

# **SHALLOWATER HIGH SCHOOL IMPROVEMENT PLAN**



**2014-2015**



**Shallowater High School District**  
**2014-2015**  
**Biography**

**Introduction:**

The Campus Site Base Committee met to develop the needs assessment data for the 2014-2015 school year in May 2014. The committee reviewed survey information from parents and staff as well as the AEIS (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 70.81% of the students being served white, 26.36% of the students are Hispanic, 0.87% is African American and 1.53% are other. Approximately 30.07% of students are eligible for free or reduced-price lunches under the National School Lunch Program and 0% of students are Limited English Proficient (LEP). Based on the (PEIMS) Public Education Information Management System data as of October 31, 2014, the total enrollment for the High school for the school year 2014-2015 is 459.

**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 2013-2014 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 TAKS. 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

INITIATIVES: Strategies (Steps)	PERSON RESPONSIBLE	TIME LINE	RESOURCES	FORMATIVE EVALUATION	SUMMATIVE EVALUATION
Use strategies to address weaknesses shown in disaggregated data. (Algebra Mentor, Plato, 9 <sup>th</sup> , 10 <sup>th</sup> , and 11 <sup>th</sup> STAAR results, benchmark results, STAAR Crash Course in Math, Odyssey Ware)	Administrators, Teachers, SBDM Team	Daily	Title II, Part A Title II, Part D Title III Title IV, ESL Local, SCE Same	Class Schedules	10 <sup>th</sup> grade students meet AYP in ELA and Math
Offer STAAR Remediation in all 4 core areas for students not meeting STAAR standards in 2013-2014.	Administrator, Teachers, SBDM team	Fall/Spring		Schedule	10 <sup>th</sup> 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	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 A-Plus 2 or more times per week	Administration	Fall/Spring	Local, SCE	Schedule	
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 AIMSweb GradPoint	AIMSweb assessments Plato assessments Benchmark assessments	Improve scores of students failing any State Assessment.  EOC Results
All core teachers will use CSCOPE	Principals	August-May	Local	CSCOPE assessments	

<b>INITIATIVES: Strategies (Steps)</b>	<b>PERSON RESPONSIBLE</b>	<b>TIME LINE</b>	<b>RESOURCES</b>	<b>FORMATIVE EVALUATION</b>	<b>SUMMATIVE EVALUATION</b>
Use Tier I (Basic) instruction to identify students in need of intervention	Administrator Teachers	Daily	District funds	Six week grades Benchmark assessments	State Assessment Data
Provide services to help students achieve academic success <ul style="list-style-type: none"> <li>• Learning Lab</li> <li>• A-Plus</li> <li>• Content Mastery</li> <li>• Odyssey Ware</li> <li>• GradPoint</li> </ul>	Administrator Teachers	Daily	District funds	Six week grades Benchmark assessments	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	EOC scores
Use data from 2013 9 <sup>th</sup> , 10 <sup>th</sup> , and 11 <sup>th</sup> 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 <sup>th</sup> , 10 <sup>th</sup> , and 11 <sup>th</sup> grade students will meet or exceed the level two readiness standard on EOC exams.
All 10 <sup>th</sup> graders will take the PLAN test to determine areas of strength and weakness on the EOC tests.	Administrators Teachers Counselors	Ongoing	Local	Administer test in September	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	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	Parent sign-in sheets

**Long-Range Goal #1: Shallowater High School will provide curriculum and instruction to support high student performance for all students.  
Annual Performance Objective #1.3: To exceed the number of LEP/ESL students meeting the state standard on EOC test administrations.**

BE/ESL

<b>INITIATIVES: Strategies (Steps)</b>	<b>PERSON RESPONSIBLE</b>	<b>TIME LINE</b>	<b>RESOURCES</b>	<b>FORMATIVE EVALUATION</b>	<b>SUMMATIVE EVALUATION</b>
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	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, AEIS-It, Spanish TAKS	Disaggregated scores of students	Written annual evaluation of ESL program
Reduce the percentage of LEP exemptions on EOC	LPAC	Spring		List of students exempted	Performance Based Monitoring (PBM)
Reduce the number of parent denials for ESL program	Administrators LPAC	As needed		Conference with parents	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	ESC ESL Coop, ESC Title III SSA, Title I, SCE	Registration for workshops	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		List of identified/recommended students in either program	PBM
Ensure that information to parents is provided in the home language	Administrators ESL teachers LPAC	Ongoing	ESL funds, Title I funds, Title III funds, Local funds,	List of qualified translators ESC Forms	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	Local funds, ESL funds, Title I funds, CATE, Special Education funds	School calendar of parent involvement activities	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 TAKS and EOC test administrations.**

