

Reagan County High School Campus Improvement Plan 2017-2019



October 10, 2017
Date of School Board Approval

This plan will be available to the district, parents, and the public in the principal's office as well as online at <http://www.reagancountyisd.net/>

Legal References

- *Each school year, the principal of each school **campus**, with the assistance of the campus-level committee, shall develop, review, and revise the campus improvement plan for the purpose of improving student performance for all student populations, including students in special education programs under Subchapter A, Chapter 29, with respect to the student achievement indicators adopted under Section 39.051 and any other appropriate performance measures for special needs populations. (Section 11.253 of the Texas Education Code)*

Mission Statement

***Our future depends
on these students.***

2017-2019 Campus Site-Based Decision Making Committee*		
Adrian Alonso	Teacher—Fine Arts	
Freida Zuberbueler	Teacher--Science	
Holly McDermott	Teacher--CTE	
Lauren McPhaul	Teacher--ELAR	
Kelly Wilson	Teacher—Social Studies	
Ben Stedronsky	Teacher--Math	
Mary Thorp	Paraprofessional	
Ken Campbell	Athletic Director	
Cherie Venable	Counselor	
Maribel Barajas	Counselor	
Eric Hallmark	Assistant Principal	
Ana Gallegos	Parent Rep	
This parent rep moved and we are in the process of finding a replacement	Parent Rep	
Pearl Ramirez	Community Rep	
Karen Dorsey	Community Rep	
Frank White	Business Rep	
Sammy Dodd	Business Rep	
Dr. Kara Sue Garlitz	Principal, Chair	

*This page will be replaced with the signature sheet

Comprehensive Needs Assessment

A Comprehensive Needs Assessment was conducted on May 19, 2017, a strategic planning session to recommend priorities and goals for the 2017-2019 was conducted July 25, 2017, with a meeting to amend and approve priorities and goals for 2017-2019 to be held on November 6, 2017 (agenda and signatures of attendees will be on file with the campus principal).

CNA Participants in Attendance May 19, 2017	Data Sources Examined in *May, #July, and @October:
Alonso, Adrian	# Projected Accountability Rating for 2016-2017
Barajas, Maribel	#@ STAAR Data—disaggregated (Goal 1 & SCE Evaluation)
Bastin, Michelle	*#@ TELPAS Data—disaggregated (not embedded in CIP)
Brown, Lezlie	@ Dropout and School Leaver data—disaggregated (Goal 4 & SCE Evaluation)
Campbell, Ken	*#CBAs--Curricular Based Assessments (not embedded in CIP)
Cochran, Vanessa	*#Campus discipline referral data (Goal 3 and Appendix A)
Crim, Morgan	*#@ Student attendance and truancy data (Appendix C)
Dehnel, Sharlynda	*#@ Campus parent participation records (Goal 5)
Fuller, Shane	@ SAT/ACT/AP data (not embedded in CIP)
Goodloe, Carmen	#@ Highly Qualified Report (Goal 2)
Kendall, Karli	@ Final Accountability Rating for 2016-2017
Little, Lance	
Marquez, Rosa	
Masters, Ashley	
McPhaul, Lauren	
Thorp, Mary	
Venable, Cherie	Participants in July 25 Strategic Planning Session
Webb, Kathye	Zuberbueler, Freida
Wilson, Kelly	Wilson, Kelly
Zuberbueler, Freida	McPhaul, Lauren
Hallmark, Eric	Hallmark, Eric
Garlitz, Kara Sue	Garlitz, Kara Sue

Comprehensive Needs Assessment Summary of Findings

The following were identified as strengths and the areas of concern for Reagan County High School

