



**2011-2013**

**Campus Improvement Plan**

**Eanes Independent School District**

**Westlake High School**

## **2011 - 2013 Campus Improvement Plan**

### **Westlake High School**

#### **Campus Leadership Team:**

Janet Espinosa, CLT Chair	Lynne Beasley, Special Education
Bill Bechtol, Assistant Superintendent	Frank Smith, Counselor
Linda Rawlings, Principal	Joan and Richard King, PTO Co-Presidents
Peggy Gaffney, Meeting Minutes	Carol Swindell, Parent
Constance Hanselka, TE	Al Bennett, Athletics
Mark Hurst, Visual Arts	Terry Hunt, Performing Arts
Nadine Herbst, Math	Jeff Strange, Tech Theatre
Bob Murphy, Science	Judy Ervin, Office Staff
Margaret Ellis, LOTE	Stephen Wilbanks, Student
Marcia Curtis, ELA	Mehul Mehta Student
Lane Grigg, Social Studies	

# Eanes Independent School District

## Campus Improvement Plan 2011-2013

---

**Mission Statement:** The Eanes community is vitally committed to educational excellence that prepares and inspires all students for life-long success by engaging each student in rigorous academic experiences and enriching opportunities.

---

### Objectives

- ◆ Each student will be prepared for advanced learning opportunities and careers by completing a personally challenging academic program.
  - ◆ Each student will engage in integrative thinking and creative, collaborative problem solving.
  - ◆ Each student will process and evaluate information, and communicate effectively.
  - ◆ Each student will be an involved contributing member of the school and global community, while respecting others and self.
  - ◆ Each student will be prepared to accomplish goals, adapt to change and be resilient to challenges.
- 

### District Long-Range Strategies

*Strategy I: We will ensure effective, engaging, and enriching instruction and experiences for each student in a safe, supportive environment.*

*Strategy II: We will encourage students to explore, identify and develop their strengths and passions.*

*Strategy III: We will prepare students for responsible citizenship in a global society.*

*Strategy IV: We will promote and support a robust digital-age learning environment to inspire student learning and creativity.*

*Strategy V: We will provide time and support for relevant and innovative professional learning to ensure ongoing improvements in teaching and student learning.*

*Strategy VI: We will actively engage the Eanes community to strengthen partnerships that support the evolving needs of students and the district.*

*Strategy VII: We will prioritize our needs to accomplish the district's mission using resources effectively and efficiently.*

**Eanes Independent School District  
Westlake High School  
Campus Improvement Plan  
2011-2013  
Alignment Sheet**

**EISD District Goals – Identified by Board of Trustees**

Eanes ISD will have:

- I. All students achieving higher levels of performance through improved instruction and assessment.
- II. Differentiated learning opportunities that prepare students for the future and inspire them to realize their highest personal and educational potential.
- III. A technologically-rich educational environment that enhances individual learning.
- IV. A safe, secure and supportive learning environment that allows students to be productive, creative and successful.
- V. Exemplary employees who are actively committed to and supported in improving their practice.
- VI. An effective and efficient allocation of resources to meet the district's prioritized needs.
- VII. The engagement of the community in meaningful ways.

## **Campus Goals – Identified by Campus Leadership Teams**

1. Improve academic achievement and student performance.
2. Provide learning opportunities that prepare students for the future and inspire them to realize their highest personal and education potential.
3. Provide a safe learning environment on campus and online.
4. Encourage development of exemplary employees who are actively committed to and supported in improving their practice.
5. Cultivate a culture of positive communication and teamwork.

**Eanes Independent School District  
Westlake High School  
Campus Improvement Plan  
2011-2013  
Summary Sheet**

---

Westlake High Campus Mission Statement: Westlake High School is a community of learners committed to quality, student-centered educational experiences with an emphasis on developing lifelong learners and responsible global citizens.

