High School

Improvement Plan

2022-2023

Daniel Fitzgerald, Principal

Goals

Goal 1: <u>Goals and Objectives</u>

Goal 1: (Student Achievement) Olton High School will improve at the Meets and Masters Grade Levels standard compared to the 2021-20222 EOC

      Objective 1:   Improve Meets GL standard for all students by 3% and Masters GL by 1% in all five EOCs.

      Objective 2:   Emergent Bilingual students will improve by 3% at Meets GL standard and Masters GL by 1% in all five EOCs.

      Objective 3:   Special Education students will improve by 3% at Meets GL standard and Masters GL by 1% in all five EOCs.

Goal 2: (College and Career Readiness) OHS will provide students who are seeking post high school education, military service, and/or industry certifications with multiple learning, testing, and social/emotional support opportunities.

      Objective 1: At least 90% of the graduating class of OHS 2023 will have applied and been accepted to a college, military, university, or technical school.

      Objective 2: OHS will increase ACT scores 1 overall composite score point for the Junior Class of 2024 from a school provided pre-test in the fall as compared to when they take the formal ACT in the Spring.

      Objective 3: Students in the Class of 2024 will receive chords for the following TEA identified performance acknowledgements: Dual Credit, Bilingualism/Biliteracy, College Board Advanced Placement, Business/Industry Certification or license, and College Readiness on ACT/SAT

Goal 3: Systems/Safety-Make use of research based practices, legal and safety updates, and Stakeholder feedback to develop and/or maintain effective school wide systems.

      Objective 1: Maintain and refine systems for professional development,Positive Intervention Behavior Systems,, instructional management, discipline management, attendance management, technology management, and all system safeguards.

Goal 4: Communication-OHS will provide in-person academic meetings, academic related school messenger callouts/emails/sms, newsletters and information posted website and social media.

      Objective 1: Provide OHS students and families the following opportunities/information: Meet the Teacher, College Assistance Activities, Advanced Academics Night, Title I Meetings, GenTX Day, school messenger announcements, and website/social media postings.

Goal 5: Address all system safeguards

      Objective 1:   Ensure Special Education students are showing growth in STAAR and STAAR/EOC Math by 3% improvement from the 20-21 STAAR exam.

      Objective 2:   Ensure Special Education students are showing growth in STAAR Reading and STAAR/EOC ELA by 3% improvement from the 20-21 STAAR exam.

Target Populations and Special Programs

Economically Disadvantaged
African-American
Hispanic
White
Migrant
Male
Female
Career and Technology Education (CTE)
Dyslexia
English as a Second Language (ESL)
Gifted and Talented (GT)
Special Education
State Compensatory Education (SCE)
Title I, Part A: School-wide (TIA)
Title I, Part C: Migrant
Title II, Teacher and Principal Training and Recruiting
Title II, Technology
Title III, Bilingual/English as a Second Language
At-Risk
Homeless
Limited English Proficient

Campus Advisory Committee

Principal	Daniel Fitzgerald
Counselor	Erin Marmolejo
District Rep.	Terri Sandoval
Teacher	Travis McCullough
Teacher	Clinton Gleghorn
Teacher	Brittany Huseman
Teacher	Mary Coleman
Parent	Christella Reyna
Parent	Bobby Garcia
Community	Monica Lemus
Business	Julie Wakefield
Student	Betsy Capen
Student	Harry Amador

Goal 1: (Student Achievement) Olton High School will improve at the Meets and Masters Grade Levels standard compared to the 2021-20222 EOC

Strategy	Person Responsible	Timeline	Resources	Formative Evaluation	Summative Evaluation
EOC teachers will analyze trends, and patterns from the Spring 22 Lead4ward Leadership Report Cards for all students, emergent bilinguals, and special education students. EOC teachers will plan and post daily learning objectives focusing on High Leverage Standards as identified in Leadership Report Cards & TEKs Resource system to focus the scope of instruction in order to frame the daily lesson.	Principal Teachers Instructional Coach	Daily	Spring 22 Leadership Report Cards Eduphoria (AWARE) TEKS Resource System Textbook	Lesson Plans Walkthroughs Daily Learning Objectives (We Will/I Will)	EOC
EOC teams will apply instructional practices to evaluate, teach, and reteach as needed to work toward students meeting grade level standard. CFA/CBA data will be evaluated in planning time including scheduled unit assessment Data Digs that	Principal	Daily	Local	Benchmark and Intervention, Success Period	EOC

will include Grows/Glows/Next Steps					
Provide staff development • To target subject areas • To align TEKS, SE and EOC • To ensure a highly qualified staff	Principal	August – July	Local	6 weeks grades Project Based Learning Assignments for those whom do not administer 6 weeks exams	EOC
Supplement the core programs: • Textbooks • EOC review • Integration of technology	Principal	August – July	Local	Lesson Plans	EOC

