15%
Attendance	94.3%	94.2%	94.4%	94.8%
Dropout Rate		12.1%	5.7%	3.9%
Completion Rate		86.6%	79.9%	87.7%
Graduate Count	307	343	324	304
Texas Scholars	267	312	287	250
Mobility Rate			21.8	21.6
Teacher Certifications	100%	100%	99%	

Data taken from HISD District Profiles 2006-2007

School Programs and Processes Analysis

- **Teacher Practices/ Acts of Leadership:**
- Data, peer and administrative observations indicate that we still need to do much work to ensure that collaborative planning is “the way we do things around here”.
- One of the reasons the science department made significant gains in student achievement i.e. TAKS was due in part to the department’s ability and priority to shape the curriculum to meet the students’ needs as opposed to trying to fit the

students into the curriculum. The department was able to do this by using formative assessments to determine student needs and then having all science content areas work collaboratively to design their lesson plans to teach the skills the students were lacking regardless of each teacher's scheduled subject area i.e. biology teachers taught IPC, etc.

- All lead teachers including department instructional facilitators and small learning community coordinators; counselors; and other school administrative staff including school improvement facilitator, literacy coach, campus educational technologist, magnet coordinator and principals comprise a leadership team that monitor and practices using data to drive decisions and collaboratively shares responsibility for continuous improvement i.e. student achievement.
- Professional Development utilizing data was used to enhance our staff's skills in making data driven decisions.

Engaged Stakeholders:

- Parents, community partners and business leaders are in integral part of shared decision-making at Waltrip via the Shared Decision-Making Committee (SDMC).
- In addition, we have established over the past two years, several parent focus groups for the purpose of informing them about "high school education" including grading practices, attendance requirements, parent/student responsibilities, etc.
- Waltrip's website is continuously updated with information about student programs/information as well as information for contacting teachers. When necessary, we utilize our parent callout system to keep parents informed between periodic newsletters. This year we are looking forward to the Parent Portal that will allow parents to track the progress on their child on a regular basis. This will provide an opportunity for parents and teachers to work collaboratively to support student learning.
- Each academy has an advisory board consisting of student, community and business partners interested in or with expertise in the particular careers of the individual academies.

Perceptions Analysis

- **Engaged Stakeholders:** This year, as part of our data analysis, we looked at both teacher and student surveys to determine the beliefs/values of these major stakeholders. This year will be the first time we have truly engaged faculty, staff, and student stakeholders in the school improvement process. We need to formalize this process more with parents in the coming year.
Of significance in both positive/negative veins were the following:
- **Teachers-**positive communication and physical environment i.e. safety cleanliness; based on comments appears to be a large gap in teacher awareness of correlation data re: student achievement and initiatives; lack of transparency in decision-making. Relative to a culture of continuous improvement teachers are proud of: dual credit and AP programs, credit recovery and composite grading, Teen Court, UIL academic success, history and science fair results, impact of small learning communities on personalization and career pathway electives, i.e. band, choir, robotics, arts, legal and health care opportunities, opportunities for collaborative planning. Some teachers are concerned about: academy purity, freshman retention rates, tutorial structure, over testing, effective communication between administrative staff and teachers, professional development as being relevant to their practice, many teachers have yet to engage in meaningful collaboration.
- **Students-** On the positive side, students feel Waltrip hires good teachers who are knowledgeable in the areas they teach and whom they trust. Students showed concern about teachers not treating students equally, not being aware of when they are having a "bad" day, and not knowing much about them outside of school. Two of our Academies created a Student Advisory Committee to ensure student voice.
- **Parents-**Although we did not conduct a parent survey this year, parents consistently make comments that the reason they send or continue to send their child/children to Waltrip is due to the personalization they feel takes place at Waltrip – both for them and their child.
- **Implications:** Based on all four areas of inquiry, Waltrip has determined that we need to focus on four goals for the coming year and strategies to achieve the goals both of which are outlined in our **Action Plan**. The five strategic areas are: creation of a collaborative culture; provision of focused, embedded professional development; enhancement of leadership practices; improved engagement of ALL stakeholders; and enhancement of targeted interventions to targeted students. All of these will add to increased student learning.