---

**Goal 1: Improve academic achievement and student performance.**

**Objective 1:** Improve academic achievement for all students and all subpopulations in reading/language arts, math, science and social studies in order to remain an exemplary campus. Increase the number of students achieving in the Commended range on TAKS tests. Provide more opportunities for students to earn college credit through increasing the number of students taking AP and advanced courses, increasing the number of AP exams taken and the number of exams receiving scores of 3, 4, or 5, and increasing the number of students taking appropriately rigorous dual credit courses. Monitor student attendance to prevent truancy and to improve overall attendance to exceed 98%.

Establish smooth transition to STAAR and EOC Exams through data analysis, curriculum support, and vertical alignment.

**Goal 2: Provide learning opportunities that prepare students for the future and inspire them to realize their highest personal and education potential.**

**Objective 1:** Engage students and reinforce knowledge and skills for future education and work in the global economy. Increase student opportunities to engage in relevant work in the community (i.e. mentorships, community service). Increase opportunities for students to demonstrate communication, collaboration, critical thinking, and creativity. Advance student learning by modeling, promoting, and supporting the use of digital tools for *communication, collaboration, critical thinking, and creativity*.

Pilot the use of tablet computers for students through WIFI (Westlake Initiative for Innovation).

**Goal 3: Provide a safe learning environment on campus and online.**

**Objective 1:** Educate and empower students in making healthy decisions regarding abuse of alcohol and other drugs and other at-risk behaviors. Continue to provide appropriate instruction and counseling to help students make appropriate decisions regarding social networking safety and prevention of cyber-bullying. Enhance school emergency plan through uniform procedures and practices to ensure the safety, security, and health of the students.

**Goal 4: Encourage development of exemplary employees who are actively committed to and supported in improving their practice.**

**Objective 1:** Develop a framework for professional learning plans that provide sustainable, differentiated, research-based experiences that support district, campus, and individual goals. Provide time, structure, and guidance for professional collaboration through the Instructional Partner model. Create opportunities for employees to improve their practice and effectiveness, including methods for serving all students. Improve the use of assessment strategies to inform instruction and motivate students.

**Goal 5: Cultivate a culture of positive communication and teamwork.**

**Objective 1:** Improve communication among faculty, staff, students, parents and the community. Include student, parent and staff participation in the decision-making processes. Develop civic duty and support of our community by encouraging student contributions through a variety of programs. Involve students in co/extracurricular activities and public service.

**Goal Statement 1: Improve academic achievement and student performance.**

**Action Plans:**

**Objective 1:** Improve academic achievement for all students and all subpopulations in reading, language arts, math, science and social studies in order to remain an exemplary campus.

<b>Action Steps</b>	<b>Persons Responsible</b>	<b>Resources Needed</b>	<b>Source</b>	<b>Timeline</b>	<b>Formative Evaluation</b>
Provide EOC and TAKS overview and analysis of TAKS scores to determine focus areas and groups for instructional emphasis. Use Eduphoria's data tool, Aware, for gathering and disaggregating testing data.	Lead Asst. Principal, S. Ramsey, Department Chairs, Teachers, Instructional Partners	2011 TAKS results	Campus Budget, TEA	August-October, 2011, 2012	Focus areas to address with all staff and establish strategies
Continue curriculum revision and alignment process based on data from TAKS tests and benchmark tests; begin transition to EOC	Department Chairs, Lead Asst. Principal, S. Ramsey, Instructional Partners	District in-service, PLC Team Meetings, Dept. Meetings	Campus Budget	Ongoing	TAKS and EOC objectives integrated and aligned
Participate in district vertical alignment efforts	Department Representatives	Time, location and training	C&I Dept.	Ongoing	Aligned K-12 curriculum.
Distribute student data for those not passing to all teachers involved and study guides to students	S. Shands	2011, 2012 TAKS results	TEA, District	September/October 2011, 2012	Teachers plan and address student needs
Tutor targeted students/groups unsuccessful on TAKS	S. Shands, M. Froneberger	TAKS results, TAKS guides, remediation strategies	Teachers, TEA	Ongoing	Tutoring, emphasis on targeted students in classroom instruction
Benchmark students in the areas of Math and Science to provide vital data for student monitoring.	S. Ramsey, D. Carter, & Department Chairs	Locally developed assessment.	PLC Time	December 2011, 2012	Focus on targeted areas
Monitor Progress Reports and Nine Weeks Grades of referred students	Assistant Principals Counselors, RTI Process	Progress Report and Report Card Prints	Data Specialist	Every 3 Weeks	Interventions are provided as needed
Support the implementation of new Social Studies TEKS through curriculum alignment, engaging instructional strategies, and differentiated assessments.	Instructional Partners, Social Studies Teachers	New TEKS		August 2012	Curriculum resources available in shared folder by grade level. Revisions made each 9 weeks during implementation. Final version in Eduphoria 2012.

