SWEETWATER HIGH SCHOOL
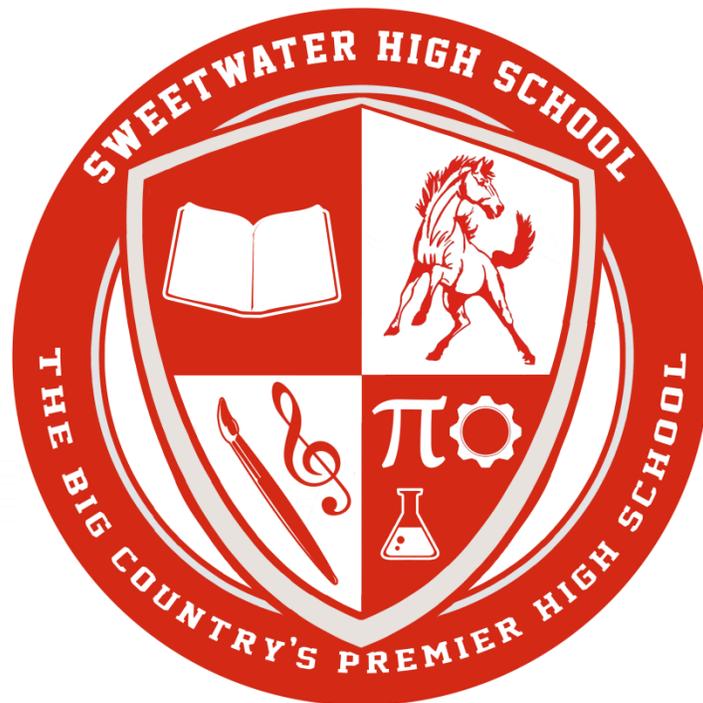
"Working to Become the Premier High School in the Big Country!"

2016 - 2017

SWEETWATER INDEPENDENT SCHOOL DISTRICT
SWEETWATER, TEXAS

PLANNING AND APPROVAL

The Comprehensive Campus Improvement Plan was developed collaboratively by the Campus Council.

CAMPUS COUNCIL/SBDM Committee

NAME	POSITION
Ronald Morris	Principal
Heather Blakeley	Parent
Tecka Mobley	Professional/Non-teaching
Janell Martin	Professional/Non-teaching
Ruth Ann Campbell	Professional/Non-teaching
Amy Clark*	Professional/Non-teaching
Chris Bibb	Community
Ami Houston	English Teacher
Jearlyn Allen	Science Teacher
Kristie Vickers	ESL Teacher
Paula Ordway	Special Ed. Teacher
Richard Ferguson	Business
Mason Maxwell	Student
Christa Martin	Student

* Denotes Campus Council Chairperson

Approval: _____
            Chairperson, Campus Council

MISSION STATEMENT

The Sweetwater Independent School District believes in democracy, in individual freedom, and in equality of educational opportunity. It is the responsibility of the school district to provide an atmosphere in which all students can learn and develop positive attitudes toward learning and toward themselves.

The school district exists to provide opportunities for all students to reach their maximum intellectual potential. The district provides unique opportunities for students to learn to communicate effectively, to grow socially, emotionally, physically, and aesthetically so that they can become well-rounded adults.

The Sweetwater Independent School District is committed to providing opportunities for students to be challenged and successful in preparation for the future. This district has the responsibility to lay the foundation for students to become contributing, responsible members of society.

SWEETWATER ISD STUDENT EXIT OUTCOMES

By the time students exit Sweetwater ISD, each will:
- demonstrate self-esteem as a learner and person.
- demonstrate general academic knowledge and competencies.
- demonstrate use of extended thinking skills.
- demonstrate problem-solving, decision-making, and group process skills.
- utilize and adapt to technological advances.
- show respect and concern for self and others.
- demonstrate social, civic, economic, and environmental responsibility.
- be a self-directed, life-long learner.

2016-2017 Campus Goals

1) Increase academic achievement
   a. Graduate Dual Credit Students with a minimum of 24 college hours
   b. All students graduate on the distinguished plan with an endorsement
2) Improve school pride and spirit
3) Broaden parent and community relations

SWEETWATER ISD BELIEVES THAT

All Children . . .
- need to be treated fairly and with respect
- learn differently and at different rates
- should feel safe at school
- are naturally curious
- are affected by self-esteem, and self-esteem affects learning
- will be held accountable for their responsibilities, actions, and success
- need support from home
- have equal worth and value

- need to feel ownership for their learning
- can realize success
- need to have their basic needs met
- need knowledge applied to real life situations
- learn more if they respect their teacher
- respond to caring and positive attention
- benefit and learn from success and failure
- must be ready to learn, participate, and be successful
- best exceed in an open, inviting, climate of continuous courtesy, and mutual respect

Effective Instruction Should . . .
- be built on previous learning/knowledge
- have purpose
- include a variety of instructional and learning activities
- be geared for student success
- be modified for learning styles
- provide problem solving and critical thinking skills
- provide students opportunities to exceed and reach beyond their grasp
- be clear, concise, and focused
- change to meet societal and student needs
- be flexible to meet needs of different children
- provide gains in knowledge and skills
- have an intervention plan for failures; teach students to grow from failures
- prepare students for the future
- honor all levels of success
- prepare students to develop positive attitudes
- be continually reinforced

Teachers and Administrators Should . . .
- feel ownership for students' learning
- hold high, accurate, and flexible expectations for all students
- monitor guided practice as it is being completed
- communicate frequently with students' parents regarding student work and behavior
- avoid using homework or extra work as a discipline technique
- continue professional education in instructional techniques and programs
- use every opportunity to build each student's self-esteem
- provide a majority of class time devoted to actively engaging students in learning activities; decrease seat work time
- recognize that inappropriate student behavior is reinforced by an adult's caustic, derogatory, emotional, and/or angry response
- continue learning through work-shops and seminars and/or college classes

School Must . . .
- provide a safe, healthy, secure, and nurturing environment
- be a cooperative and collaborative system between family, schools, community, and business
- be a place to be successful
- serve diverse cultures
- be a meaningful workplace
- promote self-responsibility and respect for others
- prepare students to be successful in a real, changing world
- be enjoyable

PREFACE

PLANNING AND THE ACADEMIC EXCELLENCE INDICATOR SYSTEM

District-wide planning and campus planning for school improvement are too important to be left to chance. As in any other form of communication, there must be a common language so that everyone will understand what is to be done, what is being done, and what has been done. There should be, without opposing discussion, a central focus on student achievement in all school improvement planning.

