

SHALLOWATER HIGH SCHOOL IMPROVEMENT PLAN



2016-2017

Shallowater High School District
2016-2017
Biography

Introduction:

The Campus Site Base Committee met to develop the needs assessment data for the 2016-2017 school year in May 2016. 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.

Demographics:

Shallowater High School is located in Shallowater, Texas. The campus has an ethnically diverse community with 64.47% of the students being served white, 32.89% of the students are Hispanic, 0.44% is African American and 1.97% are two or more races. Approximately 31.80% of students are eligible for free or reduced-price lunches under the National School Lunch Program and 1.10% of students are Limited English Proficient (LEP). Based on the (PEIMS) Public Education Information Management System data as of November 11, 2016 the total enrollment for the High school for the school year 16-17 is 456.

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 2015-2016 the campus received a rating of “**Met Standard**” from the Texas Education Agency. This rating means at least 70% of all students and all student sub-groups passed all parts of the STAAR. The lowest scoring areas were Hispanic students and low socio-economic students in mathematics.

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 very supportive to our campus.

Mission:

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

Annual Performance Objective #1.1: To provide a program meeting all requirements for Adequate Yearly Progress under the guidelines of No Child Left Behind

Component #2-Schoolwide Reform Strategies

INITIATIVES: Strategies (Steps)	PERSON RESPONSIBLE	TIME LINE	RESOURCES	FORMATIVE EVALUATION	ESSA Comp	SUMMATIVE EVALUATION
Use strategies to address weaknesses shown in disaggregated data. (Algebra Mentor, 9 th , 10 th , STAAR results, benchmark results, STAAR Crash Course in Math, Gradpoint)	Administrators, Teachers, SBDM Team	Daily	Local funds	Class Schedules	9	10 th grade students meet federal systems safeguards in ELA and Math
Offer STAAR Remediation in all 4 core areas for students not meeting STAAR standards in 2015-2016.	Administrator, Teachers, SBDM team	Fall/Spring	Local, SCE Same	Schedule	9	9 th and 10 th grade students will meet or exceed minimum standard on EOC exams.
Use of Grad-Point program for help in remediation	Administration	Fall/Spring	Local, SCE	Schedule	9	Improve scores of students failing any part of the EOC exams
Use flexible scheduling to allow students having problems in 2 or more core areas to use Grad-Point and Project Share 2 or more times per week	Administration	Fall/Spring	Local, SCE	Schedule	9	Improve scores of students failing any State Assessment.
Provide accelerated instruction for special education students to enable them to demonstrate mastery on grade level assessments and/or meet required improvement levels.	Principals Special ed staff	August – May	Plato, HONDA GradPoint	Grad-Point Assessments Benchmark assessments	9	EOC Results
All core teachers will use TEKS RESOURCE SYSTEM	Principals	August-May	Local	TEKS RESOURCE SYSTEM assessments	2	

Annual Performance Objective #1.2: To meet all requirements of a Recognized or Exemplary District in the TAPR

INITIATIVES: Strategies (Steps)	PERSON RESPONSIBLE	TIME LINE	RESOURCES	FORMATIVE EVALUATION	ESSA Comp	SUMMATIVE EVALUATION
Use Tier I (Basic) instruction to identify students in need of intervention	Administrator Teachers	Daily	District funds	Six week grades Benchmark assessments	8	State Assessment Data
Provide services to help students achieve academic success <ul style="list-style-type: none"> • Learning Lab • Content Mastery • Project Share • GradPoint 	Administrator Teachers	Daily	District funds	Six week grades Benchmark assessments	2	State Assessment Data
Increase the percentage of commended performance scores by students in all testing areas by improving upper level instruction and questioning techniques by all instructors	Administrator Teachers	Daily	ESC 17 Staff and consultants	Benchmark assessments	2	EOC scores
Use data from 2016 9 th , 10 th , and 11 th grade assessments to determine weaknesses of students and focus areas of needed growth	Administrators Teachers Counselors	Ongoing	Local	Disaggregation of EOC data in planning	9	9 th , 10 th , and 11 th grade students will meet or exceed the level two readiness standard on EOC exams.
All 9 th graders will take the PSAT test to determine areas of strength and weakness on the EOC tests.	Administrators Teachers Counselors	Ongoing	Local	Administer test in September	8	Determine needs for remediation based on results
Mainstream Resource students with Content Mastery to help raise their achievement level.	Administrators Teachers C/M Teacher	Ongoing	Sp. Ed. Funds Local, SCE	Results of benchmark tests	9	Results on assessments
Provide parent conferences for all students not passing EOC tests to develop personal graduation plans.	Administrators Teachers	Spring	Local, SCE	Schedule of conferences	6	Parent sign-in sheets

Annual Performance Objective #1.3: To exceed the number of LEP/ESL students meeting the state standard on EOC test administrations.

