

# Georgetown Independent School District

## East View High School

### 2018-2019 Campus Improvement Plan

**Accountability Rating: Met Standard**

**Distinction Designations:**

Academic Achievement in English Language Arts/Reading

Academic Achievement in Mathematics

Academic Achievement in Science

Postsecondary Readiness



# Mission Statement

Inspiring and empowering every learner to lead, grow, and serve.

# Vision

Home of the most inspired students, served by the most empowered leaders.

# Value Statement

We will facilitate collaboration, model respect, build trusting relationships, exhibit passion, and create a safe and risk-tolerant environment for all learners.

# Comprehensive Needs Assessment

Revised/Approved: August 22, 2018

## Demographics

### Demographics Summary

East View High School's student demographics reflect the State population. We are 54.5% Hispanic, 37.4% White, 4% African American and 3% all other. Further, approximately 49.4% of our students are on free or reduced lunch.

### Demographics Strengths

Our demographics reflect the diversity of Texas, and as a result, our student body is accepting of others. As East View has grown, we have experienced strong academic performance on EOC tests among virtually every student group, including the following subpopulations: Hispanic, special education, LEP, and economically disadvantaged. Further, the gap between our majority and minority populations is less than campuses with comparable demographics. However, the increased rigor of STAAR tests has proven to be a challenge, particularly in writing.

While we are above the State average in all areas, we have much work to do, particularly with our ELL, special education, and Hispanic students. Our ELL population is growing. We currently have 186 current ESL students and an additional 48 first and second year monitored students. In addition, we have approximately 20 transfer or immigrant students currently undergoing testing. Thus, East View will have in excess of 254 students in our ESL program, 34 of those students will have spent 3 or fewer years in U.S. schools.

## **Student Achievement**

### **Student Achievement Summary**

We have experienced a four-year run of success on the End of Course Exams (EOC) with growth in virtually every student group including Hispanic, special education, LEP, and economically disadvantaged. In fact, we received Distinction Designations for Academic Achievement in Reading/English Language Arts, Academic Achievement in Mathematics, Academic Achievement in Science, and Postsecondary Readiness in the latest Texas Academic Performance Report (TAPR 17/18).

These results indicate that the gap between our majority and minority populations has decreased during this time span. We have increased participation in PSAT, ACT, and SAT by offering these tests on GISD campuses, often at no charge to the tester. Our students take advantage of AP/dual-credit/advanced classes, articulated credit, and On-Ramps classes to receive post-secondary credits. AP courses are offered in every core academic area, foreign language, and fine arts.

### **Student Achievement Strengths**

East View has one National Merit Semi-Finalist, five Commended Scholars, and four National Hispanic Scholars. The total number of students participating in AP testing continues to increase. In addition, we administered in excess of 600 AP exams to our students. TEA reported a EVHS graduation rate of approximately 99.1%, one of the best high school completion rates in the state.

## **School Culture and Climate**

### **School Culture and Climate Summary**

We expect that visitors to EVHS will be treated in a friendly, caring, and positive manner. This a direct result of our belief that every educator must model respect. Students and staff feel a sense of belonging. In fact, 98% of responders to the K-12 Insight Survey either Strongly Agreed or Agreed that they enjoyed working at EVHS. They are safe and are excited to come to school. Our relatively new building, replete with high ceilings and natural light, has a positive influence on both students and staff. The halls seem bigger, less crowded, and don't make students feel like they are being "herded" to class. EVHS does not utilize bells when changing classes in an effort to promote self-responsibility and self-regulation. We have insisted on using the EVHS Academic Planners provided to the students and have seen better organization and preparedness this year.

We believe that the vision and the mission of the campus and district are evident in our actions as well as signage throughout the building. Both staff and students are meeting expectations in regards to campus cultural norms, as they are consistently enforced. Attitudes are positive and respectful between staff and students, due in part to clear and consistent shared expectations. In evidence of this statement 95% feel respected and supported by other staff members and 93% feel respected and supported by the principal and campus administration. Further, we believe that the announcements and "thought for the day" help contribute to a positive school climate. We are reminded each day that it's a choice to make each day great.

### **School Culture and Climate Strengths**

The administration, faculty, staff, and students are committed to building and strengthening our school culture and climate. The students move into the school hallways on Friday mornings at the beginning of period 2A/2B to link arms and sing the school song together. They do the same at pep rallies and games. In addition, we learn and sing the school fight song to encourage students to enhance our culture. The most recent K-12 survey reported that 90% of our teachers feel there is positive morale in EVHS among teachers and staff. In excess of 96% of our staff responded that the school is kept clean and is well-maintained inside and out. When issues occur, 98% of responders indicated that administration was available to talk and that 95% of the time the concern was listened to in a courteous manner and responded to the concerns in a professional manner.