With student achievement as their primary focus, district and campus committees plan for increased achievement by developing comprehensive needs assessments and by developing goals, objectives, strategies, persons responsible for strategic implementation, and formative evaluation. This document addresses the following:

- STAAR EOC
- Dropout Reduction and Dropout Rate
- Special Programs: G/T, ESL, Dyslexia, At-Risk, Migrant, CTE
- College Admissions Tests: SAT and ACT

- Texas Success Initiative Assessment (TSI): College Preparation
- Graduation Rates on the new HB 5 Distinguisher Graduation Plan with Endorsements
- Violence Prevention and Intervention on Campus
- Parental Involvement
- Student Scholarships
- Staff Development
- Special Education
- Student Attendance

Action Items

1) Increase student engagement in the learning process

Student achievement increases when students are actively engaged in their learning.

<u>**Key Actions**</u>

BUILDING LEADERS

- Administrators will utilize the SHS Observation Instructional Feedback form to provide teachers with instructional feedback specific to student engagement.
- Provide staff training on student-teacher interaction and engagement of students including bell-to-bell-instruction, engagement strategies and formative assessment.
- Administrators will review lesson plans that will be turned in the first day of each work week.
- Develop and provide teachers with a lesson plan template which includes areas that incorporate TEKS Curriculum Standards, Lesson Objectives, Lesson/Activity, HOTS Questioning/Activities, Technology/Blended Learning, and Formative Assessment.

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- Teachers will incorporate student engagement activities including bell-to-bell-instruction, effective instructional strategies and formative assessment they have received through on-going participation in campus-based professional development.
- Teachers, including those assigned as Inclusion Teachers, will utilize the information from the Observation Instructional Feedback form to generate instructional conversations with administrators and colleagues sharing best practices or developing in the skill area of need.
- Use the lesson plan template provided by the administrative team (or create a lesson plan that addresses the key areas) to detail daily student engagement strategies/activities.
- Select and use engagement strategies aligned to the taught curriculum and State Standards.
- Use strategies from Capturing Kids Hearts training to build relationships with students resulting in increased student engagement in the learning process.
- Content teachers will actively participate in Weekly Technology PLC meetings.

<u>**Indicators of Success**</u>

- ➢ Teachers will turn in weekly lesson plans to their T-TESS administrator which include TEKS Curriculum Standards, Lesson Objectives, Lesson/Activity, HOTS Questioning/Activities, Technology/Blended Learning Strategies, and Formative Assessment beginning August 19, 2016.
- ➢ Out of 100 classroom observations through December by the administrators 75% of teachers receive positive response on the indicator of engagement strategies as measured by the Observation Instructional Feedback form. This percentage increases to 85% by February 2017. Positive indicator includes one or more engagement strategy listed on the observation form.

2. Improve quality of instruction

If instruction is the "main thing," then we must focus our efforts in improving the quality of instruction and the teachers' ability to teach with high levels of engagement and rigor. The system has to be designed to help teachers become experts at their craft. Improving the quality of instruction will become the main metric for all teachers at Sweetwater High School.

Key Actions

BUILDING LEADERS

- Develop an Observation Instructional Feedback Form
  - Begin classroom observations the first week of school to include six observations per semester for each teacher.
- Administrators will review lesson plans that will be turned in every Monday morning or the first day of the school week.
- Provide weekly planning time for teachers to review student data, create lesson plans, share instructional strategies, and the TEKS Resource System.
- Train teachers in good, first instruction.
- Train teachers in key practices of Effective Teaching Strategies (AVID WICOR, curriculum alignment, engagement strategies, lesson planning/objectives, HOTS questions).

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- Teach with open classroom doors.
- Post daily lesson objectives aligned to the TEKS and TEKS Resource System.
- Attend training of Effective teaching strategies.
- Participate in effective lesson planning during planning time and use the school adopted lesson plan format.
- Use Effective Teaching Strategies (WICOR) as a tool to engage students.
- Understand the feedback process to generate instructional change and/or improvement.

Indicators of Success

- ➢ As measured by at least 100 observations, 80% of teachers will receive positive responses in each of four areas: lesson objectives, 5-E Model, purposeful aligned instruction, and engagement. Positive indicator includes positive feedback in 2 of 4 areas on the feedback form.
- ➢ At least 80% of teachers are "Proficient" or higher in all domain as measured by the teachers' T-TESS evaluation.
- ➢ At least 80% of content teachers will show improvement on STAAR exams as compared to 2015-2016 exam results. For content areas scoring above 90% for Level II, emphasis will be placed on increasing the percent of students achieving Level III.

3) Strengthen curriculum alignment in content areas

All teachers at Sweetwater High School will teach utilizing the TEKS Resource System (former C-Scope) for their specific content area. Lesson plans will reflect what students need to know and be able to do. Six-Week Assessments/Unit Tests will be written prior to teaching and will also be aligned to the curriculum in all content areas.

<u>Key Actions</u>

BUILDING LEADERS WILL

- Provide teachers electronic access to district TEKS Resource System for their content area. Demonstrate, guide, and monitor the use of the TEKS Resource System and provide feedback to teachers regarding their teaching of a guaranteed and viable curriculum beginning on August 22, 2016, and ongoing throughout the year.
- Train and assist teachers in developing the skills necessary to obtain student and school data utilizing State STAAR and Eduphoria reports.
- Provide daily planning time for teacher to review horizontal/vertical articulation of curriculum in prior and subsequent grade or courses.
- Review criteria for writing effective lesson objectives and what it means to have a tightly aligned lesson objective on a daily basis .
- Review the use of inquiry, collaboration, and organization as effective teaching strategies with content teachers.
- Monitor teacher use of the TEKS Resource System in planning for instruction.
- Provide written and face-to-face feedback utilizing the Observation Instructional Feedback form.
- English I, English II, and Algebra I teachers will track benchmark data each six weeks with ELA dividing their assessments into 3-week assessments.

STAFF

- Teach the guaranteed and viable curriculum to all students assigned to their classroom.
- Follow the building and assessment calendars.
- Administer district and State level assessments following all assessment protocols.
- Use checks for understanding and formative feedback as a tool to strengthen teaching and learning.
- Utilize planning time as a department to access and analyze student achievement results using State STAAR and Eduphoria reports.
- Analyze data on STAAR Reporting Categories, Readiness Standards, and Supporting Standards as they pertain to student achievement and curriculum alignment.
- Utilize planning time as a department to discuss vertical alignment of curriculum standards.
- Write lesson objectives that are tightly aligned to the TEKS curriculum and the TEKS Resource System.
- Routinely include counselors in the evaluation of students, especially when behavior or emotional issues are identified as a need.
- Have students in English I, English II, and Algebra I set individual goals and review their own progress toward the goals each six weeks.

