

J. P. Cowen Early Childhood Center



CAMPUS IMPROVEMENT PLAN 2016-2017

PLANNING AND APPROVAL

The Campus Improvement Plan for JP Cowen Early Childhood Center was developed collaboratively by the Campus Council and Staff of JPC

CAMPUS COUNCIL MEMBERS

<u>NAME</u>	<u>POSITION</u>
Crystal Meneses	Principal
Dianne Bax	Early Head Start Teacher/ Caregiver
Britnee Baird	Early Head Start Teacher/ Caregiver
Victoria Rendon	Head Start Assistant
Jimmie Roberts	Head Start Teacher
Theresa Cowart	Head Start Family Service Worker
Karen Mash	Early Head Start Program Aide
Diana Critz	Early Head Start Family Service Worker
Tad Baird	Business Representative
Jennifer Foust	Business Representative
Monica Valdez	Parent Representative
Joslyn Rosas	Parent Representative

Approval: _____
President, Board of Trustees

Superintendent

Chairperson, District Council

Principal, JPC

SISD VISION STATEMENT

Sweetwater ISD leads in providing a relationship focused environment that empowers students to realize their potential.

We

Embrace diversity

Equip for the global environment

Encourage responsible citizenship



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.

SWEETWATER ISD BELIEVES THAT . . .

All Children . . .

- Need to be treated fairly and with respect.
- Need to feel ownership for their learning.
- Learn differently and at different rates.
- Can realize success.
- Should feel safe at school.
- Need to have their basic needs met (educational, physiological & psychological).
- Are naturally curious.
- Need knowledge applied to real life situations.
- Are affected by self-esteem, and self-esteem affects learning.
- Learn more if they respect their teacher.
- Respond to caring and positive attention.
- Will be held accountable for their responsibilities, actions, and success.
- Benefit and learn from success and failure.
- Must be ready to learn, participate, and be successful.
- Need support from home.
- Have equal worth and value.
- Best exceed in an open, inviting climate of continuous courtesy, and mutual respect.

Effective Instruction Should . . .

- Be built on previous learning/knowledge.
- Change to meet societal and student needs.
- Have purpose.
- Be flexible to meet needs of different children.
- Include a variety of instructional and learning activities.
- Provide gains in knowledge and skills.
- Have an intervention plan for failures; teach students to grow from failures.
- Be geared for student success.
- Be modified for learning styles.
- Prepare students for the future.
- Provide problem solving and critical thinking skills.
- Be enjoyable.

- Honor all levels of success.
- Provide students opportunities to exceed and reach beyond their grasp.
- Prepare students to develop positive attitudes.
- Be continually reinforced.
- Be clear, concise, and focused.

Teachers and Administrators Should . . .

- Feel ownership for students learning.
- Use every opportunity to build each students' self esteem.
- Hold high, accurate, and flexible expectations for all students.
- Provide a majority of class time devoted to actively engaging students in learning activities; decrease seat work time.
- Monitor guided practice as it is being completed.
- Communicate frequently with students' parents regarding student work and behavior.
- Recognize that inappropriate student behavior is reinforced by an adults' caustic, derogatory, emotional, and/or angry response.
- Avoid using homework or extra work as a discipline technique.
- Continue professional education in instructional techniques and programs.
- Teaching and learning research through workshops and seminars and/or college classes.

School Must . . .

- Provide a safe, healthy, secure, and nurturing environment.
- Be a meaningful workplace.
- Promote self-responsibility and respect for others.
- Be a cooperative and collaborative system between family, schools, community, and business.
- Prepare students to be successful in a real, changing world.
- Be a place to be successful.
- Serve diverse cultures.

PREFACE

PLANNING AND THE ACADEMIC EXCELLENCE INDICATOR SYSTEM

There is 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 and strategies with the persons responsible for strategic implementation, and formative evaluation.

This document addresses the following:

1. Comprehensive Needs Assessment
2. Federal and State Compensatory Funds Program Intent Code 24, 26, 28, 30 and 31
3. Sweetwater ISD 2015 STAAR (State of Texas Assessments of Academic Readiness) Results 3rd Grade – End of Course Exams
4. Goals for 2016 STAAR Reading & Language Arts, Math, Writing, Science and Social Studies
5. Staff Development
6. Completion Rate
7. Student At-Risk Identification Criteria
8. Student Attendance
9. College Readiness Improvement Plan - College Admissions Tests, STAAR/THEA (Texas Higher Education Assessment) Equivalence, Recommended & Distinguished Achievement Programs, Comparable Improvement, Texas Scholarships and Teach for Texas Grants
10. Violence Prevention and Intervention on Campuses Outline (Discipline Management) – Developed by each Campus
11. Parental Involvement - Developed by each Campus
12. Sweetwater ISD Highly Qualified Recruitment of Paraprofessionals and Retention Plan
13. Special Education (PBMAS) Performance Based Monitoring Analysis System Indicators
14. Dropout Reduction and Dropout Rate, Technology Integration

Within these sections all students including African American, Hispanic, White, American Indian, Asian, Pacific Islander, Two or More Races, Economically Disadvantaged, Special Education, Title I, At Risk, CTE, Dyslexic, 504, Gifted & Talented, Homeless, LEP & ELL, Migrant, PEP, and SOI are addressed.

Identified Strengths of SISD

- Grade Level Campuses
- RTI
- Marketing Success
- Success of Students at Risk
- Public Education becoming competitive
- Parent Involvement
- Family Access, Website, Facebook & Twitter & School Way
- Nolan County Juvenile Department Counseling Grant
- Instructional Leadership & Walkthroughs
- Changing Demographics
- Community Support such as Backpack Buddies, & the *Sweetwater Reporter*
- Capturing Kids Hearts, Tier 2 Teams
- Vertical Meetings
- Technology & the I-Pad Initiative
District Wide PBIS
- State Funding
- Energy Management Savings

Assessment Tools

The SISD uses many instruments to determine student achievement. Other instruments used include the following: Brigance. The screening and testing provided through RTI, SOI, Bridges and Certified Learning are also valuable.

Response to District Concerns

I-Pads were made available due to wise use of EMAT dollars, a grant opportunity and Head Start grant money. I-Pads will be utilized for more journal type activities and open-ended questions. These programs and others outlined in this plan are addressing this year's concerns and those ongoing concerns and weaknesses identified in previous assessments.

In response, LEA School Improvement Indicators will continue to be included in this plan. The notation can be found in the bottom right corner of the boxes in the Actions, Activities & Strategies column. Following are the abbreviations and the indicator correlation:

SI-1 Incorporates scientifically based research strategies that strengthen the core academic program

SI-2 Identifies actions that have the greatest likelihood of improving the achievement of participating children in meeting the state's student academic achievement standards

SI-3 Address the professional development needs of the instructional staff

SI-4 Includes specific measurable achievement goals and targets for each of the groups of students identified in the disaggregated data

SI-5 Addresses the fundamental teaching and learning needs in the schools and the specific academic problems of low-achieving students

SI-6 Incorporates activities before school, after school, during the summer, and during an extension of the school year

(SI-7 is not applicable to this plan.)

