

# WHS Comprehensive Achievement Plan (CAP) Executive Summary

## **Background: Indistar & CAP**

In 2014, the Oregon Department of Education instructed all schools to adopt *Indistar*, an interactive web-based planning tool, for identifying, monitoring, and reporting school improvement goals. Each school was charged with establishing a team to identify the goals, objectives, and tasks that would become the school's Comprehensive Achievement Plan (CAP). The CAP is designed to replace the framework formerly known as the School Improvement Plan (SIP).

## **CAP Objectives**

Indistar contains 34 pre-determined school performance objectives (also referred to as "indicators"). These objectives fall into five categories: (1) District and School Structure and Culture, (2) Educator Effectiveness, (3) Family and Community Involvement, (4) Teaching and Learning, and (5) Technical and Adaptive Leadership. The first step toward creating a CAP plan involved assessing all of the 34 objectives, to determine their implementation status and priority rating. The purpose of this step was to determine which objectives would be included in our school's CAP plan.

## **WHS CAP Development**

WHS established its CAP team in October 2014 consisting of the principal, and 8 teachers representing all the academic departments within the school. The team met on the statewide in-service day (October 30, 2014) to read and discuss the 34 school performance objectives. Using feedback from the team, three suitable objectives were identified/prioritized for our 2014-'15 CAP plan that were consistent with bringing the school's mission and school improvement goals into alignment with the expectations/documentation brought about by the recently adopted Indistar process. Objectives around creating and disseminating the CAP itself and creating the Instructional Leadership Team model have been accomplished. Additional objectives have been added for the 2015-16 school year and are organized in three "priority" areas:

Priority A: *District and School Structure and Culture*

Priority B: *Educator Effectiveness*

Priority C: *Teaching and Learning*

The principal, in collaboration with the Wilson administrative team and the Instructional Leadership team, created action plans for each of the objectives selected for the year. Indistar is designed to monitor our school's progress as we work toward completing these tasks.

## **CAP Implementation & Timeline**

All of the tasks included in the WHS CAP are currently under way for this school year.

Full access to the WHS CAP via the Indistar system is available as follows:

<http://www.indistar.org/>: *Guest Login - Password / guests9863 - guests9863*

## **Priority A. District and School Structure and Culture**

### **INDISTAR OBJECTIVE DSC1.1**

**The school's principal and staff work together to create a safe, respectful, culturally-inclusive environment with consistent school rules and expectations.**

- **GOAL 1:** Create an Environment of Racial and Cultural Inclusiveness

**Current State:** Wilson High School's climate is generally safe and respectful. However, because Wilson is a predominantly white school with a predominantly white staff, our focus for this objective is on becoming more culturally inclusive. Wilson's Administrative, Equity and Instructional Leadership teams are all heavily invested in this on-going work.

**When Developed:** Cultural awareness and an understanding of diversity among students, staff, and community is an integral part of the shared vision at both district and school levels. Based upon the gaps for black and brown students in our data in academic achievement, discipline, and high school completion, which mirror state and national evidence of institutional racism, as well as anecdotal evidence and the findings from our recent culturally-specific focus groups, we know that we have work to do in order to serve all of our students.

#### **Action Plan:**

**Task 1:** Conduct monthly Equity Team meetings

**Task 2:** Equity Team and administration to attend PPS School Climate and Culture training, January 2016

**Task 3:** Multi-cultural film series

**Task 4:** Culturally-specific student focus groups; disseminate findings from those completed and hold new ones as determined

**Task 5:** Increase cultural relevance of school-wide activities (e.g., assemblies) for all students

**Task 6:** Create and provide professional development on culturally responsive teaching practices

**Task 7:** Plan and host a Somali Community Dinner

**Task 8:** Implement CARE TEAM

## **Priority B. Educator Effectiveness**

### **INDISTAR OBJECTIVE EE2.2**

**All teachers use instructional strategies and initiatives that are grounded in evidence-based practices, strengthen the core academic program, increase the quality and quantity of learning time, and address the learning needs of all students.**

**AND**

### **INDISTAR OBJECTIVE EE2.3**

**Professional development activities for all staff (principals, teachers, and paraprofessionals) are aligned to ensure continued growth in content knowledge as well as in effective instructional delivery.**

- **GOAL 2:** Departments Determine their Professional Development Needs

**Current State:** These indicators cover multiple aspects of instructional effectiveness. The leadership team believes that within these descriptors there are aspects of our work that can be improved. Evidence-based practices continue to shift; particularly as new Common Core Standards and Skills (CCSS) are implemented. Addressing the learning needs of all students will continue to be a goal that is not fully realized; however, we feel much farther along in the implementation of these action plans to address the issue. Our Instructional Leadership team, consisting of one representative from each department, has been established and meets monthly with the administration. On-going work time has been created for Instructional Leaders (ILs) by reducing their teaching load by one section. Monthly, ILs lead department-level work on the goals established for the school year.

**When developed:** At the end of each school year, and again in the first several weeks of a new school year, each department, in collaboration with the school's administration will create a plan for how they intend to use their available professional development time in the coming school year. The plan will include a general set of goals for the year. The number and specificity of the goals will vary by department and circumstances. These department plans will be linked to the Wilson CAP plan. Individual teachers will create a professional growth goal and two student learning goals that are aligned with departmental goals and will be part of their ongoing professional evaluation.

#### **Action Plan**

**Task 1:** COMPLETED An instructional leadership team consisting of one representative from each department will convene in August 2015 to analyze achievement data across the school to guide each department to its goals for the coming school year.

**Task 2:** COMPLETED Once the individual department goals are created, they will be added to the CAP. See Priority C for specifics.

**Task 3:** Instructional Leaders implement departmental goal plans, including professional development needed to do so.

## **Priority C. Teaching and Learning**

### **INDISTAR OBJECTIVE TL4.3**

**All instructional staff at the school will be engaged in the analysis of student assessments that are aligned with standards.**

- **GOAL 3:** Aligning Assessments to Standards

**Current State:** All departments will be engaged in analyzing student assessments that are aligned with standards. While all teachers currently work on this indicator individually, we would like to see small PLCs or pairs of teachers who are teaching the same classes aligning assessment practices to the standards and each other.

**When Developed:** In some places, courses are still being adjusted to completely reflect the relatively recent adoption of the Common Core Standards and Skills (CCSS). Teachers and departments need time to collaborate on this work.

#### **Action Plan:**

**Task 1:** Small teacher groups or pairs will analyze student assessments that are aligned with standards

**Task 2:** Essential Skills Work Sample training

**Task 3:** Map curricula and assessments for 50% of the English Language Arts courses this year

**Task 4:** Map curricula and assessments for health and physical education courses, first-year algebra, and geometry

**Task 5:** Develop curriculum and assessments for statistics standards that have been added to second-year algebra

**Task 6:** Align science curriculum with Next Generation Science Standards

**Task 7:** Create and utilize a common writing assessment in presentation mode using ACTFL standards in Spanish and French