Indicators of Success

- All content teachers at Sweetwater High School will use the TEKS Resource System by November 15, 2016.
- All teachers will post their lesson objective in their classrooms on a daily basis beginning August 22, 2016.
- Assessments will be administered to students utilizing the district assessment calendar.
- Fall semester exams will be analyzed by teachers and utilized in planning Spring 2017 lessons and content by January 15, 2017.
- Out of 100 observations of classrooms through November done by the administrators at Sweetwater High School, 75% of teachers will receive positive feedback on the indicator of lesson objectives aligned with the curriculum as measured by the Observation Instructional Feedback Form. This percentage will increase to 85% by February 2017.
- Out of observations of classrooms through December by the administrators at Sweetwater High School, 50% of the teachers receive positive feedback on the use of checks for understanding and/or formative feedback to guide instruction. This percentage increases to 75% by March 2017.

4) Provide feedback on instruction

Understanding the importance of collegial dialogue, Sweetwater High School is committed to providing teachers with timely feedback based on multiple classroom observations during each six week grading period. We believe that written as well as face to face feedback using the Observation Instructional Feedback form will lead to increased quality of instruction.

Key Actions

BUILDING LEADERS

- Provide teachers at Sweetwater High School with a copy of the building specific Observation Instructional Feedback form by August 22, 2016.
- Observe and provide written and face-to-face feedback within 24-48 hours a minimum of six times each semester.

STAFF

- Seek feedback on instruction within 24-48 hours from administrators based on observation.
- Seek feedback on instruction from colleagues with a focus on best practices.
- Change instructional practices based on instructional feedback.

Indicators of Success

- ➤ The campus Administrative Team will develop and share a copy of a campus-specific observation form aligned to key initiatives by August 22, 2016.
- ➤ All teaching staff at Sweetwater High School will receive a copy of the building specific observation form by August 22, 2016.
- ➤ All building administrators including the principal, assistant principal, and academic coordinator will use the Observation Instructional Feedback form to observe each teacher 6 times each semester.
- ➤ Sweetwater High School administrators will provide specific feedback to teachers utilizing the building specific Observation Instructional Feedback Form.
- ➤ Principals will collect data from observations and use that data to assess progress on district and building key actions.
- ➤ Observation data will indicate an increase in the levels of proficiency from August-May.

Texas Education Agency Accountability Objectives

OBJECTIVE #1 **In 2016-2017, all students will score at 80% passing on the Algebra 1, English 1 and English 2 STAAR EOC. Biology and United States History will continue to score greater than 90% while focusing on increasing the percentage of students who achieve Level III on the STAAR EOC.**

NEEDS ASSESSMENT: Index 1 of the TEA Accountability System.

In 2015-2016, The passing rate for all students on all eligible End of Course Exams in English I, English II, and Algebra I was below the State of Texas average. Biology and US History was equal to the State of Texas Average for Level II achievement.

OBJECTIVE #2: In 2016-2017, our Student Progress indicator will baseline for all EOC Assessments at 25 (Index 2).

NEEDS ASSESSMENT: Index 2 of the TEA Accountability System.

In 2015-2016, the Sweetwater High School Index 2, Student Progress score was 22. The State Target Rate was 17.

OBJECTIVE #3   In 2016-2017, we will increase the "Closing the Gap" indicator to 45.

NEEDS ASSESSMENT: Index 3 of the new Accountability System

In 2015-2016, the Sweetwater High School Closing the Gap score was 41. The State Target Rate for Closing the Gap was 30.

OBJECTIVE #4   In 2016-2017, we will increase our Postsecondary Readiness indicator to 85. (STAAR Score 11.8; Graduation Rate Score 24.4; Graduation Plan Score 22.5; Postsecondary Indicator Score 18)

NEEDS ASSESSMENT: Index 4 of the new Accountability System

In 2015-2016, the Sweetwater High School Postsecondary Readiness score was 78. The State Target Rate for Postsecondary Readiness was 60.

OBJECTIVE #5   In 2016-2016, Sweetwater High School will meet all safeguards.

NEEDS ASSESSMENT: Safeguards in the new Accountability System

In 2015-2016, the Sweetwater High School met 27 of 32 System Safeguards.

ACTIONS, ACTIVITIES, & STRATEGIES	RESOURCES	PERSON(S) RESPONSIBLE	TIMELINE Implement	TIMELINE Complete	FORMATIVE EVALUATION
1. Supervise instructional process and provide feedback to teachers	*T-TESS Instructional Leadership Training *Eduphoria	*Ronald Morris *Tecka Mobley * Janell Martin	8/22/16	Assess every 6 weeks	*Daily & six weeks grades *STAAR results
2. Assist teachers in the use of all district approved instructional initiatives	*Knowledge of initiatives *Professional Development	*Ronald Morris *Tecka Mobley * Janell Martin	8/22/16	Assess every 6 weeks	*Daily & six weeks grades *STAAR results
3. Conduct Unit Tests in STAAR format for all students in core subjects	*TEKS Resource System *Eduphoria *Unit Tests	*Tecka Mobley *Dept. Heads *Content Teachers	8/22/16	Assess every 6 weeks	*Six weeks grades * Unit Test results *STAAR results
4. Provide for students not achieving mastery based on a) STAAR Results b) Six Week Grades	*STAAR practice materials	*All teachers	8/22/16	Assess every 6 weeks	*Six weeks grades *STAAR results *Daily work
5. Use available technology to increase instructional rigor and student engagement.	*SHS Technology *SISD Instructional Technology Department	*Ronald Morris *Tecka Mobley *Carola Martin	8/22/16	Assess every 6 weeks	*Classroom Observations *Lesson Plans
6. Encourage students to participate in UIL math, writing, language, etc. contests and other formal contests	*UIL events *Other contests *tutorials	*Teri Petty *UIL sponsors *All Teachers	8/22/16	Assess every 6 weeks	*UIL participation rosters
7. Use Eduphoria to analyze and disaggregate STAAR and Unit Test info in math, reading, writing, science, & social studies results. Make curricular & instructional adjustments to improve achievement	*STAAR results *Eduphoria program	*Tecka Mobley *Dept. Heads *Teachers *ESC 14	8/22/16	Assess Every 6 weeks	*Six weeks grades *STAAR results *Unit Test results
8. Use TEKS Resource System and Eduphoria to enhance instruction of Math, Language Arts, Science and Social Studies	*TEKS Resource System *Eduphoria	*Teachers	8/22/16	Assess every 6 weeks	*six weeks grades
9. Increase	*TEKS	*Teachers	8/22/16	Assess	*STAAR