## **Staff Quality, Recruitment, and Retention**

### **Staff Quality, Recruitment, and Retention Summary**

There are several qualities of our school that make teachers want to be on our campus. Common planning periods that facilitate collaboration is one such quality. This arrangement facilitates the sharing of mundane tasks with group overview. In addition, new teachers have a wealth of support from their team. Another quality is the physical arrangement of same subjects in one hallway. This increases communication, supports in collaboration, and facilitates innovative teaching practices. Our recommended practice of having a common website for each department helps support our technology challenged staff while providing students and parents with a wealth of resources. Another quality is the manner in which our Human Resources department provides the option for new teachers to be paid over 13 months. This eases the financial burden faced by many new teachers in other districts.

### **Staff Quality, Recruitment, and Retention Strengths**

Our campus typically has the lowest staff turnover per capita in the district. We use shared leadership to empower our teacher leaders. Further, the structure and collaborative nature of our Leadership Team provides enhanced communication between our staff and administration.

## **Curriculum, Instruction, and Assessment**

### **Curriculum, Instruction, and Assessment Summary**

We use diagnostic tools such as 8<sup>th</sup> grade STAAR results and 9<sup>th</sup> grade benchmarks to evaluate entry level students' math, reading, and writing skill levels. In addition, we meet with middle school teachers to share information, effective practices, and obtain recommendations on specific students. These diagnostic tools provide a springboard for enrolling them into classes that will maximize student success ELPS and College and Career Readiness Standards are integrated for all learners across the curriculum with special emphasis on ESOL and LEP learners. We will continue the use of *Eduphoria* to assist with quicker data disaggregation to provide ongoing assessments.

We have robust Pre-AP and AP programs. AP tests are scored from a high score of five through one. A score of three or better typically garners college credit. In 2018, EVHS had 337 students took AP exams. Our students garnered 35 "5s", 94 "4s", and 125 "3s" in Spring, 2018.

### **Curriculum, Instruction, and Assessment Strengths**

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## **Parent and Community Engagement**

### **Parent and Community Engagement Summary**

We use a variety of events and activities to involve family and community in our campus. We host a heritage night, La Familia East View, primarily in Spanish with speakers from our administration, staff, Upward Bound, and College Forward representatives. Entire families were invited to partake in food and drinks provided by many of the participants, and they were provided with information on high school and post-secondary educational opportunities. We hosted the GISD High School Fair, an evening of exploration of future educational possibilities for students and their families. Our AP teachers use this event to inform parents on PAP/AP advantages and recruit students. We embrace the College Board's philosophy of making AP courses open to anyone willing to commit to work hard in their courses. In addition, ACC and campus teachers from each department host information sessions. Student groups use this event to highlight their talents and to recruit students into their programs.

### **Parent and Community Engagement Strengths**

Our college and career counselor provides a series of events to facilitate matriculation to post-secondary institutions. Events include an Essay and College Application Bootcamp, an SAT Bootcamp, multiple parents nights for every student classification, and coordinating and hosting the GISD college and career fair. In addition, we support community organizations such as the Chamber of Commerce and their Junior Leadership Program. Further, we send students to the American Legion Boys/Girls State. In addition, La Familia East View does much to connect our Spanish speaking community to our school. This event provides a conduit to becoming a partner with our campus for the benefit of our students and staff.

## **School Context and Organization**

### **School Context and Organization Summary**

Our tri-weekly Campus Leadership Team meetings allow administrators and teachers to celebrate successes, share expectations, plan for the future, and enhance teacher leadership skills in the participants. English, Math, Science, Social Studies, Spanish, and Fine Arts departments have common planning periods. This time is used to conduct ongoing professional learning in alignment with the district's strategic framework, discuss and work towards curriculum revision and alignments, disaggregate data from common assessments (CBAs), and begin preparation for STAAR. Interview committees work hard to ensure that only highly qualified teachers with a willingness to become an active member of our collaborative teams are hired. Open door policies of administrators, committee opportunities, and Campus Leadership Team representation provides ample opportunities for all stakeholders to have input in campus decisions. Scheduling is structured in order to provide the optimum learning conditions for students most in need. A series of prevention and intervention strategies are used to help all students to be successful.

### **School Context and Organization Strengths**

A series of prevention and intervention strategies are used to help all students to be successful. These strategies include Project 2nd Chance, Saturday School, and our B.C.S. (Behavior Communication and Support) classes. These Teir 3 interventions are instumental in our current graduation rate of 99.1%!