Strengths		Prioritized Areas of Concern	
NCLB CNA	Strengths (this column does not correlate with the columns to the right)	Needs/Areas of Concern (this column is not necessarily lined-up with strengths listed to left)	Data Source
Demographics	<ul style="list-style-type: none"> • <i>Small numbers in our special populations</i> • <i>Diversity among the staff</i> 	<i>Improve instructional delivery and student learning in Math</i>	<i>STAAR data, Accountability Summary</i>
Achievement	<ul style="list-style-type: none"> • <i>Social Studies</i> • <i>Implementation of CSCOPE Curriculum</i> • <i>StemScopes for Science</i> 	<i>Improve instructional delivery and student overall reading and writing levels and learning in ELA/R</i>	<i>STAAR data, Accountability Summary, TAIS system safeguards</i>
School Culture & Climate	<ul style="list-style-type: none"> • <i>Excellent, state of the art facilities</i> • <i>CyberBully Hotline</i> • <i>Owl Pride Program</i> 	<i>Decrease number of students dropping out of school</i>	<i>PEIMS, Attendance records, Accountability Summary</i>
Staff Quality	<ul style="list-style-type: none"> • <i>Salary/Housing/Benefits</i> • <i>High quality of teachers</i> • <i>Paraprofessionals are HQ and flexible</i> • <i>Very low turnover rate (1 teacher)</i> 	<i>Increase percentage of ALL students* meeting satisfactory expectations on ALL parts of the State-Mandated Assessments, especially Economically Disadvantaged</i>	<i>Accountability Summary, STAAR Data, TELPAS Data, CIP, PBMAS</i>
Curriculum, Instruction, Assessment	<ul style="list-style-type: none"> • <i>Continued implementation of TRSM Curriculum</i> • <i>Math & Reading Interventionists</i> • <i>CBAs using Aware on Eduphoria</i> 	<i>Maintaining a Safe and Drug Free School</i>	<i>Drug Testing Data & Discipline Data</i>
Family & Community Involvement	<ul style="list-style-type: none"> • <i>Parent/Teacher Conferences</i> • <i>Booster Club & Band Boosters provide support for our athletics and band</i> • <i>Family outreach of the RCHS Counselors</i> 	<i>Increase parent involvement in the academic process</i>	<i>Campus parent participation records</i>
School Context & Organization	<ul style="list-style-type: none"> • <i>Accelerated instruction offered within courses for state credit</i> • <i>Tutorials provided daily for students</i> 	<i>Improve student attendance</i>	<i>attendance records</i>
Technology	<ul style="list-style-type: none"> • <i>Access to technology for teachers</i> • <i>Access to technology for students</i> 	<i>Maintain low teacher turnover rate</i>	<i>Teacher Leaver Information</i>
*W, H, AA, ED, Migrant, M, F, LEP, Spec.Ed, G/T			

State Compensatory Education

This District has written policies and procedures to identify the following:

- Students who are at risk of dropping out of school under state criteria
- Students who are at risk of dropping out of school under local criteria
- How students are entered into the SCE program
- How students are exited from the SCE program
- The cost of the regular education program in relation to budget allocations per student and/or instructional staff per student ratio

Total SCE funds allotted to this Campus in 2017 was approximately \$220,000

Total FTEs funded through SCE at this campus in 2017 was approximately: 5

(2017-2018 figures will not be released until after October 2017 snapshot. This will be updated in November)

The process we use to identify students at risk is:

Student's placement as "At-Risk" to be served with SCE funds is based on state eligibility criteria and is organized by the campus principal, the campus counselor and the district PEIMS coordinator.

The process we use to exit students from the SCE program who no longer qualify is:

Student's status as "At-Risk" is monitored by the campus principal, campus counselor and the district PEIMS coordinator at the end of each six weeks.

**State Compensatory Education Program
Program Evaluation/Needs Assessment
Grades 9-12**

STAAR EOC	Algebra 1 % Met Standard			English 1 & 2 % Met Standard			Biology % Met Standard			US History % Met Standard		
	2016	2017	2018	2016	2017	2018	2016	2017	2018	2016	2017	2018
Students At-Risk	68%	65%		36%	34%		93%	78%		55%	59%	
Not At-Risk	100%	100%		87%	83%		100%	86%		100%	100%	

	Drop Out Data			Completion Data		
	2014-2015	2015-2016	2016-2017	2014-2015	2015-2016	2016-2017
Students At-Risk	2%	2%		95%	97%	
Students Not At-Risk	0%	0%		100%	100%	

The comprehensive, intensive, accelerated instruction program at this campus consists of state credit courses that will ensure students at-risk of not graduating have educational opportunities to plug academic gaps prior to state required assessments, along with the regular courses. Attendance periods are offered where students who have lost credit may participate in an online credit recovery program utilizing OdysseyWare. Daily academic tutorials are available to targeted students to ensure that teachers have access to students who need further acceleration as well as for students who need more support from teachers on homework and assignments. There is also a separate building that houses the Success Center. The Success Center is utilized to recruit dropouts and for credit recovery. Upon evaluation of the effectiveness of this program the committee finds that all programs should be continued.