Continue to provide underachieving students with programs that provide academic support and instruction to prepare them for college and to encourage all students to take academically rigorous courses	All Principals, Intervention Specialists, Teachers	Tutors, Learning Labs, Assessment for Learning and Differentiation Training		Ongoing	TAKS results, Benchmark results, AP enrollment and results, Evidence of differentiation in the classroom along with classroom support.
Increase the percentage of students served through special education who graduate under the Recommended Plan. (Goal – 95% of seniors on Recommended or Distinguished Achievement graduation plans)	WHS Counselors, WHS Administrators, WHS Teachers/Special Ed	Align curriculum. Analysis of student performance. Identify barriers. Develop supports		August 2012	Increased completion of recommended plans.
Train staff in referral process to SST committee services.	Counselors, SST Committees, Asst. Principals	Training Time	Campus Budget	Fall 2011, 2012	Students appropriately referred to SSTs
Follow Academic Intervention Plan developed by committee which may include support from community agencies	Assistant Principals, Counselors, Teachers, Students/Parents	Plan, Grade Reports	SST Committees	Ongoing	Student becomes successful as result of intervention
Continue to support all students through motivational activities and recognition	Intervention Team, Teachers, Counselors, Admin	Activity Support, Recognition Support funds	PTO	Ongoing	Students continue to be successful
Provide professional development to core area teachers to begin transitioning to End Of Course Exams (STAAR Exams)	Asst. Principals C&I Dept.	Time, location and training	C&I Dept.	Ongoing	Aligned K-12 curriculum.
Study the effective use of homework as a meaningful learning tool.	Principals, Instructional Partners, Teachers, Students	Ken O'Connor – 15 Fixes for Grading, Tom Schimmer – Focus, John Medina – Brain Rules	District and school budget	Ongoing	Surveys and Book Studies

**Objective 2:** Increase the number of students achieving in the Commended range on TAKS tests.

Action Steps	Persons Responsible	Resources Needed	Source	Timeline	Formative Evaluation
Analyze all TEKS/TAKS objectives in , 10 <sup>th</sup> , and 11 <sup>th</sup> grade subject area courses	Core Academic Departments	Objectives and released tests	TEA scores, analysis charts	Ongoing	Analysis reveals areas for “commended” focus

Continue to revise course outlines to include higher-order thinking and greater depth and complexity; TAKS strategies	All Faculty	TEKS, TAKS Staff development	Departments	Ongoing	PDAS evaluations, walkthroughs, and written documentation
Continue development of annual plans to incorporate target areas for commended performance.	Principal, Asst. Principals	TEKS, TAKS obj. Subject area material, TAKS scoring info.	TEA	Ongoing	Instruction reflects commended level performance, PDAS
Integrate commended level scoring and performance assessment where appropriate in all classes, particularly short answer format	Teachers, Dept. Chairs, Administration,	TEKS, TAKS obj. Subject area material TAKS scoring info.	TEA	Ongoing	Assessment reflects an increase in commended level performance
Commended performance will remain above 25% and will increase for all student groups in all four TAKS tested areas.	Core Academic Departments	Objectives and released tests	TEA scores, analysis charts	Ongoing	Analysis reveals areas for "commended" focus
Emphasize TAKS review during second semester, weekly practice materials	All teachers of each core subject tested	TAKS release tests and format info.	TEA	Spring 2012, 2013	Material is reviewed for each grade level
Provide tutoring/update sessions through current department tutoring program to support the Learning Lab.	All Faculty	Schedule and TAKS information	TEA	Spring 2012, 2013	Student improvement on practice materials
Provide TAKS training for short answer format	Department Chairs	TAKS, LA Publications	TEA	Ongoing	High scores on short answer section of ELA test.
Provide EOC training for ELA written responses	English Department, CIA	EOC Materials	TEA	Ongoing	High scores on English EOC test.