SI-8 Includes strategies to promote effective parental involvement in the school

Key to Title I School-wide Components

Abbreviation	Component	Abbreviation	Component
CNA	Comprehensive Needs Assessment	PI	Strategies to Increase Parent Involvement
RS	School Reform Strategies	PTS	Preschool Transition Strategies
IHQ	Instruction by Highly Qualified Professional Staff	TPA	Teacher Participation in Making Assessment Decisions
PD	High-Quality and Ongoing Professional Development	SA	Timely and Additional Assistance to Students Having Difficulty Mastering the Standards
AHQ	Strategies to Attract Highly Qualified Staff	CI	Coordination and Integration of Federal, State, and Local Programs and Resources
EHS	Early Head Start	HS	Head Start
ESL	English Second Language	PBIS	Positive Behavior Intervention System

COMPREHENSIVE SCHOOL IMPROVEMENT PLAN

SWEETWATER INDEPENDENT SCHOOL DISTRICT

CAMPUS: J.P. COWEN EARLY CHILDHOOD CENTER

LONG RANGE GOAL: All students will achieve full educational potential and social emotional development.

EVALUATION DESIGN: Teachers will study student performance indicated by the report cards and strive for continual improvement.

INITIATIVES APPROPRIATE FOR MATHEMATICS, READING, WRITING, LANGUAGE ARTS, SCIENCE, AND SOCIAL STUDIES

ACTIVITIES/STRATEGIES	RESOURCES	PERSON RESPONSIBLE	<u>TIMELINE</u> Implement	<u>TIMELINE</u> Complete	MONITOR & ADJUST	Documentation Formative Evaluation
The J. P. Cowen Campus Council will develop and modify the 2016-2017 Campus Improvement Plan.	Test Data: Brigrance Readiness Attendance data Staff Surveys	Campus Council Principal	Sept. 2016	Oct. 2016		Meeting Agendas Campus Imp. Plan Sign-In Sheet Staff Surveys
District and Campus Improvement Plans will be distributed and reviewed with campus staff.	District & Campus Improvement Plans	Principal Campus Council	Sept. 2016	Oct. 2016		Meeting agenda District Imp. Plan, Camp. Imp. Plan
Campus Council will meet as needed during the school year to write the Campus Improvement plan and to review progress during the year.	Campus Improvement Plan	Campus Council Principal	Sept. 2016	May 2017		Meeting agendas Campus Imp. Plan Sign-In Sheet Staff Surveys
Teachers will use the TEA Pre-K Guidelines for lesson planning.	Pre-K Guidelines and Creative Curriculum	HS Teachers	Aug. 2016	May 2017		Lesson Plans
Cooperative learning activities will be provided in classrooms.	Pre-K Guidelines and Creative Curriculum	HS Teachers	Aug. 2016	May 2017		Lesson Plans
Updated training will be provided to all teachers in TTESS and provide complete training for new personnel.	Appraisal Calendar Eduphoria Training	Principal Asst. Supt.	Aug.18, 2016	May 2017		Meeting Agenda Teacher Self-Report Evaluations
Meet the needs of the LEP students through the ESL program and utilize Imagine Learning for all students.	Imagine Learning Fees Title 1, ESC, Raney Edminston	HS Teachers	Nov 2016	May 2017		Imagine Learning Reports
Each student will be provided with a Student Code of Conduct at the beginning of the year, or when a new student enrolls.	SISD Website	Office Staff	Aug. 2016	As needed		Student Code of Conduct
Students use technology supplies, materials, and other equipment to identify, organize, and meet student needs	Technology Supplies	Principal All teachers and caregivers	Aug. 2016	May 2017		Walk throughs
Through the ESL program, teachers will modify instruction, pacing, and materials for LEP students.	ESL 14 training Teachers	ESL Teachers	Aug. 2016	May 2017		ESL Records Report Cards
Students will show improvement based on report cards.	Report Cards DECA Results	Principal All teachers & caregivers	Aug. 2016	May 2017		Brigrance Results DECA results Report Cards

ACTIVITIES/STRATEGIES	RESOURCES	PERSON RESPONSIBLE	TIMELINE Implement	TIMELINE Complete	MONITOR & ADJUST	Documentation Formative Evaluation
JPC will continue utilizing and implementing PBIS Procedures, Capturing Kids' Hearts, and conscious discipline in all classrooms, hallways, bathroom, playground, and cafeteria.	ESC/Lisette Conscious Discipline/ PBIS Team Principal Tier 2 & 3 Team	Conscious Discipline Team Principal All Teachers & Caregivers Tier 2 & 3 Team	Aug. 2016	May 2017		PBIS Meetings & Notebook Capturing Kids Hearts Meetings Office referral procedures Discipline plans Decreased problems Tier 2 & 3 Documentation
English As A Second Language (ESL) classes will continue to be provided for identified limited English proficient students.	Salaries Supplemental Bilingual Paraprofessionals Technology Programs	LPAC Committee: Principal Asst. Supt. ESL teachers Registrar	Aug. 2016	May 2017		ESL Records Lesson Plans
Teachers will create centers that provide socialization and cooperative play in math, science, reading, and language.	Creative Curriculum DECA resources Frog Street	Principal Head Start teachers EHS teachers of older toddlers	Aug. 2016	May 2017		Walk throughs TTESS
Teachers will meet weekly to share strategies and plan instruction.	Classroom Books Curriculum Agenda Modification	Head Start Teachers	Aug. 2016	May 2017		Grade Level Meetings Lesson Plans
Supervise the instructional process and provide feedback to teachers weekly.	Classroom visits Walk through	Principal	Aug. 2016	May 2017		Walkthroughs TTESS Evaluations
"At risk" students will be identified and reviewed at least annually.	Brigance Readiness Test	Principal All teachers & caregivers ARD Committee	Aug. 2016	May 2017		"At Risk List"
Assess each identified "at-risk" student to determine needs and provide appropriate acceleration teaching methods.	Brigance Readiness Test	Principal All teachers & caregivers ARD Committee	Aug. 2016	May 2017		Brigance Results Report Cards Lesson Plan
ESL training will be provided to modify the language of instruction and use sheltered English instructional approaches.	ESC consultants	Principal Asst. Supt. ESC Consultants ESL Teachers	Aug. 2016	May 2017		ESC
Disaggregate & analyze DECA results; make social, emotional, and developmental adjustments as appropriate to increase student achievement in academic areas and social, emotional, and developmental skills.	DECA results Brigance Testing Report Cards	ESC Head Start Teachers Early Head Start Teachers	Aug. 2016	May 2017		DECA Results Brigance Testing Report Cards
Use the inclusion model for Special education students in classroom. SI-2	All staff	Principals Director of Special Education	Aug. 2016	Monitor as required		IEP Staff Schedules
Continue Reading initiatives with technology programs including the IPAD, smart board, and student computer. SI-2 & 8	IPAD Cart Tech. Resources	Principal All Faculty	Aug. 2016	May 2017		Walkthroughs
Utilize Early Literacy and Brigance testing to monitor progress & identify needs. SI-5	Brigance Testing	All teachers & caregivers Principal, ESC & FSW	Sept 2016	May 2017		Progress monitoring students' development level, Teaching Strategies
Motivate Students to read by having them participate in programs on the IPAD, smart boards, and student computers.	Local Funds IPADS Technology	Head Start Teachers Mike Marlett	Aug. 2016	May 2017		Progress Monitoring Brigance Testing Data Anecdotal