INITIATIVES: Strategies (Steps)	PERSON RESPONSIBLE	TIME LINE	RESOURCES	FORMATIVE EVALUATION	ESSA Comp	SUMMATIVE EVALUATION
Identify and provide all LEP Students an ESL program that develops proficiency in the comprehension, speaking, reading, and composition of the English language	ESL certified teachers	Beginning of each school year/as new students are enrolled	ESL funds, Title I funds, SCE, local funds, Title III funds, (ESL/ESC Coop)	Home Language Survey List of ESL students	2	RPTE Scores EOC Scores TELPAS
Conduct a comprehensive needs assessment of all ESL students to determine strengths and weaknesses	Administrator	May	EOC, RPTE, LPAC Records, TAPR-It, Spanish STAAR	Disaggregated scores of students	1	Written annual evaluation of ESL program
Reduce the percentage of LEP exemptions on EOC	LPAC	Spring		List of students exempted	2	Performance Based Monitoring (PBM)
Reduce the number of parent denials for ESL program	Administrators LPAC	As needed	ESC ESL Coop, ESC Title III SSA, Title I, SCE	Conference with parents	2	List of students with denials
Provide staff development for professional staff as well as for paraprofessionals that is researched based with input from staff	Administrators	Fall and/or Spring		Registration for workshops	4	Attendance Certificates
Ensure that LEP students are not over represented in special education or underrepresented in G/T education	Administrators Minority committee members, LPAC	Fall/ Spring	ESL funds, Title I funds, Title III funds, Local funds,	List of identified/recommended students in either program	2	PBM
Ensure that information to parents is provided in the home language	Administrators ESL teachers LPAC	Ongoing	Local funds, ESL funds, Title I funds, CTE, Special Education funds	List of qualified translators ESC Forms	6	Copies of notices sent to parents
Provide opportunities for parents of ESL students to participate in school-sponsored activities	Administrators, Teachers, LPAC members, SBDM committee	Fall/ Spring		School calendar of Parent and Family Engagement activities	6	Parent Sign-In sheets

Long-Range Goal #1: Shallowater High School will provide curriculum and instruction to support high student performance for all students.

BE/ESL

Annual Performance Objective #1.3: To exceed the number of LEP/ESL students meeting the state standard on STAAR and EOC test administrations.

Continue to recruit and retain state certified ESL staff, including minorities	Administrators SBDM	Spring semester, Summer	Local funds ESL funds	Positions posted	5	Fully certified staff hired
Address areas of PBM with Risk Levels of 2/3 for LEP/ESL which are: None identified	Administrator	Spring	Local	Agenda	2	Written strategies developed

Long-Range Goal #1 Shallowater High School will provide curriculum and instruction to support high student performance for all students.

CTE

Annual Performance Objective #1.4: To maintain the high levels of success among Career and Technology Education students on all test administrations

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

Annual Performance Objective #1.4: To maintain the high levels of success among Career and Technology Education students on all test administrations

INITIATIVES: Strategies (Steps)	PERSON RESPONSIBLE	TIME LINE	RESOURCES	FORMATIVE EVALUATION	ESSA Comp	SUMMATIVE EVALUATION
Continue to recruit and retain state certified CTE staff including minorities	Administration SBDM	Spring semester/ Summer	CTE funds Local funds	Positions posted	5	Fully certified staff hired
Provide staff development for professional staff that is researched based with input from staff	Administrators	Fall/ Spring/ Summer	Perkins funds, Local funds,	Staff development registrations	4	Attendance certifiCTE
Ensure that information to parents is provided in the home language	Administrators CTE teachers	August – May	ESL funds	List of translators	6	Copies of notices sent to parents
Provide opportunities for parents of CTE students to participate in school-sponsored activities	Administrators CTE teachers Counselor	Fall/ Spring	CTE funds, Perkins funds, Technology funds, Local funds	School calendar of Parent and Family Engagement activities	6	Parent Sign-In sheets
Strive to provide CTE programs that lead students the completion of industry recognized certification or license	Administrators School board	August – May	CTE funds, Perkins funds Local Funds	Research presentation of possible course offerings	2	Courses offered for licensing/certification
Continue to provide Career Awareness programs in grades K to 12	Administrator Counselor	Spring	CTE funds, Perkins funds Local	Schedule of programs	2	List of participating students
Provide transition activities for middle school to high school and from high school to work or to post-secondary education	Counselor	Spring	Local	Lesson plans	2	List of students participating
Ensure the annual public notification of nondiscrimination is published prior to the beginning of school.	Administration	August	Perkins		2	Published notice
Address areas of PBM with Risk Levels of 2/3 which are: None identified	Administrator	Fall/Spring	Local	Agenda	2	Written strategies developed