instructional rigor beyond grade level TEKS to improve student achievement on TSI, ACT, and, PSAT, SAT	*Lesson Plans			every 6 weeks	results *TSI Test *ACT/SAT results
10. Provide Academic and Social counseling for all at-risk students.		*Counselors	8/22/16	Assess every 6 weeks	*six weeks grades *STAAR results
11. Provide PSAT information to 9, 10, 11th graders	*Brochures	*Counselors	09/17/16	11/1/16	*TSI results *PSAT results
12. Analyze the College Board's TSI report & make curricular & instructional changes as appropriate	*TSI results	*Ronald Morris *Tecka Mobley *Teachers *Counselor	09/16/16	Assess every 6 weeks	*TSI results
13. Provide accelerated instruction for borderline (bubble) students to pass STAAR during RTI Periods	*TEKS *ESC 15 *Extended Day Sessions *Credit Rec.	*Teachers *ESC 14	8/22/16	Assess every 6 weeks	*Six weeks grades *STAAR results *Lesson Plans *Peer Tutoring Sign-in sheets
15. Provide credit recovery opportunities for students behind on credits	*Credit Recovery Modules *Online Plato Program	*Nathan Skelton *Counselors	8/22/16	Assess every 6 weeks	*Six Weeks grades *STAAR results *Course Completion Records
15. Provide computer access for writing rough drafts, revision, editing - Use PEP Resources.	*Composition materials *Computers/ printers	*ELA Department Teachers	8/22/16	Assess every 6 weeks	*Six Weeks grades *STAAR results *Posted student work in the classroom and hallways
16. Provide LEP students' needs through ESL program, to include English language acquisition, reading & other English language arts skills.	*ESL materials *Reading materials *TELPAS Raters	*Ronald Morris *Kristie Vickers *Kathy Smartt	8/22/16	Assess every 6 weeks	*Writing grades *TELPAS results *STAAR results
17. Provide an array of services that are differentiated and	*Gifted and talented materials	*Ronald Morris *GT teachers	8/22/16	Assess every 6 weeks	*STAAR results *Lesson Plans

appropriate for the experiences of the gifted and talented student - All Content teachers to complete GT Training. For 2017-2018 90% of Faculty to complete GT Training.			15		
18. Provide an array of services that are differentiated and appropriate for the experiences of the special education student including resource classes, mainstreaming, content mastery and inclusion.	*Materials Modifications made by teachers	*Ronald Morris *Paula Ordway *Teachers *Para-Professionals	8/22/16	Assess every 6 weeks	*Modified materials
19. Special Education teachers will analyze benchmarks and student achievement levels to determine correct level for STAAR testing.	*Materials *Training *Eduphoria	*Paula Ordway *Special Education Teachers *Region 14	8/22/16	Assess every 6 weeks	* Benchmarks * Materials *Inservice Certificates

STAFF DEVELOPMENT ACTIVITIES

ACTIONS, ACTIVITIES, & STRATEGIES	RESOURCES	PERSON(S) RESPONSIBLE	TIMELINE Implement	TIMELINE Complete	FORMATIVE EVALUATION
1. Provide TEKS Resource System training	*Computers	*Tecka Mobley *Teachers	Fall 2016	11/1/16	*Inservice Certificates
2. Provide training in Eduphoria	*Computer program *Computers	*Tecka Mobley	Fall 2016	11/1/16	*Sign-in Sheets
3. Attend AP & other math language arts, science, social studies, foreign language, technology, & career/technology workshops	*ESC 14 *Mike Marlett	*AP teachers	8/22/16	Assess every 6 weeks	*Six weeks grades *ACT/SAT results *AP Exam results *Dual credit enrollment
4. Region workshops for instructional staff aligned to Key Action Items and Accountability Objectives	*Travel	*Ronald Morris	8/22/16	Assess every 6 weeks	*Six weeks grades *STAAR results
5. Mentoring program for new teachers	*Mentor teachers *Principals	*Janell Martin *Teaching staff	8/22/16	6/01/17	*Conferences *T-TESS
6. Develop and host on-going professional development for all faculty members	* Presenters * PD Resources	*Ronald Morris *Tecka Mobley *AVID Site Team *Teachers	9/2/16	6/1/17	*PD Calendar *PD Attendance Documents *Copies of PD Agendas and Documents
7. Diabetes Training	*Region 14 ESC	*Ronald Morris	12/2016	12/2016	*Attendance

8. CPR training for coaches & directors	*Region 14 ESC	*Region 14 ESC	Summer 2016	Assess Yearly	Certification
9. AVID Staff Development/AVID Annual Training	AVID Strategies	*Ronald Morris *Janell Martin * Marcus Wolowicz *AVID Site Team	6/2016	Annually	*Participation records
10. Complete State required Sexual and Child Abuse online training	*Online Content	*Amy Clark *All Staff	10/1/16	11/15/16	*Participation records
11. Participate in Capturing Kids Hearts Relationship Training	* Central Staff Contract for Service	*All Faculty and Staff	8/19/16	Ongoing	*Participation records *Formal and Informal Observations
12. Provide ongoing and job-embedded PD on Blended Learning for Content Teachers (Technology PLCs)	* Presenters * PD Resources	*Ronald Morris *Carola Martin *Brandie Gee *Teachers	09/8/16	5/16/17	*PD Calendar *PD Attendance Documents *Copies of PD Agendas and Documents

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AEIS INDICATOR – STUDENT ATTENDANCE

LONG RANGE GOAL: SHS's attendance rate is higher than the state average and above the state goal, our goal is to increase our attendance rate to 97.0 %

NEEDS ASSESSMENT SUMMARY: Good student attendance is prerequisite to increased academic achievement

OBJECTIVE: To maintain/increase the attendance rate.

2014-2015 % Attendance	2015-2016 % Attendance
94.6	94.8

EVALUATION DESIGN: Calculate student attendance for each six weeks grading periods; revise strategies for student attendance accordingly.

ACTIONS, ACTIVITIES & STRATEGIES	RESOURCES	PERSON(S) RESPONSIBLE	TIMELINE IMPLEMENT	TIMELINE COMPLETE	FORMATIVE EVALUATION
1. Use Truancy Prevention Facilitator to facilitate improved student attendance, achievement & parental involvement	*Attendance records *Parental involvement materials	*Ronald Morris *Tecka Mobley *Curt Crisp	08/22/16	Assess every week	*Attendance rate *Parent contact logs
2. Provide semester exam exemptions as rewards for good attendance	*Attendance records	*Teachers *Tecka Mobley	08/22/16	Assess every semester	*Attendance rate
3. Provide rewards for students who have perfect attendance & all "A"s	*Rewards Open Campus Lunch	*Ronald Morris	08/22/16	Assess every 6 weeks	*Attendance rate
4. Use justice of the peace court to file on parents who do not send kids to school	-0-	* Curt Crisp	08/22/16	Assess every week	*Court records *Attendance rate
5. Call parents of students that are absent	-0-	*LaRea Greer *Heather Blakeley	08/22/16	Assess every 6 weeks	*Daily records *Attendance rates
6. Inform parents when students have	*Phone system *Mail letters	*Ronald Morris *Tecka Mobley *LaRea Greer	08/22/16	Assess every 6 weeks	*Parent letters *Attendance rate