**Objective 3:** Provide more opportunities for students to earn college credit through increasing the number of students taking AP and advanced courses, increasing the number of AP exams taken and the number of exams receiving scores of 3, 4, or 5, and increasing the number of students taking appropriately rigorous dual credit courses.

Action Steps	Persons Responsible	Resources Needed	Source	Timeline	Formative Evaluation
Continue to emphasize the value of AP courses and credit earned through AP exams in both individual and small group conferences between the students and the counselors (Goal – 75% taking an AP Course with 70% scoring 3 or above)	Director of College and Career Counseling, Counselors	Time	Counselors	Ongoing	Number of students taking AP courses and the number of AP exams administered.

Hold Saturday review sessions prior to AP Exams	S. Shands	Funding to pay teachers	Campus Budget	May 2012, 2013	Number of 3,4 and 5's on AP exams increasing
Emphasize the importance of the rigor of a student's transcript in college admissions	Director of College and Career Counseling, Counselors	Time	Counselors	Ongoing	Number of students taking AP courses and the number of AP exams administered
Continue online registration for AP tests	Director of College and Career Counseling	Money	Campus Budget	Spring, 2012, 2013	Number of students taking AP courses and the number of AP exams administered

**Objective 4:** Monitor student attendance to prevent truancy and to improve overall attendance to exceed 98%.

Action Steps	Persons Responsible	Resources Needed	Source	Timeline	Formative Evaluation
Monitor Attendance reports	Assistant Principals	Attendance Reports Skyward system Consistent guidelines	District	Ongoing	Truancy addressed on weekly basis, few hours of credit to be made up
Follow District Tardy and Truancy Policies Including parent notification	Assistant Principals	SAC Lunch and Saturday School	District	Ongoing	Consequences deter truancy
Follow the state Education Code for attendance and involve courts when needed	Assistant Principals	Attendance Reports	TEA, District	Ongoing	Consequences deter truancy
Continue exam exemption policy that allows for every grade level to have exemptions both fall and spring semesters. Base criteria for exemptions on attendance, grades, and discipline records.	Attendance Committee	Attendance records	WHS	End of each semester	Improve attendance, more accurate recording of attendance and recognition.
UIL Sponsors Monitor Attendance and enforce UIL guideline of 50% of school day	Data Entry	Attendance Printout, UIL participants	District	Each six weeks	Increased participation day of/after performances

**Goal Statement 2: Learning opportunities that prepare students for the future and inspire them to realize their highest personal and education potential.**

**Objective 1: Engage students and reinforce knowledge and skills for future education and work in the global economy**

Continue partnership with Bugil Academy in South Korea through student exchange program	Principal	Student-Funded	Jeff Pilchick, Selection Committee	October, 2011 – March, 2013	Greater student awareness of education and culture abroad
Continue Principal Consortium in order to share instructional practices	Principal	School Budget	Principal, Principal Consortium	Ongoing	Annual meeting with consortium schools.
Continue to participate in Supt. Consortium to interview college/university key personnel on knowledge and critical thinking skills students will need to be successful in future education	Principal and Director of College and Career Counseling	School Budget	Principal, Consortiums	Ongoing	Improved instructional practices
Provide opportunities for ongoing staff development during school day.	Instructional Partners, Director of Instructional Technology, Principal, Teachers	District funds Campus/Dept Funds	Professional Learning Communities	Ongoing	Improved instructional practices
Incorporate/integrate the graduate profile as a guide for campus learning	Principals, Counselors, Teachers	School budget	District Graduate Profile	Ongoing	Graduates who match the district graduate profile