ACTIVITIES/STRATEGIES	RESOURCES	PERSON RESPONSIBLE	TIMELINE Implement	TIMELINE Complete	MONITOR & ADJUST	Documentation Formative Evaluation
Provide breakfast, lunch, and snack to all students and visitors when visit during a meal.	Cafeteria	All teachers & caregivers Principal Cafeteria	Aug. 2016	May 2017		Documentation of Daily lunch tally Sheets
Guide instruction to assist in the development of gross motor skills.	Playground Gym equipment Early Head Start Motor Lab	Principal Head Start teachers Early Head Start Caregivers	Aug. 2016	May 2017		Classroom schedules Lesson plans Walk throughs
Provide centers and instruction focusing on fine motor skills.	Creative Curriculum Center materials Frog Street Curriculum	Principal Head Start teachers Early Head Start Caregivers	Aug. 2016	May 2017		Lesson plans Walk throughs
Teachers will encourage community members to volunteer on campus.	Athletes Policeman Fireman	Early Head Start, Head Start, Teachers	Aug. 2016	May 2017		In Kind Volunteer Forms
Continue Reading initiatives such as the bookmark club. <i>SJ-2, 8</i>	Parent & Volunteer Reading	Head Start Teachers Community & Athletic Volunteers	Aug. 2016	May 2017		Brigance, Report Cards In kind volunteer forms
Provide an array of services that are differentiated and appropriate for the experiences of all students. <i>SJ-1</i>	Appropriate Material & Supplies Field Trips	Principals EHS and HS Teachers	Aug. 2016	May 2017		Brigance Report Cards
Assist Early Head Start children in transition to Head Start. Provide assistance in toileting training to parents. <i>PTS</i>	Toileting Tips	Early Head Start Caregivers	Aug. 2016	May 2017		Readiness for Head Start classrooms
Provide staff development to EHS Caregivers and HS teachers & EHS Substitutes.	Consultants ESC Staff Principal	Asst. Supt. Principal EHS Compliance Monitor All Faculty	Aug. 2016	May 2017		Sign-in sheets Staff Notebooks
Teachers will use standard based resources to teach students phonemic awareness, phonics, vocabulary, and listening comprehension.	Creative Curriculum CIRCLE Training FROG Street Press Classroom Books Technology	Head Start and EHS Teachers Community Partners Athletic Volunteers Principal	Aug. 2016	May 2017		Lesson Plans Report Cards
Head Start students will attend grade level appropriate field trips.	\$2000 Zoo, Round Up, Community, Pep rally	Head Start	Aug. 2016	May 2017		Field trip Request Transportation Request
Conduct parent /teacher conferences with all students.	DECA results Brigance Readiness Test Home Visits Report Cards	Principal All faculty	Aug. 2016	May 2017		Sign-In Sheets
Continue ECI and RTI process and regular meetings which include necessary personnel. <i>SJ-1, 2, 5</i>	Observations Mental health consultant ESC	Principal, EHS, HS Teachers ESC Family Service Workers Mental Health Consultant ARD Committee	Aug. 2016	May 2017		Anecdotal ARD Minutes
Continue Early Head start and Head Start for early intervention. Continue to expand as opportunities become available. <i>SJ-1, 2, 3, 5, 8 PTS</i>	Head Start Grant funds Local Funds	Principal Assistant Supt. Super intendent	Aug. 2016	May 2017		Smooth Transition to next grade level Student Success, Parental Involvement Prof. development hours

STAFF DEVELOPMENT ACTIVITIES

Goal: All staff will continue to grow, learn, and unite together as a team to promote student success.

ACTIVITIES & STRATEGIES	RESOURCES	PERSON(S) RESPONSIBLE	IMPLEMENT	COMPLETE	MONITOR & ADJUST	FORMATIVE EVALUATION
Provide TTESS training for teachers.	Online Training; Resources from McRel and TEA	Principal; Staff	Aug. 2016	May 2017		Summative Evaluations Online Reports Eduphoria
Continue to expand as opportunities become available. SI-1, 2, 3, 5, & 8	Staff Development Days Local Funds	All faculty Assistant Superintendent	As needed	May 2017		Professional Development Hours Parental Involvement
Successful Leadership Meetings will be held each six weeks to disaggregate data, plan strategies to achieve goals, and address system safe guards. SI-1,2,3,4,&5	Kristie O'Dell-Faris Principal	Assistant Superintendent	End of Each Six Weeks	May 2017		Brigrance Data
Continue providing technology equipment, supplies, and update equipment, etc.	Funds	Principal ESC 14	Aug. 2016	May 2017		Purchase Orders
Provide training for Early Head Start Substitutes.	DVDS	Ester Cunnings	Aug. 2016	May 2017		Sign in Sheets
Continue updating the Campus Wide Emergency Operation Plan & Provide annual training. SI-3	Maps of Schools Staff Meetings	Principal Tammy Stafford Campus Council	Aug. 2016	Oct. 2017		Sign In Sheets Meeting Agenda
Attend training on Conscious Discipline	Orientation Week ESC Region 14	All Staff	November 3 & 4	July 2017		Sign-in Sheets and training Certificate of attendance
Attend training on utilizing DECA results to improve social, emotional, and developmental behaviors.	ESC DECA training	Head Start Teachers	Sept. 2016	June 2017		Lesson Plans DECA Reports Certificates of Attendance
Maintain Highly Qualified certified teachers and paraprofessionals.	ESC; Job fairs	Principal, Human resource officer	Aug. 2016	May 2017		Interviews
Continue providing support in classroom with internet access, IPADS, videos, etc.	ESC 14, SISD	Principal	Aug. 2016	May 2017		TTESS Observations
Train at least two staff members in non-violent Crisis Prevention Intervention.	WCTSSA CPI trainers	Principal WCTSSA Staff	Aug. 16, 2016	Aug. 17, 2017		Sign-in Sheets Recognition of attendance
Continue a welcome breakfast for new paraprofessionals and teachers. SI- 3	Food Service	Assistant Supt	August 5, 2016	August 5, 2016		In Service Records Surveys
Provide a new teacher orientation to assist in supporting and retaining certified teachers. Provide technology assistance and classroom management strategies. SI-3	Mike Marlett Dr. Ron Morris Tecka Mobley, Danette Price, Janell Martin	Assistant Supt	August 5, 2016	August 5, 2016		In Service Records Surveys
Provide 3 days of Capturing Kids' Hearts training for all new employees & staff. Provide time for home visits for teachers who've already attended training. SI-3	Local Funds 50,000 Flippen group	Principals Assistant Supt.	August 9, 2016	August 11, 2016		In Service Records Surveys
Train all administrators in TTESS & TPESS refinement for both teachers and principals. Continue training on TTESS in Eduphoria. SI-3	Kristie O'Dell-Farias Resources from TEA Online Certification	Principals	August 18, 2016	May 2017		Certificates Online Reports Evaluations
Continue support of district wide PBIS. Train Tier 2 Teams that meet regularly. Attend workshops, conferences, and webinars supported by the Climate Transformation Grant	Email Announcement Website Newspaper Coverage	Assistant Supt	August 2017	May 2017		SISD Evaluations