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4 or more absences.					
8. Monitor attendance of at-risk students		***Ronald Morris *Tecka Mobley *LaRea Greer**	**08/22/16**	**Assess every 3 weeks**	***Attendance rate *Six Weeks Grades *Benchmark results**
9. Create an awards system for students campus-wide when our monthly ADA is over 96%	***All staff**	***Ronald Morris *Tecka Mobley**	**08/22/16**	**Assess every month**	***Attendance rate**
10. Use "Angel Fund" for students needing assistance with school supplies, shoes, tuition, etc. This includes students considered homeless.	***Donations**	***Ronald Morris *Counselors**	**08/22/16**	**Assess every 6 weeks**	***Attendance rate *Achievement**
11. Administrators to review report cards each six week and make positive indications for students with perfect attendance.		***Ronald Morris *Tecka Mobley * Janell Martin**	**08/22/16**	**Assess every 6 weeks**	***Attendance rate *Achievement**
12. Utilize strategies from Capturing Kids Hearts training to develop relationships that encourage increased student attendance rates.		***All Faculty and Staff**	**8/19/16**	**Ongoing**	***Attendance rate**

AEIS INDICATOR: Completion Rate

LONG RANGE GOAL: To raise the percentage of all students and student groups who complete all requirements for graduation to at least 98%.

NEEDS ASSESSMENT SUMMARY: SHS will continue to provide effective instruction and programs to accelerate the learning and progress of all students who are behind on credits and at-risk of dropping out of school through credit recovery opportunities and Wallace AEP.

OBJECTIVE: SHS will increase the percentage of students who complete high school.

STUDENT GROUPS	Completion Rate
All Students	97.9%
African-American	83.3%
Hispanic	97.5%
White	100%
Special Education	93.3 %

EVALUATION DESIGN: Maintain a monthly record of students who drop out of school

ACTIONS, ACTIVITES & STRATEGIES	RESOURCES	PERSON(S) RESPONSIBLE	TIMELINE IMPLEMENT	TIMELINE COMPLETE	FORMATIVE EVALUATION
1. Require mandatory tutorials for students who do not pass all classes.	*Instructional materials	*Ronald Morris *Teachers	08/22/16	Assess every 6 weeks	*Six weeks grades
2. Provide alternative education at Wallace campus	*Self-paced curriculum *Counseling	*Counselors	08/22/16	Assess every 6 weeks	*Six weeks grades *STAAR results
3. Provide on-going evaluation of the progress of at-risk students	*Student records *Six weeks grades *STAAR scores	*Ronald Morris *Counselors *Teachers	08/22/16	Assess every 6 weeks	*Improved grades
4. Analyze specific characteristics of at-risk populations that may be causal to the dropout rate	*Dropout records	*Ronald Morris *Tecka Mobley *Curt Crisp *Counselor	08/22/16	Assess every 6 weeks	*Characteristics lists *List of causal factors
5. Notify & involve parents when students perform unsatisfactorily each three weeks	*Student records *Postage $350.	*Ronald Morris *Teachers *Sharon Herrera	08/22/16	Assess every 3 weeks	*Daily & six weeks grades
6. Create credit recovery opportunities to students who are behind in credits	*Subject materials *Credit recovery class *Wallace *Credit by exam	*Counselors *Teachers *Nathan Skelton *Texas Tech High School	08/22/16	Assess every 6 weeks	*Report cards *Transcripts
7. Provide services to pregnant & postpartum students	*State Comp. Ed. *PEP	*Janis Inman	08/22/16	Assess every 6 weeks	*Tutorial logs
8. Provide counseling services and interventions for students	*Counselors	*Counselors	08/22/16	Assess every 6 weeks	*Attendance Records

who are in danger of dropping out of school.		21			*Six Weeks Grades *Test Scores
9. Encourage students to enroll in Career and Technical Education (CTE) coherent sequences of courses leading to career plan/pathway.	*CTE course brochure	*Counselors *CTE teachers	08/22/16	Assess every 6 weeks	*Class rosters
10. Use PBIS strategies throughout the school to encourage participation in school programs and activities	*PBIS training for faculty and staff	*Tecka Mobley	08/22/16	Assess every 6 weeks	*Implementation of PBIS Initiatives

AT-RISK IDENTIFICATION CRITERIA

At-Risk indicates whether a student is currently identified as at risk of dropping out of school. A student is identified as at-risk if the student meets at least one of the following criteria:

GRADES 7 – 12: **a student who is under twenty-one years of age and who:**

1. was not advanced from one grade level to the next for two or more school years;
2. did not maintain an average equivalent of 70 on a scale of 100 in two or more courses during a semester, or is not maintaining such an average in two or more courses in the current semester and is not expected to graduate within four years of the date the student begins ninth grade;
3. did not perform satisfactorily on an assessment instrument administered under Subchapter B, Chapter 39, or who has not in the previous or current school year subsequently performed on that instrument or another appropriate instrument at a level equal to at least 110 percent of the level of satisfactory performance on that instrument;
4. is pregnant or is a parent;
5. has been placed in an alternative education program in accordance with Section 37.006 during the preceding or current school year;
6. has been expelled in accordance with Section 37.008 during the preceding or current school year;
7. was previously reported through the PEIMS to have dropped out of school;
8. is a student of limited English proficiency, as defined by Section 29.062;
9. is in the custody or care of the Dept. of Protective & Regulatory Services or has, during the current school year, been referred to the department by a school official, officer of the juvenile court, or law enforcement official;
10. is homeless, as defined by 42 U.S.C. Section 11302, and its subsequent amendments;
11. is currently on parole, probation, deferred prosecution, or other conditional release; or
12. resided in the preceding school year or resides in the current school year in a residential placement facility in the district, including a detention facility, substance abuse treatment facility, emergency shelter, psychiatric hospital, halfway house, or foster group home.

Postsecondary Readiness

In 2016-2017, we will increase our Postsecondary Readiness indicator to 85.