**Objective 2: Increase student opportunities to engage in relevant work in the community.**

Action Steps	Persons Responsible	Resources Needed	Source	Timeline	Formative Evaluation
Continue to encourage students to participate in Independent Study Mentorship Program	ISM Teacher, Counselors	Flyers, Conferences with Students	School Budget, Time	Fall and Spring, 2010-11	Increase in students completing mentorships in community
Continue a partnership with the Nobility Project and Mahiga Hope High School	Principal, Teachers, Student Council	Time, Financial support by student groups of areas of interest to them	Activity Funds	Ongoing	Student/Staff appreciation of value of community service and global outreach

Continue Community Service Day for Seniors	Asst. Principals, Shayna Barksdale, Committee of Admin, Parents, Teachers, Counselors, and Students	Time	Involved Parties	Ongoing	Increased appreciation for and participation in community service
--	---	------	------------------	---------	---

**Objective 3** Increase opportunities for students to demonstrate *communication, collaboration, critical thinking, and creativity.*

Action Steps	Persons Responsible	Resources Needed	Source	Timeline	Formative Evaluation
Support teachers in their efforts to encourage these skills in students	Instructional Partners, Principal	Articles, books, training time	Library, staff development dept./PLC time	Ongoing	Discussion of articles/material at PLC, Dept., and faculty meetings
Support staff development conferences that train teachers in developing these skills in students	Principal, Dept. Chairs, Instructional Partners	Conference Expenses	School Budget	Sept 2011-May 2013	Improvement in instructional practices that support these skills

**Objective 4:** Advance student learning by modeling, promoting, and supporting the use of digital tools for communication, collaboration, critical thinking, and creativity.

Action Steps	Persons Responsible	Resources Needed	Source	Timeline	Formative Evaluation
Pilot Ipads through WIFI and determine their usefulness in classroom instruction	Asst. Principals, Director of Instructional Technology, Vision Committee, Teachers, Instructional Partners	Ipads	District	Fall, 2011, 2012	Improved instructional practices and student learning
Pilot Ipads with students	Asst. Principals, Director of Instructional Technology Teachers, Students	Ipads	District	Fall, 2011, 2012	Improvement in student learning in the 4 C's

Continue providing staff development in technology for all teachers	Principal, Director of Instructional Technology, Instructional Partners, Head Librarian	Time	Late Arrival Days, PLCs, 2011, 2012	Ongoing	Improvement in instructional practices and student learning
---	---	------	-------------------------------------	---------	---

**Goal Statement 3: Provide a safe learning environment on campus and online.**

**Objective 1:** Educate and empower students in making healthy decisions regarding abuse of alcohol and other drugs and other at-risk behaviors.

Action Steps	Persons Responsible	Resources Needed	Source	Timeline	Formative Evaluation
Support stress reduction activities for students through Epicosity and Teen Teaching	District/School Drug and Alcohol Prevention Counselors, Teen Teaching Staff, Principal	Funding for Epicosity activities	District Grant	Ongoing	Reduction in number of students reporting drug and/or alcohol use
Support Safe Homes/Eanes Cares Educational Programs	Principal	Money for Speakers	Parent Committee Funded	Ongoing	Reduction in number of students reporting drug and/or alcohol use
Continue Class Action Program to prevent binge drinking at WHS	K. Milosovich, L. Rawlings	Class Action Curriculum	District	Ongoing	Survey
Continue contract with Palmer Drug Abuse Program	K. Milosovich	District funds	District	Ongoing	Survey

**Objective 2:** Continue to provide appropriate instruction and counseling to help students make appropriate decisions regarding social networking safety and prevention of cyber-bullying.

