

Spring Branch Independent School District

Stratford High School

2016-2017 Campus Improvement Plan

Accountability Rating: Met Standard

Distinction Designations:

Academic Achievement in Reading/English Language Arts

Academic Achievement in Mathematics

Academic Achievement in Science

Academic Achievement in Social Studies

Postsecondary Readiness



Mission Statement

The mission of Stratford High School is to create graduates who possess the skills and knowledge to succeed in whatever post-secondary endeavour they choose to pursue.

Vision

The vision of Stratford High School is to create positive, appropriate school - student relationships. Through this shared trust, students are challenged to excel at a level that is more than the student thought was possible.

Value Statement

Stratford high school values a commitment to excellence in everything we do. We believe in a set of core values that will help all students succeed - honesty, integrity, grit and determination to succeed, a strong work ethic, and a commitment to never give less than our best effort and help those that are less fortunate than ourselves.

Comprehensive Needs Assessment

Demographics

Demographics Summary

The campus is a racially, ethnically and economically diverse building. The recent closing of some low SES apartment complexes has had a direct impact on the numbers of minority and low SES students. Several new complexes will open on the previous sites and will impact the overall population of the school. In 15-16 we were over projection by 170 students with a freshmen class of 637 we did take 110 transfers, 80 new. This year, 16-17, were are under projection roughly 175 students, we did not take transfers (maybe 12 employee transfers) and have a freshmen class of 500.

In addition, we went from 5A-6A for UIL competition. The cut-off was 2150. At our snap shot we had roughly 2100 students on campus. We had to include the 125 students who attend WAIS and AOC, but live in our attendance area and could access our programs which pushed our attendance snapshot to 2230.

Our on campus enrollment at the end of the 2nd week of 16-17 was 2109 students.

Demographics Strengths

While the campus is diverse, the students really accept each other and the campus culture. Stratford has a culture in which students and parents nurture and support all kids. The community has come together repeatedly to support students in need, with food, shelter, clothing and necessary supplies. The campus culture is very strong in acknowledging all students have value and are important. School wide programs allow students to work with one another for the betterment of the school and community, ie. The Big Day!

Demographics Needs

Campus administration is still looking at ways to increase low SES parent engagement. While many students express a desire to move out of poverty and attend some form of higher education, many of their parents mistakenly believe their child can't attend post-secondary education. The campus needs low cost, high output ideas and programs to address the real need to engage parents in the process of not only educating their child, but also showing parents what support is available for their child.

Two programs have been added in the last year: One-Goal and Emerge. Both programs take a small selection of sophomores that are at-risk and will be first generation college attendees and follow them through graduation. Both programs align with our district vision of T-2-4 and will work with our college guidance counselor for student college tours, applications, testing and financial aide information. There is no cost to the school; however, one goal does use a

staff member and section during school to deliver it's curriculum. Emerge is after school once every two weeks.

Student Achievement

Student Achievement Summary

The campus continues to do a very good job of preparing all students for both state and national tests. SHS students score extremely well (top 5% on the ACT and SAT), as well as receiving distinctions in five of the seven categories currently used by the State of Texas. Stratford students excel in a college-bound culture and their test scores typically open doors at top tier universities. This past year our Senior Class of 2016 received nearly 10 million in scholarship offers and over 90 percent of our senior class will continue their academics in college!

Student Achievement Strengths

Our community and students want options in their course selection. Our AP program is very strong and our students do extremely well on the national AP exams and place out of many hours of college. We have added several AP classes in the last two years from Music AP theory, to AP computer science and AP Art History. Also, we have brought back Introduction to Engineering and Principles of Engineering while adding half a teacher unit to increase our HOSA program. Another class that we added last year and had only one section of Art Photo, this year we have four sections and it seems to continue to grow.

Also, our ECP for 11th graders is at 63 this year which is double anything we have had before. HCC has stepped up to the plate to provide us instructors this year after UofH backed out over the summer after five years. We look forward to a long and healthy relationship with HCC and providing our students the opportunity to earn college credit as juniors and seniors in high school.