2016 Accountability Score	2016 SHS Accountability Score Goal
STAAR Score - 11.8	STAAR Score Goal - 15
Graduation Rate Score - 24.4	Graduation Rate Score Goal - 30
Graduation Plan Score - 22.5	Graduation Plan Score Goal - 25
Postsecondary Indicator Score - 18.8	Postsecondary Indicator Score Goal - 25

Postsecondary Readiness Activities

ACTIONS, ACTIVITIES, & STRATEGIES	RESOURCES	PERSON(S) RESPONSIBLE	TIMELINE Implement	TIMELINE Complete	FORMATIVE EVALUATION
1. Schedule test-taking skills workshops including an ACT prep workshop in Oct. 2016	*Instructional Materials *Computers/Software	*Ronald Morris *Counselors	09/15/16	Ongoing	*Test Results *Participation Rate
2. SHS will pay for all 10th grade students to take the PSAT exam	*$2,000 (199)	*Janell Martin *Counselors	*Fall 2016	*Fall 2016	Student results
3. Host a college financial aid information meeting		*Counselors	*10/1/16	04/29/17	*Students Attending
4. Provide an SHS college & career fair @ TSTC for 11th and 12th grade students	*College & career reps *College/career materials *Bus transportation	*Counselors coordinated by TSTC.	Fall 2016	Fall 2017	*Fair attendance
5. Provide educational planning for all 2016-2017 9th through 12th graders including endorsement selection for incoming 9th grade students.	*Teachers' course/program materials *Course Selection Guide	*Counselors	02/15/16	Ongoing	*Course Requests *4 Year Plans
6. Advise students of the availability & benefits of taking advanced placement courses & exams	*Advanced Placement Materials	*Counselors	01/11/16	06/01/17	*Course Registration
7. Attend Advanced Placement Training	*Registration Materials	*Advanced Placement Teachers	As scheduled during the year		*Registration Attendance
8. Counsel students to register for & take ACT or SAT (SHS	*ACT/SAT information *Registration Forms	*Counselors	08/22/16	Assess every 6 weeks	*Number of students taking ACT/SAT

administers the ACT five times during the school year.)					
9. Make PSAT available to all high school students, interpret results, & consult with students about educational opportunities	*PSAT information *Registration Forms	*Counselors *Janell Martin	10/1/16	11/15/15	*Test Results
10. Provide orientation information regarding SAT, ACT, & TSI test dates & registration process	*SAT, ACT, & TSI information	*Counselors *Janell Martin * Brandie Gee/ACT Local Representative	8/22/16	Assess every 6 weeks	*Test Results
15. Provide a meeting for all juniors & parents to discuss plans for their senior year	*Master Schedule *Student Transcripts	*RuthAnn Campbell	Spring 2017	Ongoing for newly enrolled students	*Senior Schedules
15. Provide a Career Fair for all high school students. Career pathways will be utilized.	*PSAT test results	*Amy Clark * RuthAnn Campbell	12/2016	2/2017	*Student Participation
16. Give each student the "Common Application" at the beginning of their junior & senior years	*Common Application	*Counselors	08/22/16	Assess every 6 weeks	*College Enrollment *Percent completion of the Common Application
17. Provide information about the "Texas Grant" & "Teach for Texas Grant" to all students & parents	*Grant Materials	*RuthAnn Campbell	08/22/16	Assess every 6 weeks	*Scholarship Applications
18. Discuss information about Texas Grant & Teach for Texas Grant with seniors	*Grant Materials	*RuthAnn Campbell	08/22/16	Assess every 6 weeks	*Scholarship Applications
19. Offer Free Dual Credit classes to qualifying students	*WTC *TSTC *ASU	*Counselor *TSTC/WTC/ASU	08/22/16	Assess every 6 weeks	*Class grades
20. Students will have opportunities to participate in "Upward Bound"	*Western Texas College	*Counselors	08/22/16	Assess every 6 weeks	College Enrollments

21. Recognize students in the media for exceeding the criterion	*Sweetwater Reporter *SISD Website	*Ronald Morris *Counselors	08/22/16	06/01/17	*Articles, pictures and award winners
22. Juniors and Seniors will have opportunities to attend "College Days" 1 day per semester	*College campus information	*RuthAnn Campbell	08/22/16	Assess every 6 weeks	*Statements from colleges
23. Select students will have opportunities to enroll in college prep classes	AVID Institute	*Counselors *Teacher referral *Interview process	Spring and Summer 2016	On-going	*Class enrollments *Student participation
24. Continue to train all teachers in implementing AVID strategies.	AVID Site Team	*Ronald Morris *Janell Martin * Marcus Wolowicz	August 2016	On-going	*Agenda's *Teacher sign-in sheets

VIOLENCE PREVENTION AND INTERVENTION ON CAMPUS

(State law requires that this indicator be developed by each campus.)

GOAL: To provide a safe, orderly environment in which teachers can teach effectively and students learn without disruption.

NEEDS ASSESSMENT: Although Sweetwater ISD campuses enjoy safe and orderly environments, campuses must develop strategies to prevent violence.

OBJECTIVE: Each campus will develop goals and methods for violence prevention and intervention. Components will include:
        (1) actions, activities, & strategies
        (2) resources
        (3) person(s) responsible
        (4) formative evaluation.

EVALUATION DESIGN: To be determined by individual campuses.

VIOLENCE PREVENTION

ACTIONS, ACTIVITIES , & STRATEGIES	RESOURCES	PERSON(S) RESPONSIBLE	Implement	Complete	FORMATIVE EVALUATION
1. Teachers and staff are trained to be conscious of the school environment and look for unusual activity.	*Back-to-School PD	*Ronald Morris *Tecka Mobley	08/22/16	Assess every 6 weeks	*Safe environment
2. Predetermined messages that the faculty is given by the PA warn of certain situations.	*PA system *Faculty meetings	*Ronald Morris *Tecka Mobley	08/22/16	Assess every 6 weeks	*Safe environment
3. Use the City of Sweetwater drug dogs services on campus		*Ronald Morris	08/22/16	Assess every 6 weeks	*Reports
4. Employment of Call Trace when receiving threatening or	*Charge by incidence use	*Secretaries	08/22/16	Assess every 6 weeks	*Call logs

suspicious calls					
5. Study and review the District Crisis Management Plan	*Provided by District Committee	*Tecka Mobley *Ronald Morris	08/22/16	Assess every 6 weeks	*Back-to-School PD records
6. Use of the Sweetwater Police Department	-0-	*Ronald Morris *Tecka Mobley *Chief Brian Freida	08/22/16	Assess every 6 weeks	*Incident reports
7. Registration of all visitors to the campus using the Raptor System	General Fund	*Tecka Mobley *Secretaries	10/15/16	Assess every 6 weeks	*Visitor records
8. Follow the district student code of conduct for all offenses	-0-	*Tecka Mobley *Ronald Morris	08/22/16	Assess every 6 weeks	*Discipline records
9. Celebrate "Red Ribbon" Week with announcements regarding drug use	*Project Wisdom	*Counselors	10/24/16	10/28/16	*Reduction in drug incidents on campus
10. Use of MHMR when addressing suicide prevention	*MHMR	*Counselors	08/22/16	Assess every 6 weeks	*Incident reports
11. Lockdown drill in case of shooter once per semester	Sweetwater Police Department	*Brian Freida * Ronald Morris	16-17 School Year	16-17 School Year	*Drill Logs
12. Use of PBIS strategies by all faculty and staff	*PBIS Training and supports	*Tecka Mobley *Teachers	16-17 School Year	16-17 School Year	*Discipline records
13. Utilize strategies from Capturing Kids Hearts training to develop effective relationships		*All Faculty and Staff	Fall 2016	Ongoing	*Discipline records

PARENTAL INVOLVEMENT

(State law requires that this indicator be developed by each campus.)

