

SHALLOWATER HIGH SCHOOL CAMPUS IMPROVEMENT PLAN



2018-2019

Shallowater High School, Campus Improvement Plan

Biography

Introduction:

The Campus Site Base Committee met to develop the needs assessment data for the 2018-2019 school year in May 2018. The committee reviewed survey information from parents and staff as well as the TAPR (Academic Excellence Indicator System) data prepared by the Texas Education Agency and other relevant information relating to student success, in addition to the Campus's Comprehensive Needs Assessment.

Demographics:

Shallowater High School is located in Shallowater, Texas. The campus has an ethnically diverse community with 64.5% of the students being served white, 32.9% of the students are Hispanic, 0.44% is African American and 1.97% are two or more races. Approximately 30% of students are Economically Disadvantaged with .5% of students are Limited English Proficient (LEP). Based on the (PEIMS) Public Education Information Management System data as of October 2017 the total enrollment for the High school for the school year 17-18 is 443.

Student Success:

The primary instrument for determining student achievement is the STAAR test (State of Texas Assessment of Academic Readiness). Some other data that is used is test data from ACT and SAT testing of our junior and senior students. We also use test data from the PLAN test and the PSAT tests.

For the school year 2016-2017 the campus received a rating of “**Met Standard**” from the Texas Education Agency. The lowest scoring areas were Hispanic students and low socio-economic students in English Language Arts. 2017-2018 rating is also “**Met Standard**”.

Parental Involvement:

Parental Involvement at Shallowater High School is necessary and outstanding. We hold high our goal of welcoming everyone to our building to provide a firm foundation for the success of all of our students. Many parents help support the campus with their hospitality endeavors. Parents also provide a great deal of support in Student Support Team meetings and conferences held with teachers to ensure success for each individual child.

Community Involvement:

Like parental involvement, community involvement is necessary to ensure our effectiveness. It is important for our campus to have community support to provide needed funds for supplemental items necessary to our student's success. Area businesses, such as Target, Peoples Bank, First State Bank and the Shallowater Lions Club have been supportive to our campus.

Mission:

Shallowater High School's core belief is to make each child successful by using the CLASS philosophy. Our students excel in Character, Leadership, Academics, Sportsmanship, and Scholastics.

Priority #1: Shallowater High School will recruit, support, and retain teachers or principals

(ESSA)

Smart Goal: Retain 80% of Teachers Annually

Baseline Data: Resignations- 46 certified x 80%=36 retained annually

Goal: 80% Staff Retained

Data Source: Human Resources

LEA Priority: ___Yes _X_No

INITIATIVES: Strategies (Steps) Title 1 School Wide Component #1-10)	PERSON RESPONSIBLE	TIME LINE	RESOURCES	FORMATIVE EVALUATION	SUMMATIVE EVALUATION
Provide professional development which accurately addresses staff and student needs 4	Principal	Ongoing	ESC-17 staff, Title 1, Part A Title II, Part A Title III, Part A local funds	Record of professional development activities, sign-in sheets/agendas	Certified Standard documents on file and reported to the state by the Title 1 Coordinator
All Staff in place will meet certified standard 5	Principal	Ongoing	ESC-17 staff, Title 1, Part A Title II, Part A Title III, Part A local funds	List of Certifications with documentation in files	Submitted lists to Central Office annually

Priority #2: Shallowater High School will build a foundation of Reading and Math

(ESSA)

Smart Goal: 100% of all students will pass STAAR End of Year Exams, promote to the next grade level and graduate.

Baseline Data: 90% of all students will pass STAAR End of Year Exams on the first attempt.

Goal: Students grow to performing on or above grade level and stay on track to graduate in 4 years.

Data Source: STAAR Exam Scores, Classroom Grades, ACT Tests, SAT Tests, PSAT Tests

LEA Priority: Yes No

INITIATIVES: Strategies (Steps)	PERSON RESPONSIBLE	TIME LINE	RESOURCES	FORMATIVE EVALUATION	SUMMATIVE EVALUATION
<p>Conduct a comprehensive needs assessment and an overall program evaluation to determine areas of strength and weaknesses and determine the size, scope, quality, and effectiveness of academic, pathway, four year plans and CTE programs relative to PBM data and EOC summaries for all students including homeless. 1</p>	<p>Administrators Counselors STAFF</p>	<p>Ongoing</p>	<p>CTE funds Local funds State funds Title IV funds</p>	<p>CNA and Programs evaluation TTESS Observations</p>	<p>TTESS Teacher Reflections/evaluations Student Data Summaries</p>

Priority Goal #3: Shallowater ISD will connect high school to career and college.