# **Technology**

## **Technology Summary**

EVHS seeks to utilize technology in a multitude of methods in order to improve instruction and facilitate student learning. Department and individual teacher websites host daily assignments, calendars, and relevant resources. In addition, EVHS educators share lesson design, rubrics, labs, formative and summative assignments, and other best practices via shared folders. Further, we are expanding the use of collaborative tools (a variety of Google Suite apps) to improve communication. Also, technology figures heavily in student directed research projects and papers. Online databases, verifiable references, peer editing, and collaborative learning are a few of the student uses of technology. In addition, we seek to increase the efficiency of our organization in order to focus on instructional needs. Further, we hold periodic technology professional learning sessions to develop and/or enhance the technological prowess of the staff and strengthen our focus on the Learner Profile and engagement in the classroom.

## **Technology Strengths**

The district commitment to provide 1:2 devices to students has increased the opportunity to integrate technology into lessons. In addition, the movement toward designing blended-learning and personalized learning opportunities for our students is enhanced by device availability, professional learning, and a desire to increase relevance and student interest in the work.

# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

- District goals
- Campus goals
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements

## Accountability Data

- Texas Academic Performance Report (TAPR) data
- Federal Report Card Data
- PBMAS data

## Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR Released Test Questions
- Texas English Language Proficiency Assessment System (TELPAS) results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Postsecondary college, career or military-ready graduates data
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- SAT and/or ACT assessment data
- PSAT and/or ASPIRE
- Student Success Initiative (SSI) data for Grades 5 and 8

## 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,
- Male / Female performance, progress, and participation data
- Special education population, including performance, discipline, progress, and participation data
- Migrant population, including performance, progress, discipline, attendance, and mobility
- At-Risk population, including performance, progress, discipline, attendance, and mobility

- EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- Career and Technical Education (CTE) data, including academic achievement, progress, program growth, race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Response to Intervention (RtI) student achievement data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

### **Student Data: Behavior and Other Indicators**

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Discipline records
- Student surveys and/or other feedback

### **Employee Data**

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- T-TESS

### **Support Systems and Other Data**

- Budgets/entitlements and expenditures data
- Study of best practices

# Goals

**Goal 1: East View High School staff will design and plan future-ready learning experiences that engage students and considers student voice, choice, and ownership.**

**Performance Objective 1:** Provide a venue for student voice, choice, and ownership.

**Evaluation Data Source(s) 1:**

**Summative Evaluation 1:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Dec	Mar	May	Aug
1) A student leadership advisory council will be put into place and have regular meetings such that students are encouraged to articulate and communicate individually and collaboratively.	Principal Associate Principal	Students will provide feedback to the principal and associate principal as well as receive information. The students leadership capacity will increase such that they become ambassadors for this campus. Further, they will be able to articulate the rationale behind campus decision making and be able to influence campus decision making.				
						

**Goal 1:** East View High School staff will design and plan future-ready learning experiences that engage students and considers student voice, choice, and ownership.

**Performance Objective 2:** Students will utilize technological resources in the classroom to impact instruction in pursuit of the learner profile.

**Evaluation Data Source(s) 2:** Survey & input from Cindy Travis

**Summative Evaluation 2:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Dec	Mar	May	Aug
1) Designed PL to improve teacher capacity in regards to personalizing learning in the classroom.	Cynthia Travis Administrators	We should see evidence of technological use in walkthroughs.				
2) The campus will continue to work to putting diverse technological devices and applications in the hands of learners.	Cynthia Travis Eddie Salinas	The availability of devices and applications for learning will increase.				
						

**Goal 2: East View will engage the community to become champions and advocates of student success and for the future of the district.**

**Performance Objective 1:** Parents and community members will be active participants in student learning.

**Evaluation Data Source(s) 1:**

**Summative Evaluation 1:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Dec	Mar	May	Aug
1) East View will host College Information Fairs, La Familia East View, College Readiness events such as a college application essay bootcamp, and the GISD College Fair.	College and Career Readiness Counselor	Parents and the community will be partners in preparing for post-secondary opportunities.				
						

**Goal 3: East View will cultivate an adaptive system of empowered leadership where collaboration and problem-solving are our natural behaviors.**

**Performance Objective 1:** We will enhance the efficacy of PLCs at East View to support the strategic framework.

**Evaluation Data Source(s) 1:** Feedback will be elicited from department chairs particularly during leadership team meetings.

**Summative Evaluation 1:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Dec	Mar	May	Aug
1) Design professional learning for all teachers and paraprofessionals, and encourage teacher-led staff development that is student-centered and relationship-based.	Administration Department Heads	The campus will provide ongoing and active PL in alignment with the Learner Profile. This will increase horizontal alignment.				
2) Professional learning should include deep learning of the Strategic Framework. Teachers will be provided support in regards to connecting T-TESS to the Strategic Framework.	Administration Department Heads	Teachers will be able to speak to the Learner Profile and Strategic Framework. We will see evidence of the learner profile being applied by students. T-TESS expectations will include application of the Learner Profile in walkthroughs, formal observations, goals, and conferences.				
						