Continue to recruit and retain highly qualified ESL staff, including minorities	Administrators SBDM	Spring semester, Summer	Local funds ESL funds	Positions posted	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	Written strategies developed

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

CATE

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	SUMMATIVE EVALUATION
Provide career and technical education programs to all eligible students	School Board Administration	August	CATE 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 CATE programs	Administrators Counselors CATE staff	May	CATE funds STAAR/EOC surveys	Disaggregated data	Annual evaluation report of all individual programs and the overall CATE programs
Utilize the local advisory council in an annual review and update of instructional objectives to ensure relevance to current business/industry practices	CATE Staff Program administrator	Fall Spring	CATE funds Perkins funds	Mid-year review of programs	Results of annual program review and update
Integrate CATE and academic programs	CATE Staff Academic Staff	On-going	Tech Prep	Meeting records Written plan for integration	Annual CATE program evaluation
Implement Career Pathways for all CTE students	Counselor	Spring Semester	Perkins, SCE funds	Student choice cards	Courses scheduled
Ensure CATE students have a four year plan showing the coherent sequence they are pursuing	Counselor	Spring/ Fall		Mid year check of student plans	Year plans in place
Preview PBM data elements as they relate to CATE programs	Administrators Counselor, SBDM committee	Spring Semester	Perkins funds	Risk Level report	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	CATE funds Local funds	List of course offerings	Number of CATE 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	SUMMATIVE EVALUATION
Continue to recruit and retain highly qualified CATE staff including minorities	Administration SBDM	Spring semester/ Summer	CATE funds Local funds	Positions posted	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	Attendance certificate
Ensure that information to parents is provided in the home language	Administrators CATE teachers	August – May	ESL funds	List of translators	Copies of notices sent to parents
Provide opportunities for parents of CATE students to participate in school-sponsored activities	Administrators CATE teachers Counselor	Fall/ Spring	CATE funds, Perkins funds, Technology funds, Local funds	School calendar of parent involvement activities	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	CATE funds, Perkins funds Local Funds	Research presentation of possible course offerings	Courses offered for licensing/certification
Continue to provide Career Awareness programs in grades K to 12	Administrator Counselor	Spring	CATE funds, Perkins funds Local	Schedule of programs	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	List of students participating
Ensure the annual public notification of nondiscrimination is published prior to the beginning of school.	Administration	August	Perkins		Published notice
Address areas of PBM with Risk Levels of 2/3 which are: None identified	Administrator	Fall/Spring	Local	Agenda	Written strategies developed

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

<b>INITIATIVES: Strategies (Steps)</b>	<b>PERSON RESPONSIBLE</b>	<b>TIME LINE</b>	<b>RESOURCES</b>	<b>FORMATIVE EVALUATION</b>	<b>SUMMATIVE EVALUATION</b>
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	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	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	Articulation agreements in place

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	SUMMATIVE EVALUATION
Identify students with dyslexia or a related disorder and provide appropriate instructional services	Administration School Board Dyslexia Staff	August, January	Local, Title I, ARI funds	Staff training	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, Title I, ARI funds	Written procedures	Students identified
Annually align SBOE approved procedures and district/campus procedures	Dyslexia Staff	August	Local time	Draft of written procedures	Written procedures adopted
Provide services for students who may be eligible under Section 504	Administrators 504 Committee	Daily	Local, Title I, SCE	List of students identified	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	Training scheduled	Attendance certificates
Provide, when possible, services to students at his/her campus	Administrator Dyslexia Staff	Daily	Local, Title I, ARI funds	Class schedules	List of students receiving services
Monitor student progress	Dyslexia teacher	Each six weeks	Local, Title I	Report cards	Skill mastery
Ensure teachers of dyslexic students have proper certification and/or endorsements	Administrator	Spring Summer	Local, Title I, Part A Title II, Part A, ESC 17	List of teachers providing services	Teaching certificates
Conduct a comprehensive needs assessment to determine students in program areas of strengths and weaknesses	Dyslexia Teachers	August – September January – May	Local, TPRI , VIP, and other assessment tests	List of students identified	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	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	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 involvement activities	Parent Sign-In sheets

Annual Performance Objective #1.6: To provide an educational program to meet or exceed AEIS and AYP standards and meet No Child Left Behind mandates.