Student Achievement Needs

While Stratford students typically achieve at a high level on many types of tests, there is still a significant achievement gap between white and asian students, compared with those of students in poverty or minority status. An area of most concern is our African American students who continue to under-perform in math and our ELL students. Below are some recent steps we have taken to focus on our under performing groups.

We have begun a PLC emphasis with teaming our 9th grade students and teachers. Hopefully with the teams meeting every other day NO ONE will slip through the cracks! We have also implemented a READ180 program for our freshmen who struggled on their reading EOC in 8th grade and a Algebraic Reason class for those students who did not pass their math EOC. Hopefully these investments with staff and finances will have a great and immediate impact for our under performers. Also, we have added half a staff member for our ELL students, purchased the Rossetta Stone program and added 15 chromebooks for the classroom last year and this summer. We also added an intervention specialist who will assist with testing, retesting and intervention/tutoring for students who struggle.

School Culture and Climate

School Culture and Climate Summary

Our students come to school everyday from an extreme variety of backgrounds. Although there is some disparity with student backgrounds, I believe that all students accept one another for who they are and are slow to judge one another. Our theme of Once a Spartan, Always a Spartan allows our students and staff to celebrate one another regardless of background, SES status, race, ethnicity, religion or gender. We push our students to push themselves academically and in extracurricular activities. Our scores on national exams tells our kids it's cool to be smart, while roughly 78% of our students are involved in a group or organization in which we offer over 40 different options for all our students.

School Culture and Climate Strengths

Club Day, held on the 3rd week of school, allows students to see what clubs/organizations they may want to participate in for the rest of the year. This year we allowed only freshmen to attend club day during Spartan Time and all other students were able to visit during their lunch time. The Big Day is a community volunteer program that our students developed and run on a Saturday in the spring time. Over 800 students participated last year in over 40 community projects. This year we have added Food Truck Fridays with two in the fall and three in the spring! We did one at the end of last year and the kids really seem to enjoy it. We have had to tweek a few things in order to allow everyone to participate, but the added trucks and increased lunch time by 15 minutes helped solve some of our biggest issues and staff and students seem to really enjoy it.

School Culture and Climate Needs

With our new refugees it has been hard to include them in our normal activites. We did free tickets to the football game at homecoming and also to the homecoming dance and we received very positive feedback as they were very grateful. We will also have another breakfast for the refugee parents to help keep them connected. We have hired a part-time specialist/consultant to work with our refugees and staff.

Our scores of our ELL and Special Education students are extremely low. We need to include them in our daily processes so they can feel like they are a part of the school. We have increased programing in both of these areas which will hopeful yeild positive results on the students testing.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Overall, Stratford has been able to recruit, hire, and retain a very strong core of instructional leaders, teachers, and support staff. The ability to hire quality, veteran teachers means that the overall group of teachers is very strong every year.

Staff Quality, Recruitment, and Retention Strengths

The great reputation of the campus in academics, athletics, and Fine Arts mean that when we have an opening, we get lots of very good applicants. This allows us to interview several candidates for every position and pick the best fit for the campus. It also means when we hire good people they tend to stay for a long period of time, thus creating a stable faculty core that understands the mission and vision of our campus.

Staff Quality, Recruitment, and Retention Needs

Recent swings in enrollment have caused some upheavals within the school and community. Adding large numbers of teachers in one year and reducing large numbers the next year make it hard to establish stability on the campus. In addition, the recent financial plight for funding education in our state and our district is worrisome for many of our staff members and may lead some of our strong stable staff members to look elsewhere for employment. This year we were unable to finance a raise for the staff, but we are providing a "bonus" of 2%. The financial woes of the district make it look as if it may be difficult to stay competitive with neighboring districts and that we may eventually lose good teachers because of low pay and long travel to work here.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Overall, the level of instruction, curriculum application and assessment is very good at SHS. Teachers here seldom freelance or spend amounts of time on subject matter that is not part of the curriculum. Assessments are good, although heavy reliance on one type - multiple choice tests, can have a negative correlation with other assessments students may need to master. Our lowest performers have been our ELL and Special Education students.