GOAL: Encourage parents to be involved in their children's education.

NEEDS ASSESSMENT: Research indicates that children's academic achievement levels are higher when parents are regularly involved in the educational process.

GOAL OBJECTIVE: Each campus will develop a program to encourage parental involvement. Components will include:
(1) actions, activities, & strategies
(2) resources
(3) person(s) responsible
(4) timeline
(5) formative evaluation

EVALUATION DESIGN: To be determined by individual campuses.

ACTIONS, ACTIVITIES, & STRATEGIES	RESOURCES	PERSON(S) RESPONSIBLE	TIMELINE IMPLEMENT	TIMELINE COMPLETE	FORMATIVE EVALUATION
1. Use of the PTO to involve parents and community groups	*Attendance records *Parental involvement materials	*Ronald Morris *PTO officers	08/22/16	Assess every 6 weeks	*PTO membership
2. Use of the Phone system to inform parents of school events and student progress	*Phone system	*Ronald Morris *Tecka Mobley	08/22/16	Assess every 6 weeks	*Attendance rate
3. Mail important notices and end-of-year report cards to parents	*Postage-$900.	*Ronald Morris	08/22/16	Assess every 6 weeks	*Report Cards *Progress reports
4. Host Scholarship Awards Reception	*$100.	*Counselors	May 2017	Assess every 6 weeks	*Attendance by honorees & parents
5. Evening meeting with Junior parents	Counselors	*RuthAnn Campbell *Amy Clark	Spring 2017		*Attendance record
6. Financial Aid meetings		*Ronald Morris *RuthAnn Campbell	Fall 2016	Spring 2017	*Attendance record
7. College day at TSTC/ Abilene/ Parent Day	TSTC/Region 14 ESC	*Counselors	Fall 2017	Spring 2017	*Attendance record
8. Host an Open House for parents a	Teachers PTO	*Ronald Morris	10/05/16	6/1/17	*Classroom attendance records

minimum of one time per semester					
9. Newspaper, radio announcement of events, SISD Website	Sweetwater Reporter/KXOX Sweetwater ISD Website	*Ronald Morris *Mike Marlett	08/22/16	Assess every 6 weeks	*Attendance records
10. High school activity bulletin on web site	District Website	*Ronald Morris	8/22/16	Assess every 6 weeks	*Web site usage
11. AVID parent meetings	AVID Teachers	*Marcus Wolowicz *Janell Martin	Fall 2016	Spring 2017	AVID documentation
12. Meeting with 9th - 12th grade parents to discuss STAAR testing and graduation requirements	Auditorium	*Ronald Morris	10/5/16	6/1/17	Parent attendance
13. Administrative staff to review six week report cards and write notes to students and parents		*Administrative Staff *Counselors	10/05/16	6/1/17	*Copies of Report Cards

Sweetwater High School Highly Qualified Recruitment and Retention Plan 2016-2017

Goal : Highly Qualified Staff	All students will be taught by highly qualified teachers who are assisted by highly qualified paraprofessionals.
Performance Measures (PM)	1. 100% of core area teachers will be highly qualified by the end of the school year. 2. 100% of instructional paraprofessionals will meet the highly qualified standards by the end of the school year. 3. 100% of new hires will meet highly qualified status prior to employment. 4. The percentage of classes being taught by highly qualified teachers in the aggregate and in high-poverty schools will be 100%. 5. The percentage of teachers receiving high-quality professional development will be 100%. 6. Low-income students and minority students will not be taught at higher rates than other student groups by teachers who are not highly qualified, inexperienced, or out of field. 7. 100% of teachers not highly qualified in a core academic subject due to rural and special education flexibility will meet Highly Qualified standards by the end of the school year. 8. Provide incentives to attract and retain all Highly Qualified teachers.
Summative Evaluation	Personnel files and highly qualified worksheets

School-Wide Component	PM	Strategy/Activity	Target Population	Person Responsible	Budget/ Resources	Formative Assessment	Benchmark Timeline
Instruction By Highly Qualified Teachers	3	Conduct recruitment activities to ensure highly qualified personnel in all positions. Activities will include participating in job fairs, posting vacancies in multiple sites/organizations and maintaining active webpage.	All Staff Members	Superintendent	Local Funds Title II, A	Number of positions posted Number of applications completed Number of visits on the web page counter	Aug. 1, 2016 Feb. 1, 2017 May 1, 2017
Instruction By Highly Qualified Teachers	8	Establish an effective teacher mentoring system in order to retain highly qualified staff.	All Teachers	Campus Principals	Local Funds Title II, A	Mentor assignments	Aug. 15, 2016
Instruction By Highly Qualified Teachers	1	Analyze data from all teachers' certifications, testing, staff development, and service records to ensure that all meet highly qualified status.	All Teachers	Campus Principals	Local Funds Title II, A	Personnel files Professional Development records Teacher interviews	Aug. 15, 2016

School-Wide Component	PM	Strategy/Activity	Target Population	Person Responsible	Budget/ Resources	Formative Assessment	Benchmark Timeline
Instruction By Highly Qualified Teachers	7	Assist teachers in maintaining or attaining certification through alternative programs, GT certification, ESL certification, coursework, and TExES testing in order to assure all staff is highly qualified.	All Teachers	Campus Principals	Local Funds Title II, A	Number of teachers in ACPs Professional Development Records	Aug. 15, 2016
Instruction By Highly Qualified Teachers	2	Analyze data from paraprofessionals' files to ensure all instructional aides are highly qualified.	All Instructional Para- professionals	Campus Principals	Local Funds Title II, A	Personnel files Professional Development records	Aug. 15, 2016
Instruction By Highly Qualified Teachers	2	Require any instructional aides not considered highly qualified to complete paraprofessional training.	All Instructional Para- professionals	Campus Principals	Local Funds Title II, A	Professional Development records Number of paraprofessionals attending training	May 27, 2017
Strategies to Attract Highly Qualified Teachers	8	Pay for teachers to attain ESL certification	All teachers	Superintendent	Local Funds Title II, A	Staff Development records Stipends paid Personnel files	May 27, 2016
Instruction By Highly Qualified Teachers	3	Hire only highly qualified teachers	All teachers	Superintendent/ Campus Principals	Local/ State funds	Personnel files Teachers' credentials	Jun. 10, 2017
Instruction By Highly Qualified Teachers	4 & 6	Change teaching assignments for teachers who do not meet highly qualified requirements for core area subjects to ensure low-income and minority students are not taught by teachers who are not highly qualified	All Teachers	Campus Principals	Local funds	Review of master schedules; review of teachers HQ status	Aug. 15, 2016 Jan. 5, 2017
Instruction By Highly Qualified Teachers	1	Provide staff development release time for teachers who are not highly qualified to become highly qualified	All Teachers	Superintendent Campus Principals	Local/State funds Title II, Part A	Review of staff development certificates; review of Absence From Duty sheets	Aug. 1, 2016 Jan. 5, 2017 Jun 3, 2017
Instruction By Highly Qualified Teachers	1	Replace unexpected teacher vacancies with Highly Qualified staff	All Teachers	Superintendent Campus Principals	Local/State funds	Review Personnel files, professional development records, and teaching credentials	As unexpected vacancy arises

