

# **SHALLOWATER ISD DISTRICT IMPROVEMENT PLAN**



**2017-2018**

# Shallowater Independent School District

## Biography

**Introduction:** SISD is located in Lubbock County.

**Demographics:**

Total enrollment 1087= 32.9% Hispanic/Latino, 64.9% White, 2.1% other (Black/African American, American Indian, Alaskan, Asian, Pacific Islander)

Economic Status= 42% of students are eligible for free or reduced lunch

Limited English Proficiency= 2.6%

**Student Success is measured by these data collections:**

Reading Inventories: TPRI, Istation, AR STAR, RPTE,

Math: EasyCBM

Overall: TELPAS, STAAR/EOC

**Parental Engagement:**

See Parent Engagement Plan posted on District Website

A few parent engagement opportunities: volunteering on campuses with background screenings, Site Base Committees, PTO/Booster Club participation, Student Support Teams

**Community Involvement:**

Coca Cola, WesTech Electric, First State Bank of Shallowater, First United Bank, Peoples Bank, Texas Tech University, Shallowater Education Foundation, Communities in Schools

**Mission:**

Shallowater ISD will provide equal opportunities or high quality education for all students.

**Motto:**

Honoring the Past, Embracing the Future

**Priority #1: Shallowater ISD will recruit, support, and retain teachers or principals**

(ESSA)

**Smart Goal: Staff will meet a minimum of 98% standard certification annually**

**Baseline Data: Standard Certification Percentages, Teacher surveys**

**Goal: Student success increases by 1% in all categories annually with standard certified staff**

**Data Source: Certification Lists and summative student data**

**LEA Priority: \_\_\_Yes \_\_\_x\_\_\_No**

INITIATIVES: Strategies (Steps) Title 1 School Wide Component #1-10)	PERSON RESPONSIBLE	TIME LINE	RESOURCES	FORMATIVE EVALUATION	SUMMATIVE EVALUATION
District-wide SISD will provide new teacher mentoring and continuous professional development for all staff while requiring staff in place to meet certified standard 3,4,5	District Admin Campus Admin	Ongoing	ESC 17 Observation Conferencing Feedback PD ongoing Title 1, Part A (\$51,555) Title II, Part A (\$4,500) Title III, Part A (SSA) local funds	Survey Observation Feedback T-TESS Data PD Survey Certification List Check PD Sign in Lists/Agendas	Certified Standard Report submitted to Title 1 Coordinator  Student Outcomes analyzed with ongoing professional development and Observation summary information

Priority #2: Shallowater ISD will build a foundation of reading and math.

(ESSA)

Smart Goal: Student Annual Growth toward goal of 60%

Baseline Data: STAAR, TAPR, School and Federal Report Cards

Goal: Students growth to performing on or above grade level or at least one year growth annually

Data Source: Reading Inventories, STAAR, EOC, TELPAS, PBMAS

LEA Priority:  Yes  No

INITIATIVES: Strategies (Steps) Title 1 School Wide Component #1-10	PERSON RESPONSIBLE	TIME LINE	RESOURCES	FORMATIVE EVALUATION	SUMMATIVE EVALUATION
<p>Provide RTI for all students through strategic instructional delivery by all staff (GT, high, medium, low, 504, sped, homeless) 8,9,10</p> <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 all district programs. 1,6 (CTE, 4 year plans, Student Growth, Grades, Testing Summaries)</p>	<p>Administrators Staff</p> <p>Administrators Staff SBDM</p>	<p>Ongoing</p> <p>Ongoing</p>	<p>ESC-17 staff, consultants, TEKS Resource, Istation, Lexia, AR, EasyCBM, STMath ESC-17 staff, Title 1, Part A (approximately \$165,000) Title II, Part A (approximately \$25,000) Title III, Part A (SSA) local funds state funding</p> <p>Local</p>	<p>Grades, Daily work production, summary of data collected daily weekly annually</p> <p>Collection of artifacts for CNA</p>	<p>STAAR, TELPAS, Grades, EOY benchmarks for non-tested grade levels</p> <p>STAAR, TELPAS, Grades, EOY benchmarks for non-tested grade levels SBDM review of all data for CNA</p>

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

**(ESSA)**

**Smart Goal: Offer and engage 100% of students in career and development activities**

**Baseline Data: Details of activities, summary reports, CNA**

**Goal: Offer Courses that will enroll 100% of students in CTE integrated courses**

**Data Source: Student enrollment cards**

**LEA Priority: \_\_\_ Yes X No**

<b>INITIATIVES: Strategies (Steps) Title 1 School Wide Component #1-10</b>	<b>PERSON RESPONSIBLE</b>	<b>TIME LINE</b>	<b>RESOURCES</b>	<b>FORMATIVE EVALUATION</b>	<b>SUMMATIVE EVALUATION</b>
<p>Provide CTE courses integrated with academic programs, pathways and four year plans for students, pre-k career program, career investigations 2,7</p> <p>Conduct CNA to determine strengths and weaknesses and effectiveness of all programs (math, reading, CTE) 1,6,8</p>	<p>School Board Administrators SBDM Committee Counselors Staff</p> <p>Administrators SBDM Committee Counselors Staff</p>	<p>Ongoing</p> <p>Ongoing</p>	<p>CTE Funds Local Funds</p> <p>STAAR Summaries</p>	<p>Enrollment in courses</p> <p>Disaggregated Data of Students</p>	<p>Student success in enrolled courses</p> <p>CNA, STAAR summary evaluations</p>