Long-Range Goal #1: Shallowater ISD will provide curriculum and instruction to support high student performance for all students.

CTE

Annual Performance Objective #1.4: To maintain the high levels of success among Career and Technology Education students on all test administrations

INITIATIVES: Strategies (Steps)	PERSON RESPONSIBLE	TIME LINE	RESOURCES	FORMATIVE EVALUATION	ESSA Comp	SUMMATIVE EVALUATION
Ensure the appropriate statement of nondiscrimination is printed on all materials distributed to students, parents, and employees	Administration CTE Teachers	Fall, Spring, Summer	CTE state Perkins	Periodic review of materials sent out	6	All materials distributed contain the statement of nondiscrimination
Collaborate across programs serving special populations to better meet the needs of students in CTE programs	Administrator CTE teachers Special population teachers	Fall Spring	Special Ed CTE funds Perkins funds	List of students needing support and develop strategies	2	CTE and Special Population students assessment scores
Establish agreements for Tech Prep articulated credit eligible CTE courses	Administration CTE teachers	Spring	Tech Prep	Agreement preparation for next year	2	Articulation agreements in place

Long-Range Goal #1: Shallowater High School will provide curriculum and instruction to support high student performance for all students.

Dyslexia Program

Annual Performance Objective #1.5: To ensure early identification of students with dyslexia and provide instruction appropriate to individual needs which leads to academic success.

INITIATIVES: Strategies (Steps)	PERSON RESPONSIBLE	TIME LINE	RESOURCES	FORMATIVE EVALUATION	ESSA Comp	SUMMATIVE EVALUATION
Identify students with dyslexia or a related disorder and provide appropriate instructional services	Administration School Board Dyslexia Staff	August, January	Local funds	Staff training	2	List of students eligible for services
Provide a program for early identification, intervention, and support for students at risk for dyslexia or other reading difficulties	Dyslexia Staff	August	Local funds	Written procedures	2	Students identified
Annually align SBOE approved procedures and district/campus procedures	Dyslexia Staff	August	Local time	Draft of written procedures	2	Written procedures adopted
Provide services for students who may be eligible under Section 504	Administrators 504 Committee	Daily	Local	List of students identified	2	List of students served
Provide research based staff development for teachers of dyslexia students that uses individualized intensive, multi-sensory, and phonetic methods to teach reading with input from staff	Administrator	Summer	Local funds	Training scheduled	4	Attendance certificates
Provide, when possible, services to students at his/her campus	Administrator Dyslexia Staff	Daily	Local funds	Class schedules	2	List of students receiving services
Monitor student progress	Dyslexia teacher	Each six weeks	Local funds, ESC 17	Report cards	2	Skill mastery
Ensure teachers of dyslexic students have proper certification and/or endorsements	Administrator	Spring Summer	Local, and other assessment tests	List of teachers providing services	5	Teaching certificates
Conduct a comprehensive needs assessment to determine students in program areas of strengths and weaknesses	Dyslexia Teachers	August – September January – May		List of students identified	1	Disaggregated data

Long-Range Goal #1 Shallowater High School will provide curriculum and instruction to support high student performance for all students.

Dyslexia Program

Annual Performance Objective #1.5: To ensure early identification of students with dyslexia and provide instruction appropriate to individual needs which leads to academic success.

