

SHALLOWATER HIGH SCHOOL CAMPUS IMPROVEMENT PLAN



2017-2018

Shallowater High School, Campus Improvement Plan

Biography

Introduction:

The Campus Site Base Committee met to develop the needs assessment data for the 2017-2018 school year in May 2017. 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 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.

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’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 3,4	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 and be promoted 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</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 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

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	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 1,8,9	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 2,6,10	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 2,10	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 2,10	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 2,10	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 Automotive Technology Protective Services	Administration School Board	August	CTE funds Local funds	List of course offerings	Number of CTE students with four year plans on file with counselor

- TAPR Campus Rating for 16-17: **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 2017 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%.

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.

Scoring Summary

- TELPAS 16-17 (RPTE and TOPS) —Data indicates that 4 ESL students tested scored:
Overall Composite Score which includes Reading, Speaking, Listening and Writing:
2 students scored Advanced High, 1 student scored Advanced, and 1 student scored Intermediate.

Certified Standards teacher status at this campus: 100% of teachers in core academic areas meet State Requirements for Certification in 2016-2017

- Certified Standards Teacher status in 16-17: 100% completed.
- Highly Qualified Paraprofessional status in 16-17: 100% completed.

Surveys from parents and staff would like:

Staff Development:

Teaching the at-risk student

Inclusion of Special Education students in the regular classroom

Parents would like:

More Technology integration in the classroom

Less crowding in some classrooms.

Facilities are within OCR compliance.

Needs for classrooms are computer carts for each 3 classrooms.

Needs Assessment, Priorities, and Program Outcomes Planning Document

<p>Problem Statement:</p> <p>Many students are not college/career ready.</p>	<p>Root Cause:</p> <p>Lack of exposure and planning on the part of the student.</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="709 305 909 386">Program/ Activity</th> <th data-bbox="909 305 1108 386">Estimated Cost</th> <th data-bbox="1108 305 1308 386">Funding Source</th> </tr> </thead> <tbody> <tr> <td data-bbox="709 386 909 467">Career Expo</td> <td data-bbox="909 386 1108 467">Minimal</td> <td data-bbox="1108 386 1308 467">Title 1, Part A</td> </tr> <tr> <td data-bbox="709 467 909 573">ASVAB career inventory test</td> <td data-bbox="909 467 1108 573">No cost to school</td> <td data-bbox="1108 467 1308 573">U.S. Military</td> </tr> <tr> <td data-bbox="709 573 909 719">College visits to Wayland, LCU, SPC</td> <td data-bbox="909 573 1108 719">No cost to school</td> <td data-bbox="1108 573 1308 719">Each individual college or university</td> </tr> <tr> <td data-bbox="709 719 909 800"></td> <td data-bbox="909 719 1108 800"></td> <td data-bbox="1108 719 1308 800"></td> </tr> <tr> <td data-bbox="709 800 909 881"></td> <td data-bbox="909 800 1108 881"></td> <td data-bbox="1108 800 1308 881"></td> </tr> <tr> <td data-bbox="709 881 909 963"></td> <td data-bbox="909 881 1108 963"></td> <td data-bbox="1108 881 1308 963"></td> </tr> <tr> <td data-bbox="709 963 909 1036"></td> <td data-bbox="909 963 1108 1036"></td> <td data-bbox="1108 963 1308 1036"></td> </tr> </tbody> </table>			Program/ Activity	Estimated Cost	Funding Source	Career Expo	Minimal	Title 1, 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