# State System Safeguards Measures and Targets

Indicator	All Students	African Amer.	Amer. Indian	Asian	Hispanic	Pacific Islander	White	Two or More Races	Eco. Disadv.	ELL	Special Ed.
<b>Performance Rates – State*</b>											
Reading	60%	60%	60%	60%	60%	60%	60%	60%	60%	60%	60%
Mathematics	60%	60%	60%	60%	60%	60%	60%	60%	60%	60%	60%
Writing	60%	60%	60%	60%	60%	60%	60%	60%	60%	60%	60%
Science	60%	60%	60%	60%	60%	60%	60%	60%	60%	60%	60%
Social Studies	60%	60%	60%	60%	60%	60%	60%	60%	60%	60%	60%
<b>Participation Rates*</b>											
Reading	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%
Mathematics	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%
<b>Federal Graduation Rates (includes improvement targets)</b>											
4-year	83.0%	83.0%	83.0%	83.0%	83.0%	83.0%	83.0%	83.0%	83.0%	83.0%	83.0%
5-year	88.0%	88.0%	88.0%	88.0%	88.0%	88.0%	88.0%	88.0%	88.0%	88.0%	88.0%
<b>District Limits on Use of Alternative Assessment Results <i>Not Applicable for 2015</i></b>											
Reading – Alternate	n/a	<i>Not Applicable</i>									
Mathematics – Alternate	n/a	<i>Not Applicable</i>									

\*STAAR results for mathematics, grades 3–8 and results of STAAR A and STAAR Alternate 2 for all subjects are excluded from state accountability in 2015.

## Summary

Certified Standards teacher status at this campus: 100% of teachers in core academic areas meet State Requirements for Certification in 2017-2018

- Certified Standards Teacher status in 17-18: 100% completed.
- Highly Qualified Paraprofessional status in 17-18: 100% completed.

Surveys from parents and staff would like:

Staff Development:

Vertical Alignment

Parents would like:

Communication to continue

Facilities are within OCR compliance. Some needs or wants included:

<p><b>Problem Statement: Fourth grade students meeting/mastering expectations on reading and math STAAR Summary Report.</b>                  Fourth grade students meeting or mastering grade level reading in 2017 was 57%.                   At least 59% of 4<sup>th</sup> graders meet expectations in reading and 67% of 4<sup>th</sup> graders meet expectations in math for ESSA funding for 18-19.</p>	<p><b>Root Cause:</b>                  More students from all demographic groups and poverty are entering public education with little or no exposure to pre-reading and math skills and are consistently behind.</p>																								
<p><b>SMART Goal:</b> The percentage of fourth grade students who meet or master grade level reading will increase from 57% (2017) to 59% May 2018. AND, they will grow in the met or mastered level in math from 2017 66% to 67% in 2018.</p> <p><b>Baseline Data:</b> STAAR fourth grade 2017 reading meet/master percentage of 57% is baseline and math fourth grade met/mastered percentage of 66% on the STAAR Summary report for 4<sup>th</sup> grade.</p> <p><b>Goal:</b> STAAR fourth summary report 59% for reading and 67% for math in 2018.</p> <p><b>Data Source(s):</b>                  2017 STAAR Summary Report 4<sup>th</sup> grade</p>	<table border="1"> <thead> <tr> <th>Program/ Activity</th> <th>Estimated Cost</th> <th>Funding Source</th> </tr> </thead> <tbody> <tr> <td>Reading Interventionist</td> <td>\$57,000</td> <td>Title I, Part A</td> </tr> <tr> <td>Math Interventionist</td> <td>\$35,000</td> <td>Title II, Part A</td> </tr> <tr> <td></td> <td></td> <td></td> </tr> <tr> <td></td> <td></td> <td></td> </tr> <tr> <td></td> <td></td> <td></td> </tr> <tr> <td></td> <td></td> <td></td> </tr> <tr> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Program/ Activity	Estimated Cost	Funding Source	Reading Interventionist	\$57,000	Title I, Part A	Math Interventionist	\$35,000	Title II, Part A															
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Does the need/ goal mentioned above fit into one of the following? Circle which one.

<p><b>Commissioner Priority 1:</b>                  Recruit, support, and retain teachers or principals</p>	<p><b>Commissioner Priority 2:</b>                  Build a foundation of reading and math</p>	<p><b>Commissioner Priority 3:</b>                  Connect high school to career and college</p>	<p><b>Commissioner Priority 4:</b>                  Improve low-performing schools</p>	<p><b>LEA Priority</b></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 IV, Part A