INITIATIVES: Strategies (Steps)	PERSON RESPONSIBLE	TIME LINE	RESOURCES	FORMATIVE EVALUATION	ESSA Comp	SUMMATIVE EVALUATION
Provide services for students according to their needs i.e., multi-sensory materials, books on tape, small group instruction	Dyslexia Teachers	Daily	Comprehensive needs assessment	Report Cards	2	Increase in test scores
Provide opportunities for parents of dyslexic students to participate in school-sponsored activities	Administrator Dyslexia Teacher	Fall/ Spring	Local	School calendar of Parent and Family Engagement activities	6	Parent Sign-In sheets

Long-Range Goal #1: Shallowater High School will provide curriculum and instruction to support high student performance for all students.

NCLB
(ESSA)

Annual Performance Objective #1.6: To provide an educational program to meet or exceed TAPR, Federal Safeguard Standards and meet No Child Left Behind mandates.

INITIATIVES: Strategies (Steps)	PERSON RESPONSIBLE	TIME LINE	RESOURCES	FORMATIVE EVALUATION	ESSA Comp	SUMMATIVE EVALUATION
Conduct a comprehensive needs assessment of the entire school which may include but is not limited to STAAR, RPTE, SDAA II, PBMAS, TAPR indicators, staff development, SDFSC annual report, etc.	Administrators Counselor SBDM	August – September		Disaggregated data	1	Areas of strengths and weaknesses identified
Ensure school-wide reform strategies that address areas of weaknesses as identified in the comprehensive needs assessment such as: (Algebra Mentor, Content Mastery Lab, Project Share, Grad Point etc.)	Administrators Teachers SBDM	Daily		Daily class schedules	2	Increased student scores EOC
Ensure instruction of all students by staff who Meet State Requirements for Certification/complete meet state requirements forms for each teacher and PAKS for all paraprofessionals	Administrators	Daily		List of all teachers providing instruction List of paraprofessionals in instructional settings	5	Teacher Certificates Completed PAKS
Provide research based staff development for professional staff and paraprofessionals	Administrators Teachers, ESC	Fall/ Spring		Staff development calendars	4	Attendance Certificates
Attend job fairs, recruit from teacher certification programs, advertisements to ensure avenues for attracting state certified teachers and paraprofessionals	Administrators	Spring/ Summer		Job vacancy list	5	State certified staff hiring
Provide Parent and Family Engagement activities that are planned by parents in order to increase Parent and Family Engagement	Administrators SBDM Parent representatives	April/ May		Parent and Family Engagement activities scheduled on school calendar	6	Sign-in sheets at activities to determine increase/decrease

Long-Range Goal #1: Long-Range Goal #1: Shallowater High School will provide curriculum and instruction to support high student performance for all students

**NCLB
(ESSA)**

Annual Performance Objective #1.5: To provide an educational program to meet or exceed TAPR, Federal Systems Safeguards and meet No Child Left Behind mandates.

INITIATIVES: Strategies (Steps)	PERSON RESPONSIBLE	TIME LINE	RESOURCES	FORMATIVE EVALUATION	ESSA Comp	SUMMATIVE EVALUATION
Conduct a survey of teachers to decide the use of alternative assessments and academic assessments	Principal	Aug. Dec. May	Local	Conduct the surveys	8	Identify assessments to be used
Provide effective, timely, additional assistance to students (including homeless students) who experience difficulty mastering the proficient or advanced levels of academic achievement standards through frequent monitoring of student progress and placement in supplemental programs in the core subject areas	Principal Counselors	Aug/May	Local	Benchmarks, three week progress reports, six week grades	9	Identify areas of strengths and weaknesses
Provide information/communications in a format and in a language that parents can understand	Principal	Aug/May	Local	Send English and Spanish communication to parents	6	Documentation of communication
Provide parents information on the level of achievement of parent's child on STAAR and timely notice that the parent's child has been assigned to, or has been taught for four or more consecutive weeks by a teacher who is not certified	Principal	Aug/May	Local	Mail notice to parents	6	Notices by the end of the first 6 weeks
Continue to monitor student progress and participation through federal systems safeguards	Principal	Aug/May	Local	Six week grades, STAAR benchmark assessments	2	2016-2017 EOC results
Update Meets State Requirements for Certification Campus Plan	Administration			List of all Meet State Requirements for Certification and staff who do not meet	5	All teachers Meet State Requirements for Certification or in process of meeting requirements
Provide timely notice that the parent's child has been assigned to, or has been taught for four or more consecutive weeks by a teacher who is not certified	Administrator	Four Weeks	Local funds	List of teachers not meeting state certification requirements, their assignments and start date	6	Copies of letters sent
Address areas of PBM with Risk Levels of which are: None indiCTEd						

Annual Performance Objective #1.7: To ensure identification of qualified students and provide a continuum of services for Gifted/Talented students provided by G/T qualified teachers.