INITIATIVES: Strategies (Steps)	PERSON RESPONSIBLE	TIME LINE	RESOURCES	FORMATIVE EVALUATION	SUMMATIVE EVALUATION
Conduct a comprehensive needs assessment of the entire school which may include but is not limited to STAAR, TPRI, RPTE, SDAA II, PBMAS, AEIS indicators, AYP, staff development, SDFSC annual report, etc.	Administrators Counselor SBDM	August – September		Disaggregated data	Areas of strengths and weaknesses identified
Ensure schoolwide reform strategies that address areas of weaknesses as identified in the comprehensive needs assessment such as: (Accelerated Reader, TMDS, Saxon Math, Content Mastery Lab, Plato, Odyssey Ware etc.)	Administrators Teachers SBDM	Daily		Daily class schedules	Increased student scores EOC
Ensure instruction of all students by highly qualified staff/complete highly qualified forms for each teacher and PAKS for all paraprofessionals	Administrators	Daily		List of all teachers providing instruction List of paraprofessionals in instructional settings	Teacher Certificates Completed PAKS
Provide research based staff development for professional staff and paraprofessionals	Administrators Teachers, ESC	Fall/ Spring		Staff development calendars	Attendance Certificates
Attend job fairs, recruit from teacher certification programs, advertisements to ensure avenues for attracting highly qualified teachers and paraprofessionals schools	Administrators	Spring/ Summer		Course vacancy list	Highly qualified staff hirings
Provide parent involvement activities that are planned by parents in order to increase parent involvement	Administrators SBDM Parent representatives	April/ May		Parent involvement activities scheduled on school calendar	Sign-in sheets at activities to determine increase/decrease

Annual Performance Objective #1.5: To provide an educational program to meet or exceed AEIS and AYP standards and meet No Child Left Behind mandates.

INITIATIVES: Strategies (Steps)	PERSON RESPONSIBLE	TIME LINE	RESOURCES	FORMATIVE EVALUATION	SUMMATIVE EVALUATION
Conduct a survey of teachers to decide the use of alternative assessments	Principal	Aug. Dec. May	Local	Conduct the surveys	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	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	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	Notices by the end of the first 6 weeks
Continue to monitor student progress and participation through AYP	Principal	Aug/May	Local	Six week grades, TAKS benchmark assessments	2014-2015 EOC results
Update Highly Qualified Campus Plan	Administration		Title II, Part A	List of all HQ and non-HQ teachers	All teachers HQ or in process of becoming HQ
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 highly qualified, their assignments and start date	Copies of letters sent
Address areas of PBM with Risk Levels of which are: None indicated					

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	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	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	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	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	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	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	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	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	SUMMATIVE EVALUATION
Survey staff to determine staff development needs	Administrator	Spring	Local	Survey	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	Survey results
Conduct an annual evaluation, including surveys of families, students, program staff, and other district staff	G/T Staff	April	Local	Survey	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	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 Involvement calendar	Written strategies developed



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	SUMMATIVE EVALUATION
Develop a policy for identifying, entering, and exiting students from the SCE program	Principal	August	SCE funds	Meeting to develop policy	Local policy
Identify students at risk of dropping out of school using state criteria	Administrator Counselor, Teachers	End of 1 <sup>st</sup> six weeks and through-out the school year as needed		At-risk criteria distributed	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	List developed	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	Local, Title I, Part A, SCE	Data disaggregated for at-risk students	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	SCE, Local, Reading First, ARI	Identified students failing readiness test placed in program	TPRI results, VIP
Serve ELL students through an accelerated program to acquire proficiency in the English language	ESL Teachers Principal	August - May	ESL funds SCE Local	Progress reports LPAC Meetings	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	SCE \$111,511 2.3525 FTE	Discipline records	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 \$111,511 2.3525 FTE’s	Progress reports Report card grades Benchmark Tests	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	SCE AEIS	Disaggregated data	Written report

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	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, Title I, Part A, Title II, Part A, Title V, BE/ESL	Staff development calendar	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, Title I, Part A	Parent involvement calendar	Evaluation of parent involvement activities