(ESSA)

Smart Goal: Offer and engage 75% of students in CCMR pathways

Baseline Data: Details of activities, summary reports, CNA

Goal: Offer pathways that will involve a minimum of 70% of students in CCMR

Data Source: 2019 College, Career, and Military Readiness Student Listing Report from TEA

LEA Priority: X Yes No

INITIATIVES: Strategies (Steps)	PERSON RESPONSIBLE	TIME LINE	RESOURCES	FORMATIVE EVALUATION	SUMMATIVE EVALUATION
Provide career and technical education programs to all eligible students 2	School Board Administration	August	CTE funds Local funds Perkins funds	Student choice cards	Courses scheduled
Conduct a comprehensive needs assessment and an overall program evaluation to determine areas of strength and weaknesses and determine the size, scope, quality, and effectiveness of CTE programs 1	Administrators Counselors CTE staff	May	CTE funds STAAR/EOC surveys	Disaggregated data	Annual evaluation report of all individual programs and the overall CTE programs
Utilize the local advisory council in an annual review and update of instructional objectives to ensure relevance to current business/industry practices 2	CTE Staff Program administrator	Fall Spring	CTE funds Perkins funds	Mid-year review of programs	Results of annual program review and update
Integrate CTE and academic programs 2	CTE Staff Academic Staff	On-going	Tech Prep	Meeting records Written plan for integration	Annual CTE program evaluation
Implement Career Pathways for all CTE students 2	Counselor	Spring Semester	Perkins, SCE funds	Student choice cards	Courses scheduled
Ensure CTE students have a four year plan showing the coherent sequence they are pursuing 2	Counselor	Spring/ Fall		Mid-year check of student plans	Year plans in place
Preview PBM data elements as they relate to CTE programs 2	Administrators Counselor, SBDM committee	Spring Semester	Perkins funds	Risk Level report	Student participation/ schedules/Class rosters
Provide course offerings in the following areas: 2 Agriculture and Environment Business and Technology Health Science and Technology Industrial and Engineering Technology Protective Services	Administration School Board	August	CTE funds Local funds Perkins funds	List of course offerings	Number of CTE students with four year plans on file with counselor

- TAPR Campus Rating for 17-18: **Met Standard**
 - **Distinctions for: English Language Arts, Math, Social Studies, Student Progress, Closing Performance Gaps, Post-Secondary Readiness**
- Student Information: all percentages below are spring 2018 STAAR Scores.

	English I	English II	Algebra I	US History	Biology
All students	75%	85%	96%	95%	94%
Hispanic	53%	73%	93%	88%	84%
White	89%	91%	98%	100%	100%
SPED	35%	---	92%	63%	71%
Eco Disadv.	71%	80%	95%	93%	86%
GT	100%	100%	100%	100%	100%

Goals to meet are: TAPR and Federal System Safeguards of state performance rate target of 60%; federal performance rate of 87%.

<p>Problem Statement: Many students are not college/career ready.</p>	<p>Root Cause: Limited exposure and planning experience of students.</p>																										
<p>SMART Goal: Offer and engage 100% of students in career and development activities by Integrating CTE and Academic Programs.</p> <p>Baseline Data: Details of activities, summary reports, CNA, PEIMS</p> <p>Goal: Courses that will enroll 100% of students in CTE integrated courses</p> <p>Data Source(s): Student enrollment cards, PEIMS</p>	<table border="1"> <thead> <tr> <th data-bbox="699 305 953 386">Program/ Activity</th> <th data-bbox="953 305 1241 386">Estimated Cost</th> <th data-bbox="1241 305 1566 386">Funding Source</th> </tr> </thead> <tbody> <tr> <td data-bbox="699 386 953 467">Career Expo</td> <td data-bbox="953 386 1241 467">Minimal</td> <td data-bbox="1241 386 1566 467">Title IV, Part A</td> </tr> <tr> <td data-bbox="699 467 953 574">ASVAB career inventory test</td> <td data-bbox="953 467 1241 574">No cost to school</td> <td data-bbox="1241 467 1566 574">U.S. Military</td> </tr> <tr> <td data-bbox="699 574 953 721">College visits to Wayland, LCU, SPC</td> <td data-bbox="953 574 1241 721">No cost to school</td> <td data-bbox="1241 574 1566 721">Each individual college or university</td> </tr> <tr> <td data-bbox="699 721 953 802"></td> <td data-bbox="953 721 1241 802"></td> <td data-bbox="1241 721 1566 802"></td> </tr> <tr> <td data-bbox="699 802 953 883"></td> <td data-bbox="953 802 1241 883"></td> <td data-bbox="1241 802 1566 883"></td> </tr> <tr> <td data-bbox="699 883 953 964"></td> <td data-bbox="953 883 1241 964"></td> <td data-bbox="1241 883 1566 964"></td> </tr> <tr> <td data-bbox="699 964 953 1036"></td> <td data-bbox="953 964 1241 1036"></td> <td data-bbox="1241 964 1566 1036"></td> </tr> </tbody> </table>			Program/ Activity	Estimated Cost	Funding Source	Career Expo	Minimal	Title IV, Part A	ASVAB career inventory test	No cost to school	U.S. Military	College visits to Wayland, LCU, SPC	No cost to school	Each individual college or university												
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Does the need/ goal mentioned above fit into one of the following? Circle which one.

<p>Commissioner Priority 1: Recruit, support, and retain teachers or principals</p>	<p>Commissioner Priority 2: Build a foundation of reading and math</p>	<p>Commissioner Priority 3: Connect high school to career and college</p>	<p>Commissioner Priority 4: Improve low-performing schools</p>	<p>LEA Priority</p>
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****Funding Source Options Include:** Title I, Part A Title I, Part C Title I, Part D Title II, Part A Title III, Part A Title IV, Part A