INITIATIVES: Strategies (Steps)	PERSON RESPONSIBLE	TIME LINE	RESOURCES	FORMATIVE EVALUATION	ESSA Comp	SUMMATIVE EVALUATION
Update written policies that include provisions regarding furloughs, reassessment, exiting of students from program services, transfer student, appeals of district decisions regarding program placement	Administration G/T Staff G/T Selection Committee	May – August	Local	Agendas, Minutes, sign-in sheets	2	Written policies, handbooks
Continue an annual student nomination process with particular focus on ESL, economically disadvantaged, special education, and minority student nominations and/or placements	Administrator Teacher G/T Selection Committee	August – May	Local	Training of staff on G/T characteristics	2	List and records of student nominations
Provide an advanced and challenging curriculum to all G/T students in all grades	G/T Staff	August – May	Local, G/T funds, ESC	Lesson Plans	2	Student projects/ Student scores STAAR/SAT/ACT/EOC
Ensure equity of opportunity for all students for identification selection, and placement of students that includes the use of native language and non-verbal assessment	G/T Staff G/T Selection Committee	Fall, Spring	Local, G/T Funds	List of students to be tested	2	List of tests for students with language other than English/ Non-verbal tests
Ensure a minimum of three appropriate criteria that include both qualitative and quantitative measures in the areas of general intellectual ability and/or specific academic fields in grades 1-12	G/T Selection Committee G/T Staff	Spring	Local, G/T Funds, ESC	Planning meetings scheduled	2	Three criteria in place
Continue to provide opportunities for all professional staff to obtain 30 hours of G/T training	Administration	Fall, Spring, Summer	Local, Title V, G/T Funds	Staff development calendar	4	Course completion records
Revise and update G/T curriculum framework showing depth and complexity including the four core academic areas	G/T Staff	April – August	Local	Notes, minutes from meetings	2	Program evaluation data

Annual Performance Objective #1.7: To ensure identification of qualified students and provide a continuum of services for Gifted/Talented students provided by G/T qualified teachers.

INITIATIVES: Strategies (Steps)	PERSON RESPONSIBLE	TIME LINE	RESOURCES	FORMATIVE EVALUATION	ESSA Comp	SUMMATIVE EVALUATION
Survey staff to determine staff development needs	Administrator	Spring	Local	Survey	1	Record of G/T program activities
Provide opportunities to work together as a group, work with other students, and work independently during the school day as well as the entire school year	G/T Staff	Weekly	Local, G/T Funds	Lesson Plans, Schedules	2	Survey results
Conduct an annual evaluation, including surveys of families, students, program staff, and other district staff	G/T Staff	April	Local	Survey	1	Certificates on file
Ensure all teachers who teach in the G/T program have the proper certification and/or endorsements	Administrator	April – August	Local, G/T Funds	Interviews	3	Sign-in sheets
Encourage parental involvement and provide opportunities for parents to participate in school-sponsored activities i.e. annual meeting, UIL activities, etc.	Administrator G/T Staff	August – May	Local	Parent and Family Engagement calendar	6	Written strategies developed

Long-Range Goal #1: Shallowater High School will provide curriculum and instruction to support high student performance for all students

SCE

Annual Performance Objective #1.8: To identify students who are At Risk of dropping out of school and provide support in mastering the TEKS and success on district and statewide assessments.