Curriculum, Instruction, and Assessment Strengths

The success that SHS students have achieved over the years has built a culture of academic success. We have also been able to attract and retain some very innovative and talented teachers. This has allowed us to try new and innovative techniques like flipped classes without fear that taking a risk will result in negative consequences. Overall, the teachers at SHS create good assessments and have been well-trained in using data to drive instruction. This year, 16-17, we have incorporated data analysis with our staff in our professional development, leadership meetings, team planning and CIT. The increase awareness to how our students are doing, both strengths and weaknesses, will allow for better and more precise planning.

Curriculum, Instruction, and Assessment Needs

Further training on how to create truly exceptional assessments is still needed. With the change in state assessments, creating tests questions that are of the proper level ie. application or synthesis level, is a challenge. More training is still needed on how to use data. We have invested considerable amount of resources on our struggling performers and ELL population by adding our READ180 program, Algebraic Reasoning classes, 9th Grade Horizontal Teaming, and the Rosetta Stone program.

Family and Community Involvement

Family and Community Involvement Summary

Stratford's community has often been described like a small town inside a large city. Our community is very tight-knit and supportive of each other. There are a high percentage of our parents that have college degrees and have very high expectations regarding the type of education their child should receive. This is a good thing and the teachers work hard to meet these expectations. Large numbers of parents are involved in various booster clubs and this benefits all these groups and the school as a whole. For the past two years Stratford has had more members join the PTSA than any other school of its size in Texas. The community is very involved.

Family and Community Involvement Strengths

The sense of community at the school pays benefits for all the students. Many parents of means donate time and money to assist those students and families who are less fortunate. Students at this school have parents that attend events and support their child. This is very evident and adds a feeling of closeness among our students and parents in general. Kids feel the support from the community.

Family and Community Involvement Needs

We are still working to engage parents of low SES and ELL students more. While there may be job constraints or other factors outside our control, we need to continue efforts to make every parent and community member feel welcome at our school and its events.

Technology

Technology Summary

Stratford was school with woefully inadequate technology just a few years ago. Passage of a bond allowed the district to put significant funds into the technology infrastructure as well as teacher and student devices. This effort has paid off in a big way for everyone involved. Our campus is more efficient and students are learning to use state-of-the-art devices to get ready for work in the real world.

Technology Strengths

Teachers willingness to use new technology - active boards, iPads, netbooks, etc., has been well-received by students. We are able to teach lessons using up-to-date devices and it has taken the student learning to a deeper level. Adding wireless to the entire campus so students could use their own devices was a huge leap forward.

Two years ago I wrote a proposal for 15 brightlinks, instead of Activeboards, to be installed in our CATE and Foreign Language classes. The district has now moved to all Brightlinks as opposed to Activeboards. We have also added in the last two years a number of new technology classes including: Introduction to Engineering, Principles of Engineering, Computer Science, Art 2,3,4 Photography, AP Art History. We have also added about 40 new Chromebooks to be used in our ELL and READ180 classes.

Technology Needs

We are still a long way from a one-to-one campus. While we have about eight devices in each classroom, which is not enough for all our students. We supplement it through being a "bring your own device" campus. We can use additional devices for classroom use. We also need to move from paper textbooks to digital textboks.

Technology is quickly outdated so in order to keep up with the best you need to be able to replace technolgy or update when possible. Unfortunately our financial situation doesn't allow for us to do this and students suffer in having to wait 5,10,15 to 30 minutes for items to be uploaded onto the school computer.

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
- Performance Index Framework Data: Index 1 - Student Achievement
- Performance Index Framework Data: Index 2 - Student Progress
- Performance Index Framework Data: Index 3 - Closing Performance Gaps
- Performance Index Framework Data: Index 4 - Postsecondary Readiness
- Critical Success Factor(s) 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
- Progress of prior year STAAR failures
- STAAR ELL Progress Measure data
- Texas Success Initiative (TSI) data for postsecondary/college-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
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Local benchmark or common assessments data
- Student failure and/or retention rates

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Number of students assigned to each special program, including analysis of academic achievement, race, ethnicity, gender, etc.