<b>Action Steps</b>	<b>Persons Responsible</b>	<b>Resources Needed</b>	<b>Source</b>	<b>Timeline</b>	<b>Formative Evaluation</b>
Staff development in training teachers on assisting students in making good decisions regarding technology use	Instructional Partners, Asst. Principals	PLC, Dept. Meeting Time	Involved Parties	Ongoing	Greater student awareness of consequences of inappropriate decisions regarding technology
Talk to the students about cyber-bullying and the consequences of this	Asst. Principals	Beginning of the year video	Involved Parties	August, 2011, 2012	Greater student awareness of what cyber-bullying is and the consequences for engaging in this

**Objective 3:** Enhance school emergency plan through uniform procedures and practice to ensure the safety, security, and health of the students.

<b>Action Steps</b>	<b>Persons Responsible</b>	<b>Resources Needed</b>	<b>Source</b>	<b>Timeline</b>	<b>Formative Evaluation</b>
Designate and monitor duty stations	Administrators	Duty Station List Staff List Map of Campus Area	Administration	August 2011, 2012, Ongoing	Teachers monitoring campus morning and noon
Enforce closed campus by showing ID's and locking junior parking area	All Staff	Senior ID's, Staff posted at all lots	Staff	Ongoing	Only seniors leaving campus at lunch
Monitor and address wearing of badges and/or nametags by all adults using the RAPTOR system	Administration, Security, All Staff	Nametags, badges, ID's	District, campus	Ongoing	All adults on campus identified at all times
Require all students to carry student ID's	All Staff	Student ID's	Campus budget	Ongoing	Verify student enrollment on campus and at events
Reduce number of access points to campus by locking doors and educating community	Custodial, Security, All Staff	Effective lock mechanisms	District, M & O, campus enforce	Constant	Access limited to main office entrances
Maintain drug dog visits once monthly	Administrators	Contract for dogs, schedule	District/campus funds	Ongoing	Decrease in number of mandatory removals to AEP for possession.

Publish Student Code of Conduct and Handbook, strongly encourage and enforce positive standards of behavior	Administration	Publications and Internet posting, Signature pages	WHS packet distribution system , internet	August 2011, 2012	Every student and parent provided discipline plan
Enforce an Honor Code policy	Honor Code Cadre, Assistant Principle, All Faculty	Committee meeting time, update of student handbook.	Westlake High school, local paper	August 2011, 2012,	Increase integrity of grades as measures of student performance
Discuss code of conduct, enforcement and continuum of consequences with staff	Administration	Staff Handbook online	WHS publications	August 2011, 2012	Staff informed of disciplinary procedures
Review code of conduct, enforcement and continuum of consequences with students	Advisory	Code of conduct distributed/discussed	Assistant Principal Video	August 2011, 2012	All students return signature page
Revise campus safety plan and maps following renumbering of building	Associate Principal, Campus Safety Team	Maps, input from community resources	District, Campus	August 2011, 2012	Maps and safety plan in place/posted to be monitored by team
Train staff in crisis procedures and practice monthly. Involve local fire and law departments on a regular basis.	Campus Safety Team	Handbook on line, staff dev., faculty meetings	Campus safety team	August 2011, 2012	All persons demonstrate successful performance in drill
Meet with the safety team twice a semester to debrief, run table tops and practice incident command system	Campus Safety Team, All Staff	Campus Crisis Plan, meeting times, scenarios	District, Campus Safety Teams	Ongoing	Revisions are in place, drills continually improve
Staff and visitors aware of and follow campus safety policies such as wearing badges or nametags, displaying permits	Administration, All Faculty/Staff	ID's, nametags, sign in sheet, signs, email, website	District, Campus	ALL of the time	All adults on campus identifiable via nametag

**Goal Statement 4: Encourage development of exemplary employees who are actively committed to and supported in improving their practice.**

**Objective 1:** Develop a framework for professional learning plans that provide sustainable, differentiated, research-based experiences that support district, campus, and individual goals. Provide time, structure, and guidance for professional collaboration through the Instructional Partner model.

