

Santa Teresa HS - Staff Syllabus - 2018-2019



NM DASH Focus Areas (Data, Accountability, Sustainability, High Achievement)

School Leadership and Systems (Observation and Feedback)

Collaboration

“Success is not final, failure is not fatal: it is the courage to continue that counts.” – Winston Churchill

Santa Teresa High School – Black, White, Turquoise; Loyal Forever

Vision

Educating today’s students for tomorrow’s world

Mission

The staff of Santa Teresa High School will **encourage** our students to seek purpose in learning in order to meet the rigorous high **expectations** in the areas of academics, arts, athletics, and career readiness, as well as **prepare** them for continuous education to meet the challenges in their careers and future life endeavors

School Improvement Goals at a Glance

To meet New Mexico’s’ Route to 66 Goal of 66% of working age New Mexicans earning a college degree or post secondary credential by 2030 STHS will:

- Achieve the NMPED ESSA **target of 51%** Reading proficiency for all students as measured by the 2018 PARCC Assessment. Current Reading Proficiency – 36% See NMDASH report for grade level specific targets
- Achieve the NMPED ESSA **target of 34.8%** Math proficiency for all students as measured by the 2019 PARCC Assessment Current Math Proficiency – 14% See NMDASH report for grade level specific targets
- Achieve the GSD Targets of 96% student attendance, 90% graduation rate and ACT/SAT scores above the state average (State 2017 - 19.7 and 1138 Composite)
- The VAS Score for the highest performing student (top 75%) in Reading and Math will be a minimum of .00 as measured by the NMPED School Report Card. Current VAS -0.54 (Rdg) and -0.66 (Math)

Claim to Fame: - Caring Community that Focuses on the Needs of ALL Students

- 14 Advanced Placement Courses, 10 Career Pathways that help our students become college and career ready.
- Project Lead the Way Engineering, Biomedical and Computer Science Programs
- 2016 & 2017 Recognition by US News & World Report as One of the Best High Schools in America (Bronze–Top 30%)
- 2018 Ranking by US News & World Report (Silver – Top 13%) and ranked as the 9th best High School in NM

On Demand Data

Demographics (Sept. 2018)

1270 students

F-597, M-673

96% - Hispanic

17% ELL Students

93% - Attendance

Certified Staff - 79

Classified Staff - 22

Achievement (SBA/PARCC)

Prof+	ELA	Math	Sci	Gr
2015	35%	11.4%	32.3%	C
2016	37%	15%	33%	C
2017	35%	16%	34%	C
2018	36%	14%	30.5%	C

(ACCESS – Eng. Prof = Score 5+)

	2015	2016	2017	2018
# Test	191	177	219	203
% Pass	28.8	23.7	3%	4%

PSAT 10 (320-1520 / 160-760)

Yr	Agg	ERW	Prof	Mth	Prof
2016	822	401	33%	421	23%
2017	812	379	27%	414	15%

PSAT 11 (320-1520 / 160-760)

Yr	Agg	ERW	Prof	Mth	Prof
2016	882	432	36%	450	20%
2017	870	431	35%	439	15%

Student Successes

Graduation Rate (4 year)

2013	2014	2015	2016	2017
89.1%	89%	87.7%	87%	81.1%

AP Student Perf.	2015	2016	2017	2018
# of AP Students	172	265	252	253
# Exams	301	387	460	449
# AP Students w/ Scores 3+	86	129	83	96
% of AP Students w/ Scores 3+	50.0	48.7	32.9	37.9

ACT (36 max)

Yr	Com	Eng	Mth	Rdg	Sci
2015	17	15	18.4	16.7	17.6
2016	17.2	15.2	18.2	17.4	17.9
2017	17.3	15.4	18.2	17.2	18
State	19.7	18.6	19.4	20.4	20
Natl	20.3	20.7	21.4	21	21

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Priorities

Plan Well - Assignments Matter – “Students can do no better than the assignments they are given.”

Purpose

- Ensure lesson alignment to standards (CCSS, NGSS, CCTC, NM Standards)
- Develop lesson plans that include a strong focus on teaching skills related to the content
- Engage students in bell-to-bell instruction
- Use the results of assessments (formative and summative) to guide lesson planning
- Ensure the course pacing address NM EoC Blueprints and PARCC frameworks

Actions/Tools

- Review of student assignments and Lesson plan feedback in PLCs, department and leadership meetings.
- Use Illuminate to develop and administer Common Formative Assessments
- Provide Warrior Work time and other collaboration time.
- Plot assignments on the Hess Cognitive Rubric
- Use the Warrior Lesson Organizer [What Content?, What Skills?, What Instruction?, What Results (w/ Literacy Product)?] to organize daily and unit plans.
- Intentionally planned opening and closing of classes (i.e. do-now, bell ringer, exit ticket, etc.)

Expect the Best - “Great teachers have high expectations for their students, but even higher expectations for themselves.” – Todd Whitaker

Purpose

- **Shift instruction** to consistently use rigorous informational texts, text dependent questioning/discussion resulting in writing products that cite sources. Students will gain content knowledge through engaging with text, rather than teacher. (6 CCSS Inst. Shifts)
- Continued implementation of the “**Warrior 5**”
- Rigorous and quality assignments that integrate the Powerful Math Practices, Powerful Literacy Practices, NGSS Science and Engineering Practices and CCTC Career Ready Standards
- Support student comprehension of Academic Vocabulary (6 CCSS Instructional Shifts)

Actions/Tools

- On Demand PD via Twitter to provide PD
- Student Video Feedback
- Student Soft Skills Rubric
- Effective Questioning Techniques (Text Dependent Questioning)
- Implement Bell Ringers with Vocabulary Focus
- Establishment of 1 admin walkthrough and 1 feedback session per teacher per week.
- Monthly PD cycle that integrates teacher learning, PLC planning, strategy implementation and PLC student work review.
- Focus on the 5E’s – Expectations, Engagement, Effort, Equity, Efficacy

Be Accountable to Each Other - Be accountable for doing the right things. – Sam Silverstein

All students, staff and stakeholders are aware that student achievement is the top priority of school.

Purpose

- Foster a professional community for current and incoming faculty and staff.
- Active participation in collaboration between colleagues to enhance instruction campus wide
- Maintain honest and open relationships with colleagues and other stakeholders.
- Adhere to high standards of professional expectations.
- Incentivize positive behavior in students to support a culture of high expectations.
- Effectively manage and supervise students to support your colleagues as a professional

Actions / Tools

- Faculty meetings with instructional and celebration focus.
- Structured opportunities to share best practices with colleagues (i.e. Twitter)
- Use Google Docs for Feedback
- Establishment of 1 admin walkthrough and 1 feedback session per teacher per week
- Participation in Peer walkthroughs (Learning Walks) as part of monthly PD cycle
- Administration using the “Mobile Office”

Special Focus Area - At Risk Intervention

- Intervene with students at risk with grades early and often.
- Weekly School Messengers for excessive tardies and absences
- Ensure all students and parents can access PowerSchool on their phones.
- Effective use of Khan Academy/College Board online tutoring
- Effective use of Career Cruising Career and Big Future career exploration and planning tools
- School Messengers twice a month for students with Ds and Fs