INITIATIVES: Strategies (Steps)	PERSON RESPONSIBLE	TIME LINE	RESOURCES	FORMATIVE EVALUATION	ESSA Comp	SUMMATIVE EVALUATION
Develop a policy for identifying, entering, and exiting students from the SCE program	Principal	August	SCE funds \$118,936 2.2622	Meeting to develop policy	2	Local policy
Identify students at risk of dropping out of school using state criteria	Administrator Counselor, Teachers	End of 1 st six weeks and throughout the school year as needed	Local	At-risk criteria distributed	2	List of at-risk students identified
Provide teachers with the confidential list of At-Risk students and supporting criteria used for identification	Principal	Beginning of school	Local, SCE	List developed	2	All teachers with list and supporting documentation
Conduct a comprehensive needs assessment which includes but is not limited to STAAR, dropout rate, completion rates, RPTE, to identify areas to accelerate	Counselors Teachers Site base teams	May or August	SCE, Local, Reading First, ARI	Data disaggregated for at-risk students	1	Results of comprehensive needs assessment
Serve 9-12 students with below 70 average in 2 or more subjects through tutorials and accelerated instruction	Principal Teachers	Fall – May	ESL funds SCE Local	Identified students failing readiness test placed in program	9	STAAR/ EOC
Serve ELL students through an accelerated program to acquire proficiency in the English language	ESL Teachers Principal	August - May	SCE \$118,936 2.2622 FTE	Progress reports LPAC Meetings	2	RPTE STAAR/EOC
Utilize Plainview DAEP to provide ongoing instruction for students whose placement in an alternative setting is required or needed.	Principal	August - May	\$118,936 2.2622 FTE's	Discipline records	2	Discipline records Achievement data
Provide accelerated, intensive program for At-Risk students failing the STAAR/EOC exams through tutoring, computer-assisted instruction, extended day, week, year, specialized reading/math classes, etc.	Principals	August – May	SCE TAPR	Progress reports Report card grades Benchmark Tests	9	STAAR/EOC Completion rate
Compile a report that compares STAAR/EOC data of students at risk of dropping out of school and all other district students	Counselors SCE Staff	May – August		Disaggregated data	9	Written report

Long-Range Goal #1: Shallowater High School will provide curriculum and instruction to support high student performance for all students

SCE

Annual Performance Objective #1.8: To identify students who are At Risk of dropping out of school and provide support in mastering the TEKS and success on district and statewide assessments.

INITIATIVES: Strategies (Steps)	PERSON RESPONSIBLE	TIME LINE	RESOURC ES	FORMATIVE EVALUATION	ESSA Comp	SUMMATIVE EVALUATION
Provide research based staff development designed to assist students at-risk of dropping out of school for professional/paraprofessional staff with input from staff	Administrator ESC	Fall, Spring, Summer	Local, BE/ESL	Staff development calendar	4	Teacher/ Paraprofessional attendance certificates Sign in sheets
Conference with parents. Encourage parental involvement and provide opportunities for parents to participate in school-sponsored activities i.e. open house, fall festival, UIL, parent booster clubs, etc.	Administrator SCE Staff	August – May	Local	Parent and Family Engagement calendar	6	Evaluation of Parent and Family Engagement activities

Annual Performance Objective #1.9: To provide appropriate identification and a range of services that will ensure TAPR and Federal Systems Safeguard goals are met for students with disabilities.

INITIATIVES: Strategies (Steps)	PERSON RESPONSIBLE	TIME LINE	RESOURCES	FORMATIVE EVALUATION	ESEA Comp	SUMMATIVE EVALUATION
Ensure all teachers and teacher assistants have the proper certification and/or endorsements and/or certifiCTEs of training required to teach in this special program	Administration Special Education Director	August	Special Education funds, Local funds	Review of personnel files	3	Teacher/Teacher assistants certificates on file
Provide research based staff development, with input from staff	Administrator, Special Education Director, Teachers, Teacher assistants	Fall, Spring, Summer	Special Education funds, Local funds	Staff development calendar	4	Attendance Certificates
Ensure that all students with disabilities have access to the general curriculum	Administrator, Counselor, Special Education Director, Special Teachers, Regular Education Teachers	August – May	Special Education funds, Local funds	ARD/IEP	2	Student schedules
Provide training to teachers regarding modifying the curriculum for students with disabilities	Special Education Director, ESC	August	Special Education funds, Local funds	Agenda	2	Sign-in sheets
Provide parental involvement and provide opportunities for parents of students with disabilities to participate in school-sponsored activities	Administrator, Special Education Director	Fall, Spring, Summer	Special Education funds, Local funds	Parent and Family Engagement activity calendar	6	Sign-in sheets
Conduct a comprehensive needs assessment of students with disabilities to determine areas of strengths and weaknesses	Special Education Director, Special Education Teachers	May – August	SDAA, STAAR/EOC, RPTE, IEP's, etc.	Disaggregated data	1	IEP/Needs identified
Provide training to ARD committee	Special Education Director, ESC	August	ESC, Special Education Funds	Training scheduled	4	Sign-in sheets

Long-Range Goal #1: Shallowater High School will provide curriculum and instruction to support high student performance for all students

Students with Disabilities

Annual Performance Objective #1.9: To provide appropriate identification and a range of services that will ensure TAPR and Federal Systems Safeguard goals are met for students with disabilities.