ACTIVITIES & STRATEGIES	RESOURCES	PERSON(S) RESPONSIBLE	IMPLEMENT	COMPLETE	MONITOR & ADJUST	FORMATIVE EVALUATION
Continue Funderwear awards to SISD employees who exemplify a positive attitude and work ethic. Recognize staff birthdays with a card, coupon, and chocolate.	Funderwear Email Announcement Website & Newspaper Coverage	Asst. Supt. Supt.	Aug. 2016	May 2017		Publicity
Provide a day for Parent Contact and or conferences to increase parent involvement.	Meet the teacher Report cards Open House, Meetings	Principal Asst. Supt. District Council	August 16, 2016	October 6, 2016		Sign in Sheets Logs
Increase staff daily attendance percentage.	Staff attendance incentives	Principal	Aug. 2016	May 2017		Substitute sign-in Data on Time Clock Spreadsheet
Provide annual training in Sexual Harassment, Child Abuse, Bullying, Suicide, and Blood Borne Pathogens. <i>SI-3</i>	Online Training	Technology dept. Principals Asst. Supt.	Aug. 2016	August 2016		Electronic completion Records Staff sign in sheets
Provide a new teacher orientation to assist in supporting and retaining highly qualified teachers. Provide technology assistance.	Mike Marlett Technology Team Dr. Morris Tecka Mobley	Asst. Supt.	August 5, 2016	Aug 5, 2016		In Service Records Surveys
Continue support of district wide PBIS. <i>SI-3</i>	PBIS/ Conscious Discipline Committee Staff Meetings; ESC 14, Climate Transformation Grant	PBIS/Conscious discipline teams Principals; Asst. Supt.	Aug. 2016	May 2017		Discipline Referrals Student Success Tier 2 & 3 Documentation
Principals will make at least one walkthrough in every classroom every week.	Eduphoria	Principal	Aug. 2016	May 2017		Walkthrough Feedback Spreadsheet Data
Utilize Eduphoria data. SI 3, 4 & 5	Principal All Teaching Staff	Principal	Aug 2016	May 2017		Walkthroughs
Teachers assigned to teach ESL classes will attend a workshop concerning ESL.	Travel \$100.00 Region 14 Training	ESL teachers	Aug. 2016	May 2017		Certificates
Teachers without ESL certifications will become certified.	Travel \$100.00 Region 14 Training	Certified Teachers	Aug. 2016	May 2017		Study Material
Attract highly qualified staff and retain qualified staff by local recognitions.	Job fairs Sweetwater Reporter Newspaper Online applications	District Administration Principal Human Resource Officer	Aug. 2016	May 2017		All staff qualified for job assignments by reviewing certificates, teacher of the year awards, campus recognition, local newspaper
Weekly walkthroughs will be completed by the campus instructional leader for academic support. <i>SI-5</i>	Eduphoria TTESS & TPESS Refinement Walkthroughs	All Teachers & EHS Caregivers Principal	Aug. 2016	May 2017		Observations Evaluation
Teachers will be provided professional development based on campus and district goals.	Available Workshops	Principal SISD ESC Staff	Aug. 2016	May 2017		Sign-in sheets Workshop catalog Professional Development Hours
Train substitute teachers online. Extra training and testing will be provided for EHS subs.	ESC, Ester Cunnings, CDS	EHS Compliance Monitor, ESC	Aug. 2016	May 2017		Increased number of certified subs
Continue providing training for all school vehicle drivers with White Fleet Training.	Scott Lambert Online Training	Scott Lambert	Aug. 2016	Sept. 2016		Employees certified to drive SISD vehicles

VIOLENCE PREVENTION AND INTERVENTION ON CAMPUSES

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: J.P. Cowen Early Childhood Center will develop goals and methods for violence prevention and intervention. Components will include actions, activities, strategies, resources, time line and formulative evaluation.

ACTIVITIES & STRATEGIES	RESOURCES	PERSON(S) RESPONSIBLE	IMPLEMENT	COMPLETE	MONITOR & ADJUST	FORMATIVE EVALUATION
Continue to review, refer to, and implement Crisis Management Plan.	Crisis Mgt Plan	Principal	Aug. 2016	May 2017		Safety Meetings Safety Drills
Continue Early Head Start and Head Start for Early Interventions	Head Start Grant Funds through ESC	JPC Principal Region 14 ESC	Aug. 2016	May 2017		Smooth Transition to Kindergarten
A staff member will be on duty each day beginning at 7:30 a.m. in their assigned position.	Staff Schedules	Principal	Aug. 2016	May 2017		Sign-in Sheet/ Time Clock
All outside doors will be locked except the front door and will remain locked during the school day.	Procedure manual Staff Handbook	All Faculty	Aug. 2016	May 2017		Safety System
If a student is not in the classroom at 8:10 a.m., he or she and the parent must see the home school liaison for a tardy slip.	Liaison Tardy Slips	Office Staff All Teachers	Aug. 2016	May 2017		List of daily tardies Cafeteria Data
To gain access and admission, parents must utilize our Safety System at the front of the building when it isn't arrival or dismissal times.	Safety System	Office Staff	Aug. 2016	May 2017		Visitor's Sign in Sheet
Parents of students who are frequently tardy will be required to meet with the Principal.	Office Staff Tardy Slip	All Teachers/Caregivers Office Staff	Aug. 2016	May 2017		Parent signing informative letter
Faculty members will model respect and tolerance for all types and groups of students.	Capturing Kids' Hearts	All Faculty	Aug. 2016	May 2017		Decreased Discipline Records Utilization of Capturing Kids Hearts Strategies
Increase morale and staff daily attendance by hosting monthly potlucks	All Teachers	Sunshine Committee	Aug. 2016	May 2017		Pot Luck Sign-up Sheets Invitations
Parents should telephone the school office before 9:00 a.m. if a student is ill and will not be attending class. The home school liaison or family service workers may attempt to contact the parent, if the parent does not contact the school.	Liaison/ Attendance Clerk Family Service Worker Principal	Secretary Liaison/ Attendance Clerk Principal Family Service Worker	Aug. 2016	May 2017		Log of parent calls Weekly Absent Reports Home Visits Conferences PROMIS
ACTIVITIES & STRATEGIES	RESOURCES	PERSON(S) RESPONSIBLE	IMPLEMENT	COMPLETE	MONITOR & ADJUST	FORMATIVE EVALUATION
Parents coming to school during the day	Office staff	Office staff	Aug. 2016	May 2017		Student Release Sign-out Book