<b>Action Steps</b>	<b>Persons Responsible</b>	<b>Resources Needed</b>	<b>Source</b>	<b>Timeline</b>	<b>Formative Evaluation</b>
Year-long staff development focus in core areas on improved instructional practices and assessment	Principal, Instructional Partners, District	Master schedule for collaboration, Time	Involved Parties, PLCs	Ongoing	Greater student success on classroom, state, and national assessments
Work with district personnel in developing campus and district staff development days on these goals	Principal, Instructional Partners, District	Time, Funding for Trainers	Campus and District Funds, PLCs	Ongoing	Greater students success on classroom, state, and national assessments
Focus on assessment and instruction <u>for</u> learning	Principal, Instructional Partners	Time	PLCs	Ongoing	Students' instructional needs are met
Improve assessment literacy of all teachers and administrators by providing professional learning opportunities which develop common assessment language and support common goals about using assessment.	CIA Staff, Principals, Instructional Partners, Teacher Leaders	CASL Book and Assessment for Learning conference by Stiggins, Myron Dueck from AFL, <i>Mindset</i> by Dweck, Lead4Ward-Ervin Knezek Assessment for Learning – Summer 2012	District	Ongoing	Evidence that data is used to inform instructional decisions and encourage students to try to learn such as: Lesson plans, PLC, team meeting notes, agendas, assessment probe data, etc.
Develop and implement common assessments based on learning targets	Principals, Instructional Partners, Teacher Leaders	Marzano's <i>Classroom Assessment and Grading that Works</i> , and <i>Classroom Instruction that Works</i> ; <i>Teaching with the Brain in Mind</i> Jensen: Differentiation sources Carol Ann Tomlinson STAAR Readiness and Supporting Standards, Rubrics, Lead4Ward, Late Start Professional Learning	District	Ongoing	Professional learning agendas, PLC and core area leader documents, Classroom Observations, Common Assessments

Pilot grading practices that motivate (rather than harm) student learning including Zeros Aren't Permitted (ZAP)	Principals, Instructional Partners, Teacher Leaders	CASL Book and Assessment for Learning conference by Stiggins, PLCs, Team Planning, ASCD, Ken O'Connor, <i>Mindset</i> by Dweck, Myron Dueck from AFL	Westlake High School	2012	PLC and team meeting minutes, conference and book study activities, core leadership meeting agendas and products
--	---	--	----------------------	------	--

**Objective 2:** Create opportunities for employees to improve their practice and effectiveness, including methods for serving all students. Improve the use of assessment strategies to inform instruction and motivate students.

Action Steps	Persons Responsible	Resources Needed	Source	Timeline	Formative Evaluation
Support Professional Learning Communities through providing uninterrupted focus and time for teachers to collaborate and discuss best instructional practices	Principal, Instructional Partners	Time	PLC Periods, Staff Development Days, Common Lunch Periods, Late Start Days	Ongoing	Improved classroom instruction
Send teachers to assessment-focused trainings	Principal, Teachers	Funding for conferences	Campus Budget	Ongoing	Improved classroom instruction and assessment

**Goal Statement 5: Cultivate a culture of positive communication and teamwork:**

**Objective 1:** Improve communication among faculty, staff, students, parents, and the community.

Action Steps	Persons Responsible	Resources Needed	Source	Timeline	Formative Evaluation
Publish annual plans and/or syllabi on teacher web pages	Teachers	Completed plans	Departments	Fall 2011, 2012	Stakeholders informed of curriculum

Encourage students to utilize school email on a regular basis	Staff	School Website	District	Fall 2011, 2012	Network monitoring for frequency of use
Develop a class evaluation form to be completed by students and given to teachers at the end of each course	Principal, Dept. Heads, Teachers, Students	Time	Involved Parties	Fall, 2011, 2012	Improved instruction and assessment; improved communication between faculty and students

**Objective 2:** Include student, parents, and staff participation in the decision-making processes.

Action Steps	Persons Responsible	Resources Needed	Source	Timeline	Formative Evaluation
Provide Back to School Night	All Staff	Club Displays Annual Plans	School	Sept 2011, 2012	Participation of Parents Distribution of Plans
Utilize Communication Systems in Place	Department Heads, PTO, Student and Parent Correlates, CLT	GMail, Regular Department Meetings PLC Meetings, Faculty Meetings	Supervisors Group Leaders	Ongoing	Staff and community informed through communication structures
Utilize Communication Tools in Place	GMail, website, calendar, Newsletters,	Same as above	Supervisor, Group Leaders	Regular updates	Informed community and increased involvement

**Objective 3:** Develop civic duty and support of our community by encouraging student contributions through a variety of programs. Involve students in co/extracurricular activities and public service.