INITIATIVES: Strategies (Steps)	PERSON RESPONSIBLE	TIME LINE	RESOURCES	FORMATIVE EVALUATION	ESEA Comp	SUMMATIVE EVALUATION
Ensure consistency in 504 procedures and early staffing	Administrator Teachers	August/ May	Sp. Ed. Funds HONDA	Pre referral team minutes	9	Follow all 504 procedures
Provide early Tier II intervention to prevent the need for referral	Administrator Teachers	August/ May	Sp. Ed. Funds, ESC 17, HONDA	Documentation	9	2014 STAAR/EOC scores
Explore means of utilizing a Response to Intervention model for identification of students with learning disabilities	Administrator Teachers	August/ May	Local HONDA	Documentation	9	2014 STAAR/EOC scores

Long-Range Goal #1: Shallowater High School will provide curriculum and instruction to support high student performance for all students

Technology

Annual Performance Objective 1.10: To provide a continuum of technology education across grades K-12 while maximizing district resources.

INITIATIVES: Strategies (Steps)	PERSON RESPONSIBLE	TIME LINE	RESOURCES	FORMATIVE EVALUATION	ESEA Comp	SUMMATIVE EVALUATION
Increased student usage of technology integrated into class curriculum	Administrator Teachers	August/May	Local funds	STAR Chart	2	Parent surveys

Annual Performance Objective 1.11: To provide a continuum of health education and physical education in PK-12.

INITIATIVES: Strategies (Steps)	PERSON RESPONSIBLE	TIME LINE	RESOURCES	FORMATIVE EVALUATION	ESEA Comp	SUMMATIVE EVALUATION
SHAC involvement	Administrator Nurse Campus SHAC Rep.	Aug/May	ESC 17	District Plan	2	Parent and student surveys
Increase fitness level and health awareness of students	P.E. Coordinator Administrator	Aug/May	SHAC District ESC 17 Local funds	Student surveys, evaluation observations	2	Student success on Post surveys
Use of assemblies to bring in speakers to deal with self- esteem and suicide prevention	Rachelle Barrera Administrator	Aug/May	Local Funds Grant Funds	Schedule assemblies	2	Actually hold the assembly
Staff Development over suicide prevention	Administrator	Aug/May	Local Funds	Schedule the staff development	2	Complete Staff Development
Use of counselors to deal with students to prevent suicides	Counselors	Aug/May	Local Funds	Use of counselors	2	Documentation of counseling sessions
Use of TWITTER Project to deal with students outwardly showing symptoms of suicide.	Counselors Texas Tech	Aug/May	TWITTER grant	Arrangement with TWITTER	2	Usage of TWITTER

Long-Range Goal #2: Shallowater High School will employ and support quality teachers, administrators, and staff.

Personnel

Annual Performance Objective #2.1: To ensure that all Administrators and teachers meet State Requirements for Certification and paraprofessionals meet Highly Qualified in Shallowater Independent School District.

INITIATIVES: Strategies (Steps)	PERSON RESPONSIBLE	TIME LINE	RESOURCES	FORMATIVE EVALUATION	ESEA Comp	SUMMATIVE EVALUATION
Professional Development activities will be based on areas that are identified through needs assessment. Staff will be recognized for student excellence on state tests.	Administration SBDM Team Teachers Administration	August/May Spring	Local Local	List of activities List of recognition activities	4 5	Meets State Requirements for Certification Report List of recipients

Long-Range Goal #3: Shallowater High School will provide a safe, orderly, and caring school environment

Environment

Annual Performance Objective #3.1: To provide programs which enhance students' ability to be successful in school, at home, and in preparation for post-graduation education and/or the world of work.