**Goal 3:** East View will cultivate an adaptive system of empowered leadership where collaboration and problem-solving are our natural behaviors.

**Performance Objective 2:** We will focus on graduating every child including all students served via a federal program.

**Evaluation Data Source(s) 2:** Master schedule.

TELPAS and EOC scores.

CBAs, formative and summative evaluations.

Graduation rate.

**Summative Evaluation 2:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Dec	Mar	May	Aug
1) Provide ELL professional learning in order to differentiate classroom instruction to meet the needs of all students.	Administration Teachers	Failure Rates Passing Rates (on class assessments)				
2) Hold efficient and effective 504 meetings, ARDs & LPACS to ensure that each student is served in the least restrictive environment, and that the placement, accommodations, and modifications needed for success are in place for each student.	Administration Special Education ESL	Enhanced educational success for all students served by federal programs.				
3) Work toward creating a freshmen class induction program and expand upon the existing FreshFest to better inculcate young learners.	Administration Teacher Leaders Campus Design Team	The achievement, discipline, and attendance gap between 8th and 9th grades will narrow.				
						

**Goal 3:** East View will cultivate an adaptive system of empowered leadership where collaboration and problem-solving are our natural behaviors.

**Performance Objective 3:** East View will focus on student attendance in an effort to improve student learning and improve our attendance rate.

**Evaluation Data Source(s) 3:** Skyward attendance data.  
 Truancy documents.  
 Attendance contracts.

**Summative Evaluation 3:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Dec	Mar	May	Aug
1) Assistant principals will collaboratively meet to discuss means and methods of improving student attendance.	Assistant Principals	Attendance rate will improve.				
2) We will work collaboratively with the district truancy officers to have meaningful conversations with students and parents the importance of attending school. We hope to positively motivate and encourage our students to attend school.	Assistant Principals	Attendance rate will improve.				

**Goal 4: East View will establish an innovative culture that encourages risk-taking, diverse thinking, and meaningful exploration in support of a broader culture of the GISD learner profile.**

**Performance Objective 1:** We will provide educational opportunities for students and teachers to learn via personalized learning opportunities. When appropriate, we will incorporate personalization in professional learning in order to model this to teachers and staff.

**Evaluation Data Source(s) 1:** Professional Learning Design documents.

**Summative Evaluation 1:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Dec	Mar	May	Aug
1) Professional learning will be designed to model personalization of instruction.	Administration Teachers	Increasing use of personalized learning in the classrooms.				

**Goal 4:** East View will establish an innovative culture that encourages risk-taking, diverse thinking, and meaningful exploration in support of a broader culture of the GISD learner profile.

**Performance Objective 2:** We will work with department heads, the curriculum specialist, the librarian, and administration to utilize PLC time to create and sustain learning opportunities for teachers in support of the learner profile.

**Evaluation Data Source(s) 2:** PLC agendas.  
 Administrative notes (running Google Doc, collaboratively developed).

**Summative Evaluation 2:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Dec	Mar	May	Aug
1) PLC times will be structured around success in the classroom and application of the Learner Profile.	Administration. Department heads. Instructional technologist. Librarian.	Evidence of the Learner Profile within students activities in classrooms.				

**Goal 4:** East View will establish an innovative culture that encourages risk-taking, diverse thinking, and meaningful exploration in support of a broader culture of the GISD learner profile.

**Performance Objective 3:** We will encourage ethical thinking, motivating students to do their personal best, respecting diversity, and inspiring students to contribute to our community.

**Evaluation Data Source(s) 3:** Professional learning design documents.

No place for hate documentation.

Senior survey data.

**Summative Evaluation 3:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Dec	Mar	May	Aug
1) All staff will use the Capturing Kids' Hearts model to improve relationships with students, parents, and community members by modeling respect and helpfulness. Increase the number of personnel trained in the Process Champions model of CKH.	Associate Principal	Double the amount of Process Champion trained staff on campus.				
2) We will recognize and celebrate student actions that contribute to building and maintaining a positive, supportive, and safe campus climate and culture. The emphasis is on proactive parental contact using a variety of methods including individual contact by teachers and Patriot Praise awards. Further, we will newly incorporate Patriot Perks in this system in collaboration with our Academic Excellence Committee.	Principal	Student actions will contribute to building and maintaining a positive, supportive, and safe campus climate and culture.				