Inquiry Process

After gathering and analyzing data from many sources, including quantitative assessment scores, teacher and student surveys, classroom observations, participation rates in school programs and activities, and the effectiveness of interventions, a link was drawn between identified student needs and the actions of educators which did or could positively affect success. Three specific goals were formulated, the causes for the lack of success in each area discussed, and action steps organized to effect change.

- **Possible cause-effect:** Math and science TAKS scores were unacceptably low for the subgroups African American (AA), Hispanic (H), and Economically Disadvantaged (ED). 9th grade students in particular were identified as lacking the math skills necessary to be successful on 9th grade TAKS, in their 9th grade courses, and in the math and science requirements that follow in the 10th and 11th

grades. African American students showed the lowest achievement level in math and science in 9th, 10th and 11th grades, while the Hispanic subgroup and Economically Disadvantaged subgroup showed improvement in 9th and 11th grade but stagnation in 10th grade.

- A look at incoming students strengths, as shown by 8th grade TAKS scores, Stanford-10 scores and teacher benchmark tests, did not show that this year's 9th grade class lacked the necessary skills to a greater extent than usual, although the lack of some fundamental skills were not directly addressed.
- Factors that could have had a negative impact on 9th grade scores focused on a new curriculum tool, Carnegie Learning System, which used approximately half of the learning time in Algebra 1. Math teachers in all grades did not collaborate to identify tested TEKS and to focus instruction on the skill areas most problematic to their students.
- A book study of *Teaching the Under-resourced Learner* by Ruby Payne revealed that the at-risk students in each of these sub-groups must have relevant, hands-on, interactive instruction in order to learn the abstract concepts of math and be able to apply these concepts to a variety of situations. In particular, our students at all grade levels are weak in TAKS Math Objective 9, Percents, Proportions, Probability and Statistics, a topic that offers many opportunities to use real life applications, models, games and graphic organizers.
- 9th/10th grade students continue to have a significant number of failures in all classes that could lead to "giving up" up on themselves and their classes. Research indicates there is a direct correlation between failures and dropouts and Waltrip completion rate data for last three years proves this theory
- Classroom visitations and teacher assessments indicate that changes in instructional practices focused on student learning need to be addressed in a more compelling way. Teachers are working harder than ever, but we are not getting the desired results across the curriculum.
- Due to our continuous improvement and our vision, we have created a "CoLABoratory" which will enable other schools to see the positive work we are continuing to grow. Most importantly, it will enable other schools to give our campus an objective view on areas where we might need to improve.

- **Strategies driven by specific needs:** Relative to Student Learning the strategies and actions such as interventions, tutorials, literacy, advocacy, etc are driven by specific needs are delineated in the Action Plans. In addition, extra math classes will be added to the master schedule to address that group of students most in need of fundamental skill building.

- **Analysis of adult actions:** Regarding adult action analysis, we have identified the adult actions that we feel will make a positive difference in student achievement and have addressed these also in the Action Plans in the Strategies/Action sections. These include but are not limited to: the need for quality collaborative planning teams, greater participation in professional development activities by all staff, and enhanced leadership practices; as well as a greater need for us to engage parents/students in their education e.g. more parent/student focus groups.

- **Achievement results (effects) linked to causes:** We believe we could improve to ensure greater success for our students –creating and sustaining a collaborative culture focused on student success and having a more personalized relationship with our students. Our data – both achievement and perception based on survey's – indicate that we need improve on both counts. Embedded in each of these practices are more specific actions we need to engage in and these are

We believe we have left very few stones unturned relative to the inquiry process we engaged since the end of school last year, we believe that we will achieve our goals for success in implementing the School Improvement Plan this year.

10 Components of a Title I Program

1. **Comprehensive needs assessment** – All data were reviewed for all students and student groups. The results and conclusions of this review are reflected in the three SMART goals and the Executive Summary for the next school year. The components of the campus needs assessment include the: establishment of a school wide planning team, clarification of the campus vision with a focus on reform, creation of the school

profile, identification of data sources and analysis of the data.