should enter the building through the front doors. If the parent is checking the student out for the day, he or she must sign them out through the office. Parents will take form to the teacher and the teacher will dismiss them.						
Students must follow all PBIS & Capturing Kids' Hearts rules and directives given by any faculty member. In the cafeteria students must exhibit good manners, talk quietly, request assistance by asking politely, and treat everyone with respect. Procedures: (Sit, Eat, Wait, Leave)	All staff members Conscious Discipline Committee PBIS Lesson Plans & Notebook CKH Info	All faculty members PBIS/ Conscious Discipline Committee Campus Principal	Aug. 2016	May 2017		Decreased Discipline Records
At the end of the day faculty members will monitor the children as they are picked up from their classrooms. The person picking up the child must be on the pickup list. Parents can begin picking up their child at 2:30 pm.	Parent/ Teacher Relationships	All faculty members	Aug. 2016	May 2017		Students are safe as they exit the classroom
The Student Code of Conduct will be enforced. There will be zero tolerance of racial, ethnic, ability or appearance put-downs. Discipline will be assigned according to the Student Code of Conduct.	Student Code of Conduct Capturing Kids' Hearts Training	All faculty members	Aug. 2016	May 2017		Decreased Discipline Records
Intercom access will be available in most areas of the building.	Intercom	Office Staff Principal	Aug. 2016	May 2017		Response to Announcements
Monthly fire drills are documented.	Fire signal bells	Principal Family Service Workers EHS Compliance Monitor	Aug. 2016	May 2017		Log of Drills
Students will participate in a Happy Bear Presentation provided by WTCAC.	West Texas Child Advocacy Center	WTCAC Principal	Oct 11, 2016	Oct 11, 2016		Decrease Child Abuse Reports Confidence of Student outcries
Tornado drills will be conducted twice yearly.	Tornado Signal Bells	Principal EHS Compliance Monitor	Aug. 2016	May 2017		Log of Drills
Staff will implement campus-wide safety plans, discipline strategies, and Capturing Kids' Hearts to promote a safe and positive school culture.	Staff Meetings Safety System CKH Training	Principal All Faculty	Aug. 2016	May 2017		Safety drill schedule Discipline referrals Incident reports
Provide ongoing instruction for Early Head Start and Head Start grades that addresses Being Safe and Drug-Free.	Red Ribbon Week	Principal Office Staff All Faculty	Oct. 23, 2016	Oct. 31, 2017		Red Ribbon Week Participation Publicity Pictures
ACTIVITIES/STRATEGIES	RESOURCES	PERSON RESPONSIBLE	TIMELINE Implement	TIMELINE Complete	MONITOR & ADJUST	Documentation Formative Evaluation

Teach students to take responsibility for actions. Help students determine possible choices to make and how to make an acceptable choice.	Faculty Capturing Kids Hearts Training	All Faculty Principal Students	Aug. 2016	May 2017		Reduced number of discipline records
Continue utilizing and implementing Capturing Kids Hearts strategies and PBIS procedures in all classrooms, hallways, bathroom, playground, and cafeteria.	Reg. 14 Lisette PBIS/ Conscious Discipline Committee CKH Training Principal Climate Transformation Grant	Conscious Discipline/PBIS Committee Tier 2 & 3 Team Principal All Faculty	Aug. 2016	May 2017		PBIS/ Conscious Discipline Meetings Agendas Morale PBIS Tier 2 & 3 Meetings
PBIS team continue meeting with teachers as needed to give helpful strategies for tier 2 and tier 3 students.	Sarah/Lisette PBIS team Principal	Principal Tier 2 Team	Aug. 2016	May 2017		Reduced number of discipline records Positive Staff Morale
Participate in the planning and modifying, campus-wide Positive Behavior Intervention Support (PBIS).	PBIS Team ESC Consultants	All Faculty Administration Principal JPC Students Conscious Discipline Committee	Aug. 2016	May 2017		PBIS Notebook PBIS/ Conscious Discipline Meetings
Students that arrive at school after 8:10 a.m. will be required to have parents feed them breakfast, and arrive to class with a tardy slip.	Office Staff Tardy Slip	All Teachers/Caregivers Secretary Registrar Principal Office Staff	Aug. 2016	May 2017		List of repeated daily tardies
Improve image in the community.	Sweetwater Strong Signs	Community	August 2016	May 2017		Signs in community
Use PBIS Climate Transformation Grant funds for training and incentives for students and staff	1,000 Climate Transformation Project Grant Funds	Tier 2 & 3 Team District Leadership Team	August 2016	May 2017		Forms filled out with information on incentives
Tier 2 and 3 teams will meet as needed to give teachers with interventions.	PBIS Training & Team Suggestions	Tier 2 & 3 Team Principal	August 2016	May 2017		Documentation of meetings

PARENTAL INVOLVEMENT

GOAL #10: 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: J.P. Cowen Early Childhood Center will increase and encourage parental involvement. Components will include actions, activities, strategies, and resources.

ACTIVITIES & STRATEGIES	RESOURCES	PERSON(S) RESPONSIBLE	IMPLEMENT	COMPLETE	MONITOR & ADJUST	FORMATIVE EVALUATION
Provide events for EHS and HS.	Community Partners All Faculty	Principal Motivation/Event Committee	Aug. 2016	May 2017		Publicity
Provide monthly parent meetings for Early Head Start and Head Start Parents addressing the following topics: Safety, child development, discipline management, literacy, nutrition and health, and fatherhood.	Notices of meetings, Materials needed, Babysitters	ESC Staff Principals All faculty Parents	Aug. 2016	May 2017		Publicity Pictures
Grandparent's week celebration will be held annually. A grandparent's luncheon will be provided.	Invitations	Principal All Faculty Cafeteria Workers	Sept. 9, 2016	Sept. 9, 2016		Publicity Pictures
Parent will be strongly encouraged to volunteer in the classroom.	Parent sign-in Volunteer Training	All Teachers/Caregivers ESC Family Service Workers Principal	Aug. 2016	May 2017		In-Kind sheet for Head Start and Early Head Start
Parents will be invited to a Teddy Bear Parade to celebrate National Teddy Bear Day.	Invitations	Principal All faculty	Sept. 9, 2016	Sept. 9, 2016		Publicity Pictures
Parents will be invited to a Halloween parade and veteran parade.	Invitations	Principal All faculty	October 2016	November 2016		Publicity Pictures
Parents will be invited to nutritional exempt days. Food will be provided by JPC.	Invitations	All faculty	Dec. 2016	May 2017		Publicity Pictures
Parents will be invited for Thanksgiving meal.	Invitations	Principal All Teachers/Caregivers Cafeteria Workers	Nov. 2016	Nov. 2016		Publicity Pictures
Parent educational celebrations will be held annually where children interact with their parents. (Fall Festival, Western Day, Water Day, etc.)	Invitations	Principal All Faculty Cafeteria Workers	Oct 2016	May 2017		Publicity Pictures
Fatherhood Initiative will be held annually. Breakfast With Dads will be provided.	Invitations	Principal Cafeteria Workers All Teachers/ Caregivers	Oct. 25, 2016	May 2017		Publicity Pictures
Motherhood Initiative will be held annually. Breakfast With Moms will be provided.	Invitations	Principal Cafeteria Workers All Teachers/ Caregivers	Sept. 2016	May 2017		Publicity Pictures
ACTIVITIES & STRATEGIES	RESOURCES	PERSON(S) RESPONSIBLE	IMPLEMENT	COMPLETE	MONITOR & ADJUST	FORMATIVE EVALUATION