Goal 2: Olton High School students will pursue becoming productive members of society by planning to expand their learning potential in a post secondary school opportunity (university, junior college, trade school, workforce, etc.)

Strategy	Person Responsible	Timeline	Resources	Formative Evaluation	Summative Evaluation
Students will be given the opportunity to use online tools (Khan Academy, Edready, etc.) to prepare for	Principal, Counselor	Semester	Local	Student enrollment	College credits SAT/ACT scores

readiness exams, and take local benchmark tests developed and administered by content specific teachers that coincide with the tested areas of the readiness exams					
College bound students will attempt readiness exams which may include the ASVAB, TSI, PreACT, ACT, PSAT, and SAT. Students choosing to take a readiness test more than once will be monitored to observe for personal growth-improvement and success; based on the student's need in applying for a particular university or junior college.	Counselor, Principal	Daily	Local	Students participating	SAT/ACT/TSI scores
Students will research career and college opportunities by attending job and career fairs and college nights organized and sponsored by Olton High School	Counselor, Principal	Semester	Local	Student enrollment	Student graduation plans
Offer the ACT Test administration locally	Counselor, Principal	Spring Semester	Local	Students participating	ACT scores
Core classes (math, science, english, social studies) will provide students during	Core Teachers	Spring Semester	Local	Student enrollment	ACT average test score

regular classroom instruction released ACT test questions and testing strategies in order to improve exposure to college level academics					
College bound students who plan to complete readiness exams which may include the ASVAB, TSI, PreACT, ACT, PSAT, and SAT will engage in highly structured tutorial periods at least 3hrs and 45 minutes a week in order to increase personal growth, improvement and success on composite scores.	Enrichment Period Instructors	45 minutes a day	Local	Student enrollment	SAT/ACT/TSI Average test scores

Goal 3: Students will be informed of and encouraged to enroll in CTE classes. Each year during registration meeting, students will be informed of all CTE classes and certifications that are offered earning that CTE credit.

Strategy	Person Responsible	Timeline	Resources	Formative Evaluation	Summative Evaluation
Allow and promote students exploration into life beyond high school.	Superintendent/ Principal	July	Local	Grading period attendance records	Attendance Rate
CTE courses will promote learning by preparing students with real-world hands-on experiences	Attendance Clerk	Daily	Local	Grading period attendance records	Attendance rates

based on individual learning styles.					
Strengthen school to work programs and participation through CTE pathways.	Principal	Daily	Local	Grading period attendance records	Attendance rates
CTE teacher will encourage students to obtain industry certification.	Principal	Monthly	Local	Reports	Attendance Rates

The following certifications will be offered during the 2021-2022 school year: Microsoft Office Specialist Word 2016 (90 students tested with a passing rate of 80%), Microsoft Office Specialist PowerPoint 2016 (6 students tested with a passing rate of 80%), Microsoft Office Specialist Word Expert 2016 (14 students tested with a passing rate of 80%), NCCER Core Curriculum Safety (8 students tested with a passing rate of 80%), NCCER Core Welding 1 (3 students tested with a passing rate of 80%), G-6 Wire Weld (3 students tested with a passing rate of 80%), Career Preparedness (4 students tested with passing rate of 80%), Principles of Livestock and Evaluation (2 students tested with a passing rate of 80%), Professional Communication Certification (47 students tested with a passing rate of 80%) Microsoft Office Specialist Excel 20 students, Microsoft Office Specialist Expert (20 Students), feedyard technician in cattle care and handling (4 students), feedyard technician in feedyard operations and machinery (4 students) America Welding Society Certified Welder (15 students), Food Handler (In Progress)

Comprehensive Needs Assessment
Olton High School has an enrollment of 168 students, grades 9-12. The campus is 57.2% economically disadvantaged and 54.3% at-risk.