2. **School-wide reform strategies** – The continued use of the student information system to identify and monitor student growth, the continued use of CLEAR and the staff development which accompanies it, the use of Model Lessons and the meeting by content and grade level to monitor and develop instructional plans are part of our school-wide reform strategies.
3. **Instruction by highly qualified teachers** – **100%** of our teachers are certified for the position they hold. They have varying levels of experience, and support is given to less experienced teachers by their colleagues. Parents are notified if a teacher is not certified and the teacher must either be working toward certification or efforts continue to hire someone who is certified.
4. **High-quality and on-going professional development** – Lead Teachers who receive training during the summer and during the school year, provide on-site training and monitoring to assist in professional development. The Shared Decision-Making Committee identifies areas in which staff development is needed. Staff members participate in staff development offered at the feeder pattern, HISD and regional offices. Staff development may also be done on site by in-house instructional leaders and also by administrative district instructional support staff.
5. **Strategies to attract high-quality highly qualified teachers** – Recruitment and retention of teachers who are certified for positions for which they are appropriately certified is ongoing. We closely work with our district's HISD Personnel officer and network with other principals to help in this effort; our own teachers also serve as recruiters. The result has been that **100%** of our classroom teachers are appropriately certified for the position they hold.
6. **Strategies to increase parental involvement** – Family Math, Science and Literacy Nights are held to increase parents in the school's programs. Open Houses, frequent telephone contact and weekly folder updates/newsletters are methods of recognizing parents as partners. In addition, parents are offered classes to meet their needs, for example ESL classes or TAKS information programs.
7. **Transition from early childhood programs** – Early Childhood Centers collaborate with receiving elementary schools to coordinate parent and student visits to kindergarten programs. Elementary schools conduct community awareness campaigns, on-site meetings at the ECCs and Head Start programs, and round up and registration days to distribute information about programs and registration. Newsletters are distributed from receiving elementary schools. Not applicable to secondary schools.
8. **Measures to include teachers in the decisions regarding the uses of academic assessments** – Ongoing staff development is available on site to analyze assessment data, whether national, state or teacher produced, to use in making instructional decisions. Grade level or departmental meetings and the SDMC provide forums to discuss assessment issues.
9. **Effective, timely additional assistance** – The use of formative and summative assessments and Campus Online allow for individual student progress to be monitored at the teacher level, building and administrative district levels so that interventions and assistance will be timely.
10. **Coordination and integration of Federal, State, and local services and programs** – At the building level, federal, state and local services and programs are coordinated to best address student needs; this coordination of services and programs is reflected in the activities listed in the campus goals and activities.

Organizational Structure

Our campus Shared Decision-Making Model (SDM) is designed to establish, monitor, and evaluate goals for budgeting, staffing, curriculum, planning, school organization, staffing patterns, and staff development. This model is aligned to state legislation and HISD board policy. The intention of the SDMC is to pull together our community in a constructive, organized, and unified body to enhance the education of all students.

The SDMC is the shared decision-making body. SDMC representatives are elected by the faculty and parents are elected by the PTO membership. It meets monthly and as needed to discuss issues brought forth by the administration, staff, parents, or community. The Council is supported by standing committees that address

budgeting, staffing, curriculum, planning, school organization, staffing patterns, and staff development. Standing committees meet as needed. Parents are encouraged to serve on standing committees.

The SDMC functions under the direction of the Principal. Members of the SDMC attend SDMC meetings for the term of his/her office, monitor the implementation of the School Improvement Plan, address issues presented by the principal, present issues for discussion and recommend resolutions to the SDMC, create ad hoc committees by consensus of the SDMC, chair standing committees and ad hoc committees, submit minutes to the principal for committee meetings, and report the recommendations to the SDMC. The SDMC is responsible for approving all professional development plans for the school.

The Principal coordinates the process of shared decision making, facilitates communication for all stakeholders, considers issues and recommendations from the community, SDMC, and standing committees, and makes decisions based on those recommendations.

Shared Decision-making Process

The SDMC holds a meeting each month for the purpose of reaching decisions on recommended actions addressing problems and issues. Ad-hoc committees (Focus Groups) comprised of people of similar concerns meet when necessary to identify or clarify problems to bring to the attention of the standing committees. There are two standing committees: Safety and Budget. These standing committees formulate solutions to the problems identified by ad-hoc committees and/or the Leadership Team who then present their suggestions to the SDMC, which determines the feasibility of the action, and oversees the implementation that is deemed appropriate. The SDMC, all standing committees and Leadership Team will seek consensus; however, in the event consensus cannot be reached, a simple majority vote will be taken. If a recommendation to the SDMC is not accepted, it will be directed back to the Leadership Team for further analysis or to the Standing Committee for further alternatives.