Students will be notified by mail of the teacher assignments before school begins. The school secretary will provide mailing labels for all correspondence.	Postage and cards \$90	All caregivers All teachers Secretary Principal Registrar	Aug. 2016	Aug. 2016		Postage Record
J.P. Cowen Early Childhood Center will host a "Meet the Teacher Night" before school begins.	Postage and cards \$90	All Teachers/Caregivers Secretary Principal Registrar	August 16, 2016	Aug. 2016		Postage Record Sign in Sheet
Head Start 4 year olds students will tour Southeast Elementary.	Invitation	Principals Head Start & Pre K Teachers	Apr. 2016	May 2017		Kinder Readiness
Parents will be invited to view their students work daily during pick up and drop off times.	Parent sign-in sheet	All Teachers/Caregivers Paraprofessionals	Aug. 2016	May 2017		Sign in/out sheet
Parents will be invited to attend all field trips including the Zoo, community field trip, pep rally, and the Rattlesnake Round Up.	Invitations	Principal Teachers	Aug. 2016	May 2017		Publicity Pictures
Teachers will be required to make two home visits and conduct parent conferences throughout the year to provide and maintain communication with parents regarding student progress and well-being, as well as assess family needs and provide support accordingly.	Parent contact logs	Principal All Teachers/Caregivers- Parent Conferences	Aug. 2016	May 2017		Parent contact log Parent conference notes Home Visit Schedule
Provide a conference time for Parent Contacts/conferences to increase parent involvement. SI-8	Teacher conference times	District council Asst. Supt.	Aug. 2016	May 2016		Sign in Sheets Logs
Engage parents as active participants and encourage them to discuss culturally relevant concerns and suggestions.	Daily Feedback Parent Conferences	Teachers Principal	Sept. 2016	May 2017		Sign in Sheets
When needed, an interpreter will be available for translations and help with comprehension.	Bilingual Staff	Bilingual Staff Registrar Principal	Aug. 2016	May 2017		Satisfaction of Bilingual Parents
Parents will be encouraged to volunteer in the classroom	Daily Feedback	All Staff	Aug. 2016	May 2017		In Kind Forms Sign in Sheets
JPC will provide job opportunities for parents of the EHS & HS program. This includes but is not limited to a language facilitator.	Postings online ESC	Principal Interview Committee	Aug. 2016	May 2017		Parents as New Hires, Volunteers, or language facilitators
JPC will provide breakfast, lunch, to all parent visitors free of charge.	School Budget	All Staff	Aug. 2016	May 2017		Sign In Sheets Cafeteria Documentation

STUDENT ATTENDANCE

GOAL: To maximize student attendance to improve student academic achievement.

Objective 1: J.P. Cowen Early Childhood Center will have an average daily attendance of 95% **OBJECTIVE:** To maintain or increase the average daily attendance. **EVALUATION DESIGN:** Calculate student attendance for six weeks grading periods; revise strategies for student attendance accordingly.

ACTIVITIES/STRATEGIES	RESOURCES	PERSON RESPONSIBLE	IMPLEMENT	COMPLETE	MONITOR & ADJUST	FORMATIVE EVALUATION
Employ & use home school liaisons, family service workers, & truancy prevention facilitator for the district to facilitate improved student attendance and achievement as well as parental involvement. Follow the Truancy Prevention Measure Plan. SI-8	Attendance records Parental involvement materials General fund Plan	Principal Attendance Clerk/ Liaison Truancy Prevention Facilitator All staff Family Service Worker	Aug. 2016	May 2017		Attendance rate Discipline Records Parent Contact Logs
Celebrate 100% attendance with recognition and incentives	Community Sponsors Campus Awards Jump Castles	Principal Attendance Clerk/ Liaison Teachers/Caregivers Program aides Family Service Workers	Aug. 2016	May 2017		Attendance rate Publicity Pictures
Provide awards for students who have perfect attendance each six weeks and the entire year.	Community Sponsors Campus Awards Jump Castles	Principal Attendance Clerk/ Liaison Teachers/Caregivers Program aides Family Service Workers	Aug. 2016	May 2017		Attendance rate Publicity Pictures
Frequent tardiness will generate letters from the school liaison to the parent. Additional tardiness will result in more letters to parents. Parents of students who are frequently tardy will be required to meet with the Principal.	Liaison Family Service Workers Truancy Prevention Facilitator	All Faculty Liaison Attendance Clerk/ Principal	Aug. 2016	May 2017		Signed Letters
Perfect attendance each six weeks will be encouraged with attendance report cards, certificates, and rewards/coupons from community partners.	Community Sponsorship Campus Attendance Awards	Principals All Faculty Parents Office Staff/Attendance Clerk Students	Oct. 2016	May 2017		List of students with perfect attendance each six weeks Publicity Pictures
Public advertisement will be used to facilitate improved student attendance, achievement, & parental involvement.	Attendance records Parental involvement materials Pictures Jump Castles	Principal All Faculty Office Staff	Aug. 2016	May 2017		Publicity Parents contact log In Kind Volunteer Forms

Sweetwater ISD 2016-2017

District Improvement Plan – Special Education

Goal: To meet the needs of students with disabilities

Actions, Activities, and Strategies	Resources	Person(s) Responsible	Implement	Complete	Formative Evaluation
1. Hire and retain qualified staff to enhance direct	Local/State funds;	District Administration;	August	August	Logs for district services;

<p>services and improve academic support for students failing the state assessment tests. Continue to hire professionals responsible for implementing and supervising Early Intervening strategies and programs.</p> <p>PBMAS Special Ed Indicators: 1.3.10.11.12.13</p>	<p>Job openings posted on the ESC 14 / district websites; Online applications; IDEA funds; Job Fairs</p>	<p>Campus Principals; Special Education Director</p>	<p>2016</p>	<p>2017</p>	<p>Number of staff with 15 plus years of service with the district; Early Intervening documentation</p>
<p>2. Provide support services for high cost students with disabilities.</p> <p>PBMAS Special Ed Indicators: All Indicators</p>	<p>IDEA funds; local and state funds</p>	<p>District Administration; Campus Administration; Special Education Director</p>	<p>August 2016</p>	<p>August 2017</p>	<p>Financial expenditures</p>
<p>3. Provide professional development for special education and regular education teachers that focuses on proven, innovative evidence-based strategies and positive behavioral supports to improve outcomes for students with disabilities in the areas of: - working with students with challenging behavior, - early intervention strategies, - use of modifications, accommodations, and individualized instruction.</p> <p>PBMAS Special Ed Indicators: 1.2.3.10.14.15.16</p>	<p>ESC 14 Consultants; Local and SSA Funds; IDEA B Funds; ARD Committee Guide, Procedural Safeguards; SSA Staff; School Climate Transformation Grant</p>	<p>Campus Administration; SISD Teachers; SISD Staff; Counselors; SSA Staff; District Administration; PBIS District Leadership; PBIS Campus Teams</p>	<p>August 2016</p>	<p>August 2017</p>	<p>Sign-in sheets showing staff development attendance; IDEA B Application; Local Budget; In-service Records; Certificates of Completion; Guides and Safeguards booklets; Teacher records; financial expenditures; PBIS Data</p>
<p>4. Use technology, supplies, materials and other equipment as effective tools to identify, organize and meet the individual needs of students with disabilities, to ensure access to the general classroom and increase student achievement.</p> <p>PBMAS Special Ed Indicators: 1.2.3</p>	<p>Local, state and IDEA Funds; Region 14 staff; Apps</p>	<p>Administrators, Teachers, WCTSSA staff, Technology Director</p>	<p>August 2016</p>	<p>August 2017</p>	<p>Financial expenditures; ARD Forms, Certificates of Completion</p>
<p>5. Utilize case management systems that promote data sharing.</p> <p>PBMAS Special Ed Indicators: All Indicators</p>	<p>eSped Software; Eduphoria; Skyward</p>	<p>Administrators; Records Clerk; WCTSSA Staff; District Technology Staff</p>	<p>August 2016</p>	<p>August 2017</p>	<p>Financial expenditures; PEIMS data; ARD Forms; FIEs; Shared Reports</p>
<p>6. Provide training on PBMAS requirements.</p> <p>PBMAS Special Ed Indicators: All Indicators</p>	<p>PBMAS Manual ESC Training</p>	<p>Special Education Director; SSA Staff; PBMAS Manual; ESC 14 Staff</p>	<p>October 2016</p>	<p>October 2017</p>	<p>Sign-in Sheets; Agenda of Meetings; Certificates of Completion</p>
<p>Actions, Activities, and Strategies</p>	<p>Resources</p>	<p>Person(s) Responsible</p>	<p>Implement</p>	<p>Complete</p>	<p>Formative Evaluation</p>
<p>7. Continue to provide training to all campus and district staff and implement inclusion best practices, accommodations, modifications, and the standards-based IEP process.</p> <p>PBMAS Special Ed Indicators: 1.2.3.5.6.7</p>	<p>District Administration; Campus Administration; Special Education Director; ESC 14 Consultants</p>	<p>District Administration; Campus Administration; Special Education Director</p>	<p>August 2016</p>	<p>August 2017</p>	<p>Sign-in Sheets; Training Agendas; Certificates of Completion</p>
<p>8. Continue to provide RTI training to all teachers so that they become better able to meet the needs of all</p>	<p>SSA Staff; Campus Administration; ESC 14</p>	<p>Campus Administration; Special Education Director</p>	<p>August 2016</p>	<p>August 2017</p>	<p>Special Ed Representation and Referral Data; Achievement scores/results;</p>