State Accountability
See EOC Charts on page 2 for the Recognized standards and scores.
In the 2016 Accountability Ratings, Olton HS met standard. Olton HS also received 2 out of 7 distinctions.

Goal 4: In addition to the above academic goals, OHS students will be trained to exhibit strong moral character traits that will give them the best chance of succeeding outside of high school as measured by attendance rates, disciplinary referrals, tardies, and positive referrals.

Strategy	Person Responsible	Timeline	Resources	Formative Evaluation	Summative Evaluation
Incorporate character development lessons targeted to meet the needs of the student body periodically throughout the school year.	Principal, Counselor	Fall 2021	Local - SafeSchools - Peer Guidance	Disciplinary form, Attendance	Spring 2022
Recognize students exhibiting good character through positive referrals and nominations through the Golden Horseshoe Awards once a six weeks.	Principal, Counselor, Campus Teachers	ongoing	Local	Positive Referrals, Teacher Nominations	Spring 2022

Students will have the opportunity to develop responsibility and leadership skills through involvement in extracurricular activities.	Principal, Counselor	ongoing	Local	Clubs, Fine Arts, Athletics	Spring 2022

Goal 5: Address all system safeguards to ensure specific student populations see improvement/growth at a rate of 3%.

Objective 1: Ensure Special Education students are showing growth in STAAR and STAAR EOC Math by 3% for the 2021-2022 school year.

Strategy	Person Responsible	Timeline	Resources	Formative Evaluation	Summative Evaluation
Identify and monitor students needing intervention ● **Utilize local and state data identifying students below grade level, not progressing on local assessment, or at risk of not showing improved performance on STAAR/EOC** ● **Track individual student progress on local and state assessments to ensure students are showing academic growth** ● **Tutorials and intervention courses during and after the school day for struggling learners identified through local formative and summative assessment** ● **Ensure adequate staffing to support RTI initiatives targeting special education populations**	**Principals, teachers**	**Ongoing**	**Local Grants**	**Benchmark tests and SE Checks** **Progress monitoring tools** **Prior year STAAR/EOC** **RTI progress monitoring data**	**STAAR/EOC** **TAPR** **Progress monitor data**

Use technology, resources, and programs to provide differentiated opportunities to learn as well as data on student progress • RTI 3 Tier Model • FASTMATH • Edmentum • News ELA • Other relevant and/or prescriptive programs • Chromebooks • Speaking, Reading, and Writing the standards	Principals, teachers	Ongoing	Local Grants	Lesson Plans Walkthrough notes Program data on student progress SE Checks / Benchmarks Progress monitoring tools Implementation of training	STAAR/EOC

Objective 2: Ensure Special Education students are showing growth in STAAR Reading and STAAR EOC ELA by 3% for the 2021-2022 school year.

Strategy	Person Responsible	Timeline	Resources	Formative Evaluation	Summative Evaluation
Identify and monitor students needing intervention ● Utilize local and state data identifying students below grade level, not progressing on local assessment, or at risk of not showing improved performance on STAAR/EOC ● Track individual student progress on local and state assessments to ensure students are showing academic growth ● Tutorials and intervention courses during and after the school day for struggling learners identified through local formative and summative assessment ● Ensure adequate staffing to support RTI initiatives targeting special education populations	Principals, teachers	Ongoing	Local Grants	Benchmark tests and SE Checks Progress monitoring tools Prior year STAAR/EOC RTI progress monitoring data	STAAR/EOC TAPR Progress monitor data

Use technology, resources, and programs to provide differentiated opportunities to learn as well as data on student progress ● Education Galaxy ● RTI 3 Tier Model ● Think Through Math ● Study Island ● The Reading Strategies Curriculum ● Edmentum ● News ELA ● Other relevant and/or prescriptive programs ● Chromebooks ● Speaking, Reading, and Writing the standards	Principals, teachers	Ongoing	Local Grants	Lesson Plans Walkthrough notes Program data on student progress SE Checks / Benchmarks Progress monitoring tools	STAAR/EOC

				Implementation of training	