- Economically Disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance and participation data
- Special education population, including performance, discipline, attendance, and mobility
- At-Risk population, including performance, discipline, attendance, and mobility
- ELL or LEP data, including academic achievement, support and accommodation needs, race, ethnicity, gender, etc.
- Career and Technical Education (CTE) data, including academic achievement, program growth, race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia Data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data
- Student surveys and/or other feedback
- Class size averages by grade and subject

Employee Data

- Professional Learning Communities (PLC) data
- Staff surveys and/or other feedback
- Highly qualified staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- PDAS and/or T-TESS

Parent/Community Data

- Parent surveys and/or other feedback
- Parent Involvement Rate
- Community surveys and/or other feedback

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results

Goals

Goal 1: Spring Branch ISD believes that a great school system builds on the strengths and gifts of every child.

Performance Objective 1: Students will be given choices to create products to demonstrate mastery of material that has been taught.

Evaluation Data Source(s) 1: Student academic success on formative and summative assessments of mastery.

Summative Evaluation 1:

Goal 1: Spring Branch ISD believes that a great school system builds on the strengths and gifts of every child.

Performance Objective 2: Students will develop an understanding of the danger of drug and alcohol use, negative effects of the use of tobacco products, and the potential signs and problems with bullying.

Evaluation Data Source(s) 2: Campus will have fewer documented incidents of alcohol and drug use, tobacco citations, bullying and SHS will again be designated as a "no place for hate school."

Summative Evaluation 2:

Goal 1: Spring Branch ISD believes that a great school system builds on the strengths and gifts of every child.

Performance Objective 3: Reduce the percentage of reclassified 9th grade students

Evaluation Data Source(s) 3: Increased number of students receiving 5.5 credits enabling them to be sophomores and staying on track to graduate.

Summative Evaluation 3:

Goal 2: Spring Branch ISD believes that a great school system provides students from poverty the same opportunities for success after high school as students from non-poverty homes.

Performance Objective 1: Students without a computer or internet access can still complete online assignments and research using campus loaner laptops and mobile hotspots.

Evaluation Data Source(s) 1: Log of student check out of devices from the SHS library.

Summative Evaluation 1:

Goal 2: Spring Branch ISD believes that a great school system provides students from poverty the same opportunities for success after high school as students from non-poverty homes.

Performance Objective 2: Students from homes in which parents did not attend college will be assisted in researching and applying to a two or four year college. Push to test seniors with TSI.

Evaluation Data Source(s) 2: Students identified through our metric will successfully apply to college, technical school or the military. Newly added College Counselor, OneGoal and Emerge are focused on boardline students or first generation applying to colleges and universities.

Summative Evaluation 2:

Goal 2: Spring Branch ISD believes that a great school system provides students from poverty the same opportunities for success after high school as students from non-poverty homes.

Performance Objective 3: Every student will take the PSAT & SAT test while enrolled at Stratford High School.

Evaluation Data Source(s) 3: All 9th, 10th and 11th grade students will receive a score after taking the campus administration of the PSAT and SAT in fall 2016/spring 2017.

Summative Evaluation 3:

Goal 2: Spring Branch ISD believes that a great school system provides students from poverty the same opportunities for success after high school as students from non-poverty homes.

Performance Objective 4: Increase the percentage of enrollment in PreAP and AP courses by students from low SES homes. 50% of LSES enrolled in a PreAP/AP course or exam by Spring 2018.

Evaluation Data Source(s) 4: Ten percent increase in targeted courses.

Summative Evaluation 4:

Goal 2: Spring Branch ISD believes that a great school system provides students from poverty the same opportunities for success after high school as students from non-poverty homes.

Performance Objective 5: Increase the number of students enrolling in colleges, universities and technical schools.

Evaluation Data Source(s) 5: 10% increase in Class of 2017 enrolling in higher education from low SES homes.

Summative Evaluation 5:

Goal 2: Spring Branch ISD believes that a great school system provides students from poverty the same opportunities for success after high school as students from non-poverty homes.

Performance Objective 6: Targeted instruction and remediation for English Language Learners focusing on reading and reading comprehension.