<b>Action Steps</b>	<b>Persons Responsible</b>	<b>Resources Needed</b>	<b>Source</b>	<b>Timeline</b>	<b>Formative Evaluation</b>
All students given opportunity to participate in grade level career activities: 9 <sup>th</sup> career inventory and exploration 10 <sup>th</sup> PLAN career profile indicator to assist in course selection 11 <sup>th</sup> participate in career fair, 3 interest areas 12 <sup>th</sup> visit local business or industry	9 <sup>th</sup> Grade Counselor Administrator in charge of SAT Counselors	Local business and industry, parent vol. Counselor, ACT support personnel Parents, Business, Universities, Discover Program	Counseling Staff Admin-Testing Staff Parent Volunteers, Business Partners, University Reps.	Ongoing	Effective choices for academic and elective courses Student connection to relevance of coursework to life after graduation
Students enrolled in the career preparation program will investigate career interest, determine majors and investigate colleges that offer programs within that scope.	Teacher/Coordinators of Career Preparation Program	PSAT Scores PLAN scores ACT scores Support Personnel	Counseling Program Career Prep. Teacher	Fall	Increase number of students with career plans.
Provide list of local business and industry speakers that teachers can access so careers will be incorporated into all classes.	Counselors	Parent volunteers Local Business and Industry	Career and Technology Advisors	Ongoing	Students connect relevance of course work post graduation
Students enrolled in career technology programs will investigate characteristics of successful workers and relate to high school education.	Career and Technology Department	Curriculum career and technology courses	TEKS	Ongoing	Students articulate relevance of program to success as student and worker.
Develop and update college articulation agreements and tech prep agreements in certain career concentrations	Career and Technology Department	Capitol Area Tech Prep Consortium, State Universities and Colleges	Career and Technology Department	Ongoing	Agreements updated
Host an activity fair in the spring semester which includes parents and community	Counseling Staff	Club booths and representatives	Clubs	Course Registration Fair	Flyers, meeting dates, agendas, calendars, club membership rolls
Invite teachers to sponsor additional clubs and service organizations or continue to sponsor current clubs/organizations/activities	Campus Leadership Team PTO	Stipends Needs assessment from student surveys	Budget, PTO, Booster organizations	Fall	Maintain and/or increase number of clubs/orgs./activities
Establish additional service clubs to promote community service projects by students	Administration, Student Council, PTO	Service organization sponsors, funds to support organization	Budget, PTO, Student Council	Ongoing	Service organization brochure Students recognized for contributions to service organizations

Maintain opportunities for student involvement in clubs, athletics, fine arts, etc.	Administration, Event Sponsors	Sponsors, stipends, funds to support equipment, entrance fees, and participation costs	District and Campus Budget	Ongoing	Students recognized for achievements in clubs, athletics, fine arts, etc.
Continue involvement in state and national academic testing competitions such as LOTE exams and American Math Competition.	Club and Dept Sponsors	Sponsors, funds to register and attend	Campus Budget	Ongoing	Students recognized for achievements on state & national levels.
Continue recognition program for involvement in student organizations, UIL, and academic achievement.	Organization Leaders, Council of Presidents	Volunteers, parents, students, teachers	Clubs, Booster Orgs.	Ongoing	Recognition banquets and assemblies at end of year
Acknowledge and encourage student organizations for involvement	PTO, Administration, Counselors	Publications, Inside Westlake, and PTO address book	Partners, PTO	Ongoing	Organizations below recognized and publicized
Continue Project Graduation	Parent Committee	Community Donations, Volunteers	Project Graduation fundraiser budget	May 2011	85% or better attendance of seniors at Project Graduation