students in the general education setting. PBMAS Special Ed Indicators: 1.2.3.10.11.12.13	Consultants				STAAR assessment data; Sign-in Sheets; Training Agendas; Certificates of Completion
9. Continue to provide training to all teachers on the effective use of an inclusion model (inclusion strategies and differentiated instruction) to meet the learning needs of students with and without disabilities in general education classrooms. PBMAS Special Ed Indicators: 1.3.5	Campus Administration; ESC 14 Consultants; WCTSSA Staff	Campus Administration; Special Education Director	August 2016	August 2017	Special Ed LRE Data; Achievement scores/results; STAAR assessment data; Sign-in Sheets; Training Agendas; Certificates of Completion
10. Continue to provide yearly training on ARD decision-making with regard to state assessment decisions, allowable accommodations and justification for modifications. PBMAS Special Ed Indicators: 1.2.3.4	TEA assessment resources; ESC 14 Consultants; WCTSSA Staff	Special Education Director	October 2016	August 2017	State assessment results; PBMAS Special Education participation data; Classroom data and benchmark data
11. Provide yearly training on Least Restrictive Environment to all administrative staff members to include: ARD facilitation, assessment decision making, and ARD Documentation. PBMAS Special Ed Indicators: 1.2.3.4.5.6.7	Special Education Director; ESC 14 Consultants; Legal Framework	Special Education Director	August 2016	August 2017	PBMAS Special Education indicator 6 data; ARD documentation; Increased achievement for students with disabilities
12. Speech pathologists will model sample lessons for practicing correct speech and language for Head start, Pre-K, Kindergarten, and First Grade Teachers. PBMAS Special Ed Indicators: 10	WCTSSA Speech Pathologists; ESC 14 Consultants; Developmental Charts and Intervention Techniques	WCTSSA Staff; Special Education Director; Campus Administration; Classroom Teachers	August 2016	August 2017	Annual Kindergarten Screenings; Lesson Plans; Training Agendas; Participant Sign-in Sheets; Speech Referral Data
13. Through an Inclusion model, reinforce and model the following skills in the general education classroom: -Vocabulary Improvement -Following Directions -Concept Development -Language Processing and Critical Thinking Skills -Phonemic Awareness -Auditory Integration and Memory PBMAS Special Ed Indicators:1.2.3.5.10	WCTSSA Speech Pathologists; ESC 14 Consultants; Special Education Director; Teaching and Modeling Materials; Software programs and Apps	WCTSSA Speech Pathologists; Classroom Teachers; Campus Administration	August 2016	August 2017	Annual Kindergarten Screenings; Lesson Plans; Training Agendas; Observations; Training Sign-in Sheets; Speech Referral Data
14. Reduce the number of special education student placements in ISS, OCS, and DAEP.	ESC 14 Consultants; School Climate Transformation Grant	PBIS District Team; PBIS Campus Teams; Campus Administration; District Administration; SISD Teachers/Staff			

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

STUDENT AT-RISK IDENTIFICATION CRITERIA

A student at risk of dropping out of school includes each student who is under 21 years of age and who:

1. is in pre-kindergarten, kindergarten, or grade 1, 2, or 3 and did not perform satisfactorily on a readiness test or assessment instrument administered during the current school year;
2. is in grade 7, 8, 9, 10, 11, or 12 and did not maintain an average equivalent to 70 on a scale of 100 in two or more subjects in the foundation curriculum during a semester in the preceding or current school year or is not maintaining such an average in two or more subjects in the foundation curriculum in the current semester;
3. was not advanced from one grade level to the next for one or more school years;
4. did not perform satisfactorily on an assessment instrument administered to the student under Subchapter B, Chapter 39, and 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;
5. is pregnant or is a parent;
6. has been placed in an alternative education program in accordance with Section 37.006 during the preceding or current school year;
7. has been expelled in accordance with Section 37.007 during the preceding or current school year;
8. is currently on parole, probation, deferred prosecution, or other conditional release;
9. was previously reported through the Public Education Information Management System (PEIMS) to have dropped out of school;
10. is a student of limited English proficiency, as defined by Section 29.052;
11. is in the custody or care of the Department of Protective and 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;
12. is homeless, as defined by 42 U.S.C. Section 11302, and its subsequent amendments; or
13. 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.

Sexual Abuse of Children Awareness

As required by H. B. 1041, this policy is being adopted and implemented addressing sexual abuse of children.

In order to increase awareness of issues regarding sexual abuse of children, actions that a child who is a victim of sexual abuse should take to obtain assistance and intervention, and available counseling options for students affected by sexual abuse; the information below is being provided by www.StopITNow.org and will be distributed to teachers, students, and parents and will be included in the District Improvement Plan and Student Handbooks.