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

INITIATIVES: Strategies (Steps)	PERSON RESPONSIBLE	TIME LINE	RESOURCES	FORMATIVE EVALUATION	SUMMATIVE EVALUATION
Ensure all teachers and teacher assistants have the proper certification and/or endorsements and/or certificates of training required to teach in this special program	Administration Special Education Director	August	Special Education funds, Title I, Part A, Title II, Part A	Review of personnel files	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, Title II, Part A, Title I, Part A	Staff development calendar	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, Local, Title I, Part A	ARD/IEP	Student schedules
Provide training to teachers regarding modifying the curriculum for students with disabilities	Special Education Director, ESC	August	Special Education, Local	Agenda	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	Local, Special Education, Title I, Part A	Parent Involvement activity calendar	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, TPRI, IEP's, etc.	Disaggregated data	IEP/Needs identified
Provide training to ARD committee	Special Education Director, ESC	August	ESC, Special Education Funds	Training scheduled	Sign-in sheets

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

INITIATIVES: Strategies (Steps)	PERSON RESPONSIBLE	TIME LINE	RESOURCES	FORMATIVE EVALUATION	SUMMATIVE EVALUATION
Ensure consistency in 504 procedures and early staffing	Administrator Teachers	August/May	Sp. Ed. Funds HONDA	Pre referral team minutes	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	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	2014 STAAR/EOC scores

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	SUMMATIVE EVALUATION
Increased student usage of technology integrated into class curriculum	Administrator Teachers	August/May	Local funds	STAR Chart	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	SUMMATIVE EVALUATION
SHAC involvement	Administrator Nurse Campus SHAC Rep.	Aug/May	ESC 17	District Plan	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	Student success on Post surveys

**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, teachers, and paraprofessionals in Shallowater Independent School District are highly qualified.**

<b>INITIATIVES: Strategies (Steps)</b>	<b>PERSON RESPONSIBLE</b>	<b>TIME LINE</b>	<b>RESOURCES</b>	<b>FORMATIVE EVALUATION</b>	<b>SUMMATIVE EVALUATION</b>
<p>Professional Development activities will be based on areas that are identified through needs assessment.</p> <p>Staff will be recognized for student excellence on state tests.</p>	<p>Administration SBDM Team Teachers</p> <p>Administration</p>	<p>August/May</p> <p>Spring</p>	<p>Local</p> <p>Local</p>	<p>List of activities</p> <p>List of recognition activities</p>	<p>Highly Qualified Report</p> <p>List of recipients</p>

**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.**

<b>INITIATIVES: Strategies (Steps)</b>	<b>PERSON RESPONSIBLE</b>	<b>TIME LINE</b>	<b>RESOURCES</b>	<b>FORMATIVE EVALUATION</b>	<b>SUMMATIVE EVALUATION</b>
All students will be involved in district/campus supported service learning activities	Service Learning Liaison	August/May	Local Grant funds	List of student activities	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	Number of recognized students
Students and Staff will be rewarded by food parties	Administrator	Fall, 2009	Local	List of activities	Higher staff and student moral



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	SUMMATIVE EVALUATION
Mail STAAR results to parents before the end of the year and hold PGP meetings	Administrators Teachers	Spring	Local	STAAR scores	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	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	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.**

<b>INITIATIVES: Strategies (Steps)</b>	<b>PERSON RESPONSIBLE</b>	<b>TIME LINE</b>	<b>RESOURCES</b>	<b>FORMATIVE EVALUATION</b>	<b>SUMMATIVE EVALUATION</b>
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	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	

2013-2014 Comprehensive Needs Assessment for Shallowater High School campus using 13-14 data

TAPR Campus Rating for 13-14: Met Standard

AYP Campus Rating for 13-14: State Waiver – Met Standard

Student Information

2013-2014 STAAR/EOC Results

English I 87%                  English II 91%  
Algebra I-90%                  US History 96%                  Biology-95%

- PBMAS Status for 13-14:

SPED:

Areas of Concern: Sped regular class students. (1) Sped modified Participation Rate. (1) Sped Diploma 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): \_\_\_\_\_
  - Completion rate :

- Hispanic students: \_\_\_\_\_
- African American students: \_\_\_\_\_
- White students: \_\_\_\_\_
- Econ. Disadvantaged: \_\_\_\_\_

- Highly Qualified Teacher Status at this campus: \_\_\_\_\_100\_\_\_\_\_ % of teachers in core academic subjects meet HQ requirements in 14-15.

○

- 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.
- \* More Science labs