State Compensatory Education

State of Texas “At Risk” Student Eligibility Criteria:

A student under 21 years of age and who:

1. Is in prekindergarten – grade 3 and did not perform satisfactorily on a readiness test/assessment given during the current school year.
2. Is in grades 7-12 and did not maintain a 70 average in two or more subjects in the foundation curriculum during a semester in the preceding or current school year OR is not maintaining a 70 average in two or more foundation subjects in the current semester.
3. Was not advanced from one grade to the next for one or more school years (students in pre-k and k that are retained at parent request are not considered at-risk).
4. Did not perform satisfactorily on a state assessment instrument, and has not in the previous or current school year 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 AEP during the preceding or current school year
7. Has been expelled during the preceding or current school year
8. Is currently on parole, probation, deferred prosecution, or other conditional release
9. Was previously reported through PEIMS to have dropped out of school
10. Is a student of limited English proficiency
11. Is in the custody or care of DPRS or has, during the current school year, been referred to DPRS
12. Is homeless
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.

Federal, State and Local Funding Sources

Federal funding sources that will be integrated and coordinated with State and Local funds to meet the needs of all students;

Program/Funding Source
Federal Programs
<i>Title II, Part A (TPTR)</i>
<i>Title VI, Part B Rural/Low Income</i>
<i>Carl Perkins</i>
<i>IDEA-B Special Ed</i>
State Programs/Funding Source
<i>Career/Technology Education</i>
<i>State Compensatory Education</i>
<i>Dyslexia</i>
<i>Gifted/Talented</i>
<i>Special Education</i>
<i>Bilingual/ESL Program</i>
<i>High School Allotment</i>
Local Programs/Funding Source
<i>Property Tax Allotments</i>

Goal 1: Reagan County High School will maintain its Met Standard rating through 2018 and will meet 100% of the state accountability system safeguards. [DIP Goal 1]

Objective: By May 2018, 70% of all students and each student group* including Special Education students tested, will meet performance standards on all portions of the state assessment. The Campus will meet 100% of the state accountability system safeguards.

Summative: By May 2018, the Met Standard level percentage of all students will have a satisfactory cut score on all portions of the state tests, postsecondary readiness, and meet ARD expectations.

*W, H, AA, ED, Migrant, LEP, Spec.Ed, G/T

(ESEA/NCLB Goals 1 and 2)

STAAR	All Students	W	H	AA	ED	Migrant	LEP	Spec.Ed.	GT
2014-2015 % Met Standard	56%	68%	54%	---	43%	---	42%	34%	100%
2015-2016 % Met Standard	42%	50%	41%	0%	39%	---	5%	0%	100%
2016-2017 % Met Standard	55%	58%	56%	38%	55%	---	35%	24%	100%
2017-2018 % Met Standard									

Activity/Strategy	Person(s) Responsible	Evaluation Timeline	Implementation Timeline	Resources	Formative Evaluation
Daily tutorials for all students to ensure that students have increased opportunities for accelerated instruction	All Teachers Adrian Alonso Michelle Bastin Lezlie Brown Gabe Acosta Shannon Caffey Sharlynda Dehnel Maria Kinzler Shane Fuller Ben Stedronsky Lance Little Morgan Crim Ashley Masters Holly McDermott Lauren McPhaul Jaxson Robinson David Reyes	Every six weeks	Aug 2017— May 2018	SCE Funds # FTE	Improved six weeks grades Reduced failure rate