Method of Communication

Procedures have been established for receiving input to the SDMC as well as for the SDMC to communicate to its constituents. Problems, clarifications, and possible solutions must be placed on the SDMC agenda before noon on the day of the regular meeting. Persons not on the SDMC, who wish to address the SDMC, must direct their issue of concern to one of the standing committees. The standing committee will then determine whether it will place the issue on the SDMC agenda. The minutes of the meeting are recorded by the SDMC secretary. Copies of the minutes are distributed to all SDMC members, faculty, staff, and are made available at the school for the community.

Membership Composition of the Shared Decision-Making Committee

Number of Classroom Teachers (2/3)	8	Number of Parents	2
Number of School-based Staff (1/3)	4	Number of Community Members	2
Number of Non-Instructional Staff	3	Number of Business Members	1
Name of SDMC Member		Position (Term expires)	
Laura Nelly Gamez		Business Member	
Tom Brady		Classroom Teacher	
Deborah Clancy		Classroom Teacher	
Herman Jadloski		Classroom Teacher	
Sharon Gerstacker		Classroom Teacher	
Elizabeth Achar		Classroom Teacher	
Brandi Tookes		Classroom Teacher	
Dale Harrison		Classroom Teacher	
Anthony Zuccarini		Classroom Teacher	
Jan Rotenberry		Community Member	
Delinda Holland		Community Member	
Joni Straker		Non-Instructional Staff	
Joyce McKinney		Parent	
Jan Rotenberry		Parent	
Steve Siebenaler		Principal	
Vacancy		TBD – Non-Instructional Staff	

Cynthia Krohn	School-Based Staff
Carolyn Thibeaux	School-Based Staff
Vacancy	TBD – Non-Instructional Staff

State Compensatory Education	
Total amount of State Compensatory Education Funds.	\$91,165.00
Personnel funded with State Compensatory Education Funds (number of FTEs.)	
ESL Teacher	.50
Total FTEs funded with State Compensatory Education Funds.	.50
<p>State Compensatory Education funds will be used to enhance the school-wide Title I program at Waltrip High School. This will include: professional development for teachers and administrators, extra-duty pay for teachers offering Interventions e.g. tutorials; reading and testing materials; print shop charges for supplemental classroom materials; supplementary library reading materials; substitutes, supplementary library books; travel for students, supplies for maintenance and classroom libraries.</p> <p>State Compensatory Funds are coded in the <i>Resources Needed</i> column of the campus goals as SCE \$91,165.00. These supplemental state compensatory education funds are used to enhance the Title 1 school wide program at our campus.</p>	

Gifted and Talented Program Goal	
For 2009 – 2010, provisions to modify services for students identified as gifted/talented are provided through the student participation in the Advanced Academics Program.	
Formative	Differentiation strategies for instruction and assessment are documented weekly in lesson plans.
Summative	Students identified as g/t attain scale scores that are on track for College and Career readiness as defined by the Just For The Kids guidelines.
Strategy	Provide a variety of strategies and assignments for students in the Advanced Academics Program.

Parent and Community Involvement Goal	
For 2009 – 2010, the percent of parents and community members attending PTO meetings will increase by 10% .	
Formative	At the end of the first semester, the percent of parents and community members attending PTO meetings will be reviewed to determine progress.
Summative	At the end of the school year, the percent of parents and community members attending PTO meetings will be reviewed to determine if the objective was met.
Strategy	Provide a variety of methods and in appropriate languages to communicate opportunities for parent and community involvement throughout the year to attend school events.

Violence Prevention and Intervention Goal	
For 2009 – 2010, discipline referrals for drugs, alcohol, and tobacco will be reduced by 10% from the previous year.	
Formative	Each grading period, the discipline referrals will be reviewed to determine the percent of referrals for tobacco, alcohol, and other drug use or possession.
Summative	At the end of the school year, the discipline referrals will be reviewed to determine the percent of referrals for tobacco, alcohol, and other drug use or possession
Strategy	Implement and monitor the school wide safety and security plan.

Violence Prevention Goal	
For 2009 – 2010, the discipline referrals for <u>ie.fighting</u> will be reduced by 5% from the previous school year.	
Formative	Each grading period the discipline referrals will be reviewed to determine the percent of referrals.
Summative	At the end of the school year, the discipline referrals will be reviewed to determine the percent of referrals for CEP .
Strategy	Implement and monitor the school wide safety and security plan.