INITIATIVES: Strategies (Steps)	PERSON RESPONSIBLE	TIME LINE	RESOURCES	FORMATIVE EVALUATION	ESEA Comp	SUMMATIVE EVALUATION
All students will be involved in district/campus supported service learning activities	Service Learning Liaison	August/May	Local Grant funds	List of student activities	2	Certificate of student hours
Students, staff and parents will be instructed on school as a safe place and "Character Counts"	Administrator Teachers	Fall	Local	Lesson plans, School wide activities	2	Number of recognized students
Students and Staff will be rewarded by food parties	Administrator	Fall, Spring	Local	List of activities	2	Higher staff and student moral

Long-Range Goal #4: Shallowater High School will support and encourage aligned internal and external partnerships

Community

Annual Performance Objective #4.1: To ensure that all stake holders of SISD are involved, well informed, and have opportunities to provide input.

INITIATIVES: Strategies (Steps)	PERSON RESPONSIBLE	TIME LINE	RESOURCES	FORMATIVE EVALUATION	ESEA Comp	SUMMATIVE EVALUATION
Mail STAAR results to parents before the end of the year and hold PGP meetings	Administrators Teachers	Spring	Local	STAAR scores	6	Copy of letter mailed to parents
All communication will be provided in the child's home language	Administrators Teachers	August/May	Local, ESL	Source of translation	6	Copies of communication sent home in appropriate language
Teachers, parents and students will meet to discuss the Personal Graduation Plan if the student has failed one or more sections of the STAAR test.	Administrators Teachers	Spring	Local	Copies of PGP's	6	Signed PGP's

Long-Range Goal #5: Shallowater High School will ensure effective and efficient school operations

Operations

Annual Performance Objective #5.1: To maximize district resources through effective utilization of facilities, financial resources, and personnel.

INITIATIVES: Strategies (Steps)	PERSON RESPONSIBLE	TIME LINE	RESOURCES	FORMATIVE EVALUATION	ESEA Comp	SUMMATIVE EVALUATION
Auditing of campus space will enable facility usage to be futuristic and functional to facilitate student success.	Administrator	August/May	District funds State funds	Progress reports on future needs assessment	2	Facility Improvements based on additional instructional needs as well as current and future population projections.
Facilities will continue to be monitored, updated, and improved as necessary.	Administrator	Ongoing	Local	Progress monitoring	2	

2016-2017 Comprehensive Needs Assessment for Shallowater High School campus using 14-15 data

TAPR Campus Rating for 15-16_ __Met Standard _____

Campus Rating for 16-17: __State Waiver – Met Standard _____

Student Information

2015-2016 STAAR/EOC Results

English I: 79%

English II: 88%

Algebra I: 96%

US History: 97%

Biology: 94%

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.
Performance Rates – State*											
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%
Participation Rates*											
Reading	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%
Mathematics	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%
Federal Graduation Rates (includes improvement targets)											
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%
District Limits on Use of Alternative Assessment Results <i>Not Applicable for 2015</i>											
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.

- PBMAS Status for 16-17:

SPED:

Areas of Concern: Sped regular class students. (1) Sped modified Participation Rate. (1) Sped Hispanic Representation. (3)
Sped ISS placements. (1)

BE/ESL:

Areas of Concern: None

CTE:

Areas of Concern: None

NCLB:

Areas of Concern: None

- TELPAS (RPTE and TOPS) –Data includes that _____% or 0 students scored beginning, _____% or 0 students scored intermediate, 0 or _____% scored advanced and _____% or 2 students scored advanced high. We had a total of 2 students take the TELPAS at this campus.
 - Number of students in this district/campus that are ELL (LEP): _____
- Completion Rate at this campus (all students): 100%_____
 - Completion rate :
 - Hispanic students: 100%_____
 - African American students: _____100%_____
 - White students: _____100%_____
 - Econ. Disadvantaged: _____100%_____
- Meets State Requirement for Teacher Certification Status at this campus: _____100_____ % of teachers in core academic subjects meet state certification requirements in 16-17.
 -

- Surveys/staff meetings covering the areas of staff, parental involvement and facility needs indicated the following:

Staff Development in the areas of:

- * Inclusion of Special Education students in the regular classroom
- * Teaching the at-risk student
- *Preparation of STAAR/EOC exams

Parents would like our district to incorporate:

- * More technology integration in the classroom
- * Better Communication
- * Lower teacher/student ratio and less crowded classrooms

Facilities are within the OCR compliance. Some needs or wants included in the surveys include:

- * More classrooms
- * Allow teachers to be able to stay in their classroom during conferences and not have to share their room.
- * Smart Boards in all classrooms