Warning Signs in Children and Adolescents of Possible Child Sexual Abuse

Any one sign doesn't mean that a child was sexually abused, but the presence of several suggests that you begin asking questions and consider seeking help. Keep in mind that some of these signs can emerge at other times of stress such as:

- During a divorce
- Death of a family member or pet
- Problems at school or with friends
- Other anxiety-inducing or traumatic events

Behavior you may see in a child or adolescent

- Has nightmares or other sleep problems without an explanation
- Seems distracted or distant at odd times
- Has a sudden change in eating habits
- Refuses to eat
- Loses or drastically increases appetite
- Has trouble swallowing
- Sudden mood swings: rage, fear, insecurity or withdrawal
- Leaves "clues" that seem likely to provoke a discussion about sexual issues
- Writes, draws, plays or dreams of sexual or frightening images
- Develops new or unusual fear of certain people or places
- Refuses to talk about a secret shared with an adult or older child
- Talks about a new older friend
- Suddenly has money, toys or other gifts without reason
- Thinks of self or body as repulsive, dirty or bad
- Exhibits adult-like sexual behaviors, language and knowledge

Signs more typical of younger children

- An older child behaving like a younger child (such as bed-wetting or thumb sucking)
- Has new words for private body parts
- Resists removing clothes when appropriate times (bath, bed, toileting, diapering)
- Asks other children to behave sexually or play sexual games
- Mimics adult-like sexual behaviors with toys or stuffed animal
- Wetting and soiling accidents unrelated to toilet training

Signs more typical in adolescents

- Self-injury (cutting, burning)
- Inadequate personal hygiene
- Drug and alcohol abuse
- Sexual promiscuity
- Running away from home
- Depression, anxiety
- Suicide attempts
- Fear of intimacy or closeness
- Compulsive eating or dieting

Physical warning signs

Physical signs of sexual abuse are rare. If you see these signs, bring your child to a doctor. Your doctor can help you understand what may be happening and test for sexually transmitted diseases.

- Pain, discoloration, bleeding or discharges in genitals, anus or mouth
- Persistent or recurring pain during urination and bowel movements
- Wetting and soiling accidents unrelated to toilet training

What You Can Do If You See Warning Signs

- Create a [Safety Plan](#). Don't wait for "proof" of child sexual abuse.
- Look for patterns of behavior that make children less safe. Keep track of behaviors that concern you.
- If you have questions or would like resources or guidance for responding to a specific situation, visit the [Online Help Center](#), <http://GetHelp.StopItNow.org>.

Remember, the most effective prevention takes place before there's a child victim to heal or an offender to punish.

Actions a child who is a victim of sexual abuse should take to obtain assistance and intervention.

Available counseling options for students affected by sexual abuse; Contact Your School Counselor:

School	Counselor	Phone Number
Sweetwater High School	Ruth Ann Campbell	(325) 235-4371
Sweetwater High School	Amy Clark	(325) 235-4371
Sweetwater Middle School	Mickey Scott	(325) 236-6303
Sweetwater Middle School	Anita Withrow	(325) 236-6303
Sweetwater Intermediate School	Melissa Howard	(325) 235-3491
East Ridge Elementary School	Paula Carmichael	(325) 235-5282
Southeast Elementary School	Crystal Bibb	(325) 235-9222
JP Cowen Early Childhood	Crystal Meneses	(325)-235-3482

Child Help USA

National, confidential hotline offers support in response to all child abuse including referrals to counseling for child victims.

1.800.422.4453

www.childhelp.org

National Center for Victims of Crime

Victim resources and referrals in a variety of areas: counseling, legal, medical and more.

1.800.394.2255

www.ncvc.org

The National Children's Alliance

A national network of Child Advocacy Centers offers resources, referrals and information regarding the investigation process.

www.nca-online.org/pages/page.asp?page_id=3999

Rape, Abuse & Incest National Network (RAINN)

National phone number and website route to your closest Sex Assault Crisis Center offering resources for youth or teen survivors.

1.800.656.4673

<http://centers.rainn.org>

Online Help Center: <http://GetHelp.StopItNow.org>

Help Line: 1.888.PREVENT

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 Minutes
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
Goals	Activities	Resources	Person(s) Responsible	Time Line Implementation	Time Line Completion	Evaluation
5,6	Job shadowing opportunities for students in career pathways	Advisory Council, Business & Industry partners	Teachers	1/2016	5/2017	Lesson plans, student evaluations
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

STATE COMPENSATORY FUNDS PROGRAM INTENT CODE 24, 26, 28, 30 & 31 FUNDS

Sweetwater ISD receives state compensatory education funding which provides significant funding used to increase students' academic achievement. These funds facilitate the educational progress as shown by the chart below:

Campus	PI 24	PI 26	PI 28	PI 30	PI 31
Sweetwater High School	106,844	0	0	0	100,796
Wallace Alternative School	0	280,000	58,239	0	0
Sweetwater Middle School	189,484	0	0	0	30,200
Sweetwater Intermediate School	95,483	0	0	227,445	0
East Ridge Elementary School	72,759	0	0	184,544	0
Southeast Elementary School	98,572	0	0	187,884	0
Sweetwater ISD	78,000	0	0	18,000	0
Total	641,142	280,000	58,239	617,873	130,996

Goal : Highly Qualified Staff	All students will be taught by certified, effective teachers who are assisted by highly qualified paraprofessionals.
Performance Measures (PM)	<ol style="list-style-type: none"> 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	Ongoing
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	Ongoing
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	Ongoing
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	Ongoing
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	Ongoing
School-Wide Component	PM	Strategy/Activity	Target Population	Person Responsible	Budget/ Resources	Formative Assessment	Benchmark Timeline

Instruction By Highly Qualified Teachers	3	Hire only highly qualified teachers. These highly qualified teachers will enhance direct services and improved academic support.	All teachers	Superintendent/ Campus Principals	Local/ State funds	Personnel files Teachers' credentials	Ongoing
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	Ongoing
Instruction By Highly Qualified Teachers	1	Provide staff development release time for teachers who are not certified to become certified.	All Teachers	Superintendent Campus Principals	Local/State funds Title II, Part A	Review of staff development certificates; review of Absence From Duty sheets	Ongoing
Instruction By Highly Qualified Teachers	5	Replace unexpected teacher vacancies with Highly Qualified staff.	All Teachers	Superintendent Campus Principals	Local/State funds	Review Personnel files, professional development records, & teaching credentials	Ongoing
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 14 ESC	Ongoing
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	Ongoing
Instruction By Highly Qualified Paraprofessionals	2	Analyze data from paraprofessionals' files to ensure all instructional aides are highly qualified.	All Instructional Paraprofessionals	Campus Principals	Local Funds Title II, A	Personnel files, CDA, Professional Development records	Ongoing
Instruction By Highly Qualified Paraprofessionals	2	Require any instructional aides not considered highly qualified to complete paraprofessional training.	All Instructional Paraprofessionals	Campus Principals	Local Funds Title II, A	Professional Development records Number of paraprofessionals attending training	Ongoing
Instruction By Highly Qualified Paraprofessionals	2	Paraprofessional will provide instructional support. Duties may include assisting with classroom management, such as by organizing instructional materials	All Instructional Paraprofessionals	Campus Principals Teachers	Local Funds	Supportive Instructional environment for all students	Ongoing
Instruction By Highly Qualified Paraprofessionals	2	NCLB requires paraprofessionals to meet highly qualified requirements of completing at least two years of study at an institution of higher education (48 hours), possess an associate's degree, meet a standard of quality through a formal local academic assessment.	All Instructional Paraprofessionals	Superintendent Campus Principals	Local Funds, Title I & Title II A Funds	Documentation provided in personnel files, Professional development records	Ongoing