Attendance Goal	
For 2009 – 2010, the ADA student attendance will be at or above 95% .	
Formative	Monthly attendance rates by grade level and total school will be reviewed in addition to a list of students with more than three absences per month.
Summative	The year end ADA will be reviewed to determine if the annual attendance objective was met.
Strategy	Send letters to parents of students with three or more unexcused absences. Initiate attendance referrals for students with more than five unexcused absences.

Special Education Goal

For 2009 – 2010 the percent of students meeting ARD expectations will be at or above 40%	
Formative	Each grading period, students' progress on TEKS will be monitored and reviewed.
Summative	Results of the TAKS-ACC and/or TAKS Alt tests will be reviewed to determine if the ARD objectives were met.
Strategy	Provide differentiated instruction to address learning needs of identified special needs students.

Highly Qualified Teacher Goal

For 2009 – 2010, the percent of highly qualified teachers in the core academic areas will remain at 100%.	
Formative	At the end of the first semester, the percent of teachers in the core academic areas who are highly qualified will be reviewed to determine progress.
Summative	At the end of the school year, the percent of teachers in the core academic areas who are highly qualified will be reviewed to see if the objective was met.
Strategy	Conference with teachers to implement a plan to become highly qualified.

Secondary Drop – Out Prevention Goal

For 2009 – 2010, the dropout rate will be 2.5% or less with no student group exceeding 3.5% .	
Formative	Each grading period the documentation will be reviewed for students who have checked out of school.
Summative	2009 – 2010 drop-out data will be reviewed.
Strategy	Monitor school leavers bi-weekly, contact parents and implement intervention plans. Committee examines attendance and potential dropouts. Makes recommendations. Referrals are made to Dropout Prevention Specialist who then makes home visits.

High School AEIS Goal – Ninth Graders

The percent of 2009 – 2010 first time ninth grade students who advance to the tenth grade (fall to fall) will be at least 90% .	
Formative	After each grading period, the number of incoming ninth grade students who are at-risk for failing one or more classes will be reviewed.
Summative	At the end of the school year (August), the percent of incoming (previous fall) ninth graders who advanced to the tenth grade will be reviewed to see if the objective was met.
Strategy	Inform parents and students about graduation requirements and college/career readiness skills and programs. Guide students to appropriate testing, classes and programs.

High School AEIS Goal – Texas Scholars

For 2009 – 2010, the percent of graduates who are Texas Scholars will be at or above 90% .	
Formative	Each semester prepare a list of students who have opted out of the Texas Scholar program by grade level.
Summative	At the end of the school year, calculate the percent of graduates who are classified as Texas Scholars.
Strategy	Inform parents and students about graduation requirements and college/career readiness skills and programs. Guide students to appropriate testing, classes and programs.

High School AEIS Goal – Advanced Courses

For 2009 – 2010, the percent of students who have completed at least one advanced course will be at or above 40% .	
Formative	Each semester, the number and percent of students enrolled in at least one advanced course will be reviewed.
Summative	At the end of the school year, the percent of students completing at least one advanced course in high school will be reviewed to see if the objective was met.
Strategy	Inform parents and students about graduation requirements and college/career readiness skills and programs. Guide students to appropriate testing, classes and programs.

High School AEIS Goal – Advanced Placement Exams

For 2009 – 2010, the percent of students who take an AP exam will be at or above 20% .	
Formative	At the beginning of the spring semester, review a list of students in AP classes who have not indicated their intention to take an AP exam.
Summative	At the end of the school year, the number and percent of students who took at least one Advanced Placement exam will be reviewed to see if the objective was met
Strategy	Inform parents and students about graduation requirements and college/career readiness skills and programs. Guide students to appropriate testing, classes and programs.

High School AEIS Goal – SAT/ACT Exams

For 2009 – 2010, the percent of graduates who take SAT/ACT exams will be at or above 70%.

Formative	After the first semester, the number of students taking the SAT-1 at least once will be reviewed.
Summative	At the end of the school year, review the number of students taking the SAT-1 at least once to determine if the objective was met.
Strategy	Inform parents and students about graduation requirements and college/career readiness skills and programs. Guide students to appropriate testing, classes and programs.

District and State Waivers

Attendance Reporting Schedule on Testing Days

Students not taking standardized tests will report to school at a later time. The purpose of this waiver is to improve test administration procedures to encourage students to do well on their assessments. Parents will be notified and students will be provided with appropriate documentation. Students will have an opportunity to score higher on assessments because testing conditions will be better.