Evaluation Data Source(s) 6: Increase in the percentage of ELL students successful on the reading portion of the STAAR test.

Summative Evaluation 6:

Goal 2: Spring Branch ISD believes that a great school system provides students from poverty the same opportunities for success after high school as students from non-poverty homes.

Performance Objective 7: Targeted instruction and remediation for low SES students in the area of reading and reading comprehension.

Evaluation Data Source(s) 7: Increase student performance on the English STAAR test by students identified as low SES.

Summative Evaluation 7:

Goal 3: Spring Branch ISD believes that a great school system instills in every student the belief that they can achieve more than they think possible.

Performance Objective 1: The Stratford High School College Counselor will meet with each senior during the course of the school year to set goals and assist in post-secondary planning.

Evaluation Data Source(s) 1: The College Counselor will keep a contact log recording every student that she meets with during the school year. Logs will be specific regarding services provided.

Summative Evaluation 1:

Goal 3: Spring Branch ISD believes that a great school system instills in every student the belief that they can achieve more than they think possible.

Performance Objective 2: Student passing rates of semester courses will continue to improve.

Evaluation Data Source(s) 2: Passing rates will improve by 7% math and science courses.

Summative Evaluation 2:

Goal 3: Spring Branch ISD believes that a great school system instills in every student the belief that they can achieve more than they think possible.

Performance Objective 3: Writing Across the Curriculum/Framing The Lesson

Evaluation Data Source(s) 3: Scores will increase on all EOC exams (specifically English 1 & 2)

Summative Evaluation 3:

Goal 4: Spring Branch ISD believes that a great school system assures that every adult in the system is committed to the successful completion of some form of higher education for every child.

Performance Objective 1: Stratford High School will work with district personnel to recruit, hire, and retain the highest quality staff.

Evaluation Data Source(s) 1: In summative evaluations all staff will be scored on their ability to work with all students on the campus as part of their criteria for continued employment on the campus.

Summative Evaluation 1:

Goal 4: Spring Branch ISD believes that a great school system assures that every adult in the system is committed to the successful completion of some form of higher education for every child.

Performance Objective 2: New staff will feel appreciated and welcomed to SHS

Evaluation Data Source(s) 2: Feedback from new staff will allow us to provide better service to new employees

Summative Evaluation 2:

Goal 5: To remain in compliance with Federal and State law.

Performance Objective 1: To remain in compliance with Federal and State law, the campus will implement the following strategies.

Evaluation Data Source(s) 1: All strategies will be implemented.

Summative Evaluation 1:

Goal 5: To remain in compliance with Federal and State law.

Performance Objective 2: Students identified as eligible to receive services by special education staff will be served with no violation of rights, guidelines, or laws.

Evaluation Data Source(s) 2: Completion of spring ARDs will show no violations.

Summative Evaluation 2:

Goal 5: To remain in compliance with Federal and State law.

Performance Objective 3: Campus will comply with State guidelines regarding assisting struggling students through the RtI process.

Evaluation Data Source(s) 3: No violations of guidelines or laws by June 1, 2017.

Summative Evaluation 3:

Goal 5: To remain in compliance with Federal and State law.

Performance Objective 4: Students receiving services as ELL will be served by LEP standards and guidelines.

Evaluation Data Source(s) 4: All strategies and district/state guidelines will be followed.

Summative Evaluation 4:

Campus Improvement Team

Committee Role	Name	Position
Administrator	Danny Gex	Principal
Business Representative	Greg Kubala	Chick-Fil-A
Business Representative	Lee Anne	
Classroom Teacher	Janice Cummons	CATE
Classroom Teacher	Matt Darroh	English
Classroom Teacher	Sarah Hayes	Foreign Language
Classroom Teacher	Lauren Johnson	Science
Classroom Teacher	Gena McGee	History
Classroom Teacher	Christy Turner	Special Ed/Admin Rep.
Parent	Linda Aber	
Parent	Jennifer Bradshaw	
Parent	Carol Bucek	
Parent	Meredith Lamberton	
Parent	Leann Newton	
Parent	Kim Selzman	PTSA President
Parent	Francine Todes	
Parent	Alison White	