School-Wide Component	PM	Strategy/Activity	Target Population	Person Responsible	Budget/ Resources	Formative Assessment	Benchmark Timeline
Instruction By Highly Qualified Teachers	5	Continue yearly training of Dyslexia/Special Education/ESL and all classroom teachers in core academic areas	Dyslexia/ Special Education/ ESL teachers	Superintendent Campus Principals	Local, Title I & Title II A Funds	Professional Development records on file and at Region 15 ESC	Aug. 1, 2016 Jan. 5, 2017 June 3, 2017
Instruction By Highly Qualified Teachers	5	Each campus will develop professional development plan based on performance data and teacher input	All Teachers	Campus Principals	Local/State funds	100% of campuses have professional development plan that ensures all teachers will received high quality professional development	November 2017

CAREER AND TECHNICAL EDUCATION
CAMPUS/DISTRICT IMPROVEMENT PLAN
2016-17

2016-17   Goals for Career and Technical Education:

1.   Update lab equipment and technology in CTE classrooms/labs to be career-ready.
2.   Vertically align CTE courses in career pathways with industry certification and licensures.
3.   Update instructional materials to support real world experiences.
4.   Provide professional development for teachers to update skills and academics in CTE courses.
5.   Provide students with career exploration experiences, including nontraditional careers.
6.   Improve college-readiness through increased rigor and effective teaching strategies for diverse populations.

Goals	Activities	Resources	Person(s) Responsible	Time Line Implementation	Time Line Completion	Evaluation
1,3	Purchase new lab equipment,	Carl D. Perkins Federal Grant	Teachers, CTE Director	8/2016	4/2017	Purchase orders
2,4,6	Collaborate with post-secondary educational institution to develop career pathway for child development associate certification	Post-secondary educational institution CDA degree plan	CTE director, Counselors, FCS teacher, WTC	7/2016	5/2017	Course catalog, Registration materials, career pathway chart
2	Purchase site licenses for industry certifications	Carl D. Perkins Federal Grant	Teacher, CTE Director	11/2016	5/2017	Purchase orders, student score reports
2	Align programs with community needs	Advisory Council	CTE Director, Principal, CTE Teachers	9/2016	5/2017	Course catalog, Advisory Committee

Goals	Activities	Resources	Person(s) Responsible	Time Line Implementation	Time Line Completion	Minutes Evaluation
3,6	Update career pathways with endorsement grad plans	Texas Graduation Plans	Counselors, Principal, CTE Director	8/2016	5/2017	Course catalog, Registration materials
4	Purchase web-based curriculum for current, rigorous content	Carl D. Perkins Federal Grant	Teachers	8/2016	4/2017	Purchase orders
5	Purchase career guidance site license program for career planning	Carl D. Perkins Federal Grant, Career Cruising	CTE Director, Counselors, Teachers	8/2016	5/2017	Purchase orders, 4-year graduation plans
5	Field trips to nearby colleges for career exploration	Bus transportation, SLO competitions	Teachers, Counselors	9/2016	5/2017	Bus requests, SLO registrations
6	Dual credit, online college courses offered in career pathways	Trust fund for CTE tuition, computer lab	Counselors, teachers, TSTC, WTC, ASU	8/2016	5/2017	Course catalog, transcripts
3,5,6	Support Student Leadership Organizations	Teacher travel budget, Carl D. Perkins Federal Grant	Teachers	8/2016	5/2017	Travel P.O.s
5,6	Job shadowing opportunities for students in career pathways	Advisory Council, Business & Industry partners	Teachers	1/2016	5/2017	Lesson plans, student evaluations

Goals	Activities	Resources	Person(s) Responsible	Time Line Implementation	Time Line Completion	Evaluation
5,6	College career fairs	Post-secondary educational institutions	Counselors	9/2016	5/2017	Newspaper articles, student evaluations, bus requests
5,6	Senior Career Interview Day	Business partners	Counselors, business partners	4/2017	5/2017	Student resumes, interview schedule
2,4	Professional Development for teachers for industry certifications	Carl D. Perkins Federal Grant, ESC workshops	Teachers	7/2016	4/2017	Attendance certificates
4,6	Provide professional development in best teaching practices including rigor	ESC workshops, beginning school in-service, state conferences	Teachers, Principal	7/2016	5/2017	Attendance certificates
1,4	Professional development in technology use	District technology director	Teachers	7/2016	5/2017	Attendance certificates
6	Support academic integration through CTE science courses	Carl D. Perkins Federal Grant	Science Teachers	7/2016	5/2017	Master schedule
2,4,6	Collaborate with local post-secondary educational institution to develop additional career plans	Post-secondary educational institution CDA degree plan	CTE director, Counselors, FCS teacher, WTC	7/2016	5/2017	Course catalog, Registration materials, career pathway chart

SISD Coordinated Health Program

The SISD Coordinated Health Program includes eight coordinated health features which are responsive to individual strength, interests, and needs, and provides experiences which are meaningful, relevant, and respectful of the social and cultural context in which children live.

These eight Coordinated Health Features include:

1. A Comprehensive Health Education Curriculum of fitness, nutrition, personal health, family health, community health, consumer health, environmental health, growth and development, mental and emotional health, injury prevention and safety, prevention and control of disease, substance use and abuse

2. Strength, Conditioning and Wellness activities in physical education classes

3. Support of the Curriculums with an emphasis on real world experiences

4. Utilizing the current dietary guidelines with available nutrition and physical activity tools such as MyPyramid, the updated Food Guide Pyramid

5. Health promotion opportunities for the staff such as Walk Across Texas and providing health screening opportunities

6. Counselor participation such as coordinating presentations and programs on nutrition, bullying and drug abuse prevention activities.

7. Activities that promote and foster a safe and healthy school environment

8. Parental and community involvement through activities that require parent participation and engage community resources – Example: Monthly parent letters in English and Spanish.