Faculty Advisory Committee

A waiver is being requested to allow for the consolidation of the Faculty Advisory Committee (FAC) into the Shared Decision-Making Committee (SDMC) in an effort to avoid duplication of roles and committee efforts. The waiver will impact student achievement in that the committee members will work collectively to initiate, develop, implement and/or evaluate policies, procedures, and activities that promote student achievement.

Spring Final Exemptions

The purpose of this waiver is to provide exemptions for students classified as seniors from Spring Final examinations. The senior student must meet the following criteria: maintain a minimum average of 85 or better and not have more than three excused absences with no unexcused absences. The anticipated benefits are increased motivation to achieve academically as well as an increased responsibility to attend all classes daily.

Whole Course Credit

Whole course credit applies to core and foreign language classes (math, English, social studies, French, German, and Spanish) A and B sequential. First semester grade may be no less than 60. Student must pass B portion of course and the total grade points for the year may be no less than 140. Student may have no more than three unexcused absences per semester. Students who transfer to school at mid-year with a failing grade in one of the approved classes will not be eligible for whole course credit. School must document use of waiver and notify parents in writing about the waiver.

Waltrip High School Houston Independent School District Staff Development Plans 2009 – 2010

Date	Who should attend	Purpose
Full Day Staff Development		
August 10, 2009 8:00 – 3:30	Professional Development for all staff	School Improvement Plan update including plan for teacher/staff input.
August 11, 2009 8:00 – 3:30 (December 21, 2009)	Professional Development for all staff	Use/evaluate 2009-2010 SIP goals to begin planning for 2010-2011 continuous improvement.
August 12, 2009 8:00 – 3:30 (December 22, 2009)	Professional Development for all staff	Professional Development ~ Enhance engagement and cross-curricular connections. Use/evaluate 2009-2010 SIP goals to begin planning for 2010-2011 continuous improvement.
August 13, 2009 8:00 – 3:30 (December 23, 2009)	Professional Development for all teaching and administrative staff	Professional Development ~ Enhance engagement and cross-curricular connections. Use/evaluate 2009-2010 SIP goals to begin planning for 2010-2011 continuous improvement
August 17, 2009 8:00 – 3:30	Professional Development for all teaching and administrative staff	Curriculum Mapping (scope & sequence), Common Lesson Plans & Cycles, Common Syllabi's, & Common Assessments

		Discuss standards and expectations
August 18, 2009 8:00 – 3:30	Professional Development for all teaching staff	Curriculum Mapping (scope & sequence), Common Lesson Plans & Cycles, Common Syllabi's, & Common Assessments Discuss standards and expectations
August 19, 2009 8:00 – 3:30	Professional Development for all teaching staff	Use/evaluate 2009-2010 SIP goals to begin planning for 2010-2011 continuous improvement.
August 20, 2009 8:00 – 3:30	Professional Development for all teaching staff	Curriculum Mapping (scope & sequence), Common Lesson Plans & Cycles, Common Syllabi's, & Common Assessments Discuss standards and expectations
August 21, 2009 8:00 – 3:30	Professional Development for all teaching staff	Use/evaluate 2009-2010 SIP goals to begin planning for 2010-2011 continuous improvement.
February 15, 2010 8:00 – 3:30	Professional Development for all teaching and administrative staff	Use/evaluate 2009-2010 SIP goals to begin planning for 2010-2011 continuous improvement.
April 2, 2010 8:00 – 3:30	Professional Development for all teaching and administrative staff	Use/evaluate 2009-2010 SIP goals to begin planning for 2010-2011 continuous improvement.
Early Dismissal Staff Development		
September 23, 2009 1:00-3:45	All Staff	Professional Development- Infusing math skills across the curriculum.
October 22, 2009 1:00-3:45	All Staff	Professional Development ~ Utilizing Action Research process to: build the reflective practitioner; to make progress on school-wide priorities, and build professional cultures
November 18, 2009 1:00-3:45	All Staff	Professional Development - Utilize demonstration lessons, demonstration classrooms and peer observation to enhance professional practice
January 28, 2010 1:00-3:45	All Staff	Professional Development ~ Enhance engagement and cross-curricular connections by utilizing 5E Lesson Planning Process