	Robbie Robinson Tracy Smith Edward Soto Kathye Webb Kelly Wilson Frieda Zuberbueler <u>Principal s</u> Dr. Garlitz Eric Hallmark				
Provide state credit courses for those students who are at risk of failing portions of the state mandated tests.	<u>Counselors</u> Maribel Barajas Cherie Venable <u>Core Teachers</u> Shannon Caffey Sharlynda Dehnel Maria Kinzler Shane Fuller Ben Stedronsky Lance Little Morgan Crim Ashley Masters Lauren McPhaul Jaxson Robinson Robbie Robinson Kelly Wilson Freida Zuberbueler <u>Principals</u> Dr. Garlitz Eric Hallmark	Each six weeks	Aug 2017— May 2018	High School Allotment	Improved performance on content specific STAAR & TEKS aligned assessment
Continue TRSM scope and sequence for math and TRSM and STEMscope for science and TRSM scope and sequence for English Language Arts/Reading and Social Studies	<u>Teachers</u> Sharlynda Dehnel Maria Kinzler Shane Fuller Ben Stedronsky Lance Little Morgan Crim Ashley Masters Lauren McPhaul Jaxson Robinson Robbie Robinson Kathye Webb Kelly Wilson Frieda Zuberbueler	June 2017	Aug 2017— May 2018	Local Funds HS Allotment	Improved performance on content specific State assessments

	<p><u>Principal</u> Dr. Garlitz</p> <p><u>Region 18</u></p> <p><u>Dean of Curriculum</u> Teresa Tekell</p>				
Curriculum Based Assessments and/or Checkpoint Assess-Reteach-Assess for all core subjects and LOTE .	<p><u>Core Teachers</u> Shannon Caffey Sharlynda Dehnel Maria Kinzler Shane Fuller Lance Little Morgan Crim Ashley Masters Lauren McPhaul David Reyes Jaxson Robinson Robbie Robinson Edward Soto Ben Stedronsky Kelly Wilson Freida Zuberbueler</p> <p><u>Principal</u> Dr. Garlitz</p>	Every 6 weeks	Aug 2017— May 2018	Local Funds	Mastery of Readiness and Supporting Standards for the STAAR.
Paraprofessionals and teachers are utilized in core classes to provide inclusion support structures for students	<p><u>Principal</u> Dr. Garlitz</p> <p><u>Aides</u> Vanessa Cochran Rosa Marquez Susie Kohutek Mary Thorp</p> <p><u>Teachers</u> Michelle Bastin Shannon Caffey Sharlynda Dehnel Maria Kinzler Shane Fuller Ben Stedronsky Ashley Masters Holly McDermott Lauren McPhaul Jaxson Robinson Robbie Robinson</p>	End of each semester	Aug 2017-- May 2018	Local Funds SCE funds \$44,000 SpEd funds	Improved performance in classroom of students in special programs

	<p>Kathye Webb Kelly Wilson Frieda Zuberbueler</p> <p><u>Counselors</u> Maribel Barajas Cherie Venable</p>				
<p>Increase Academic Push for LEP students to increase language acquisition from BICS to CALP sooner</p>	<p><u>ESL Teacher</u> David Reyes</p> <p><u>Core Teachers</u> Shannon Caffey Sharlynda Dehnel Maria Kinzler Shane Fuller Ben Stedronsky Lance Little Morgan Crim Ashley Masters Lauren McPhaul Jaxson Robinson Robbie Robinson Kelly Wilson Freida Zuberbueler</p> <p><u>Principal</u> Dr. Garlitz</p>	<p>End of each semester</p>	<p>Aug 2017— May 2018</p>	<p>Local Funds SCE funds</p>	<p>Increased proficiency scores on TELPAS and STAAR.</p>
<p>Offer 1+ Assessment Tutorials each week prior to state assessments for additional preparation for the students needing to retest for EOC.</p>	<p><u>Teachers</u> Shannon Caffey Ben Stedronsky Frieda Zuberbueler Morgan Crim Maria Kinzler Lauren McPhaul Robbie Robinson Kelly Wilson</p> <p><u>Principals</u> Dr. Garlitz Eric Hallmark</p>	<p>Jan 2017 & June 2018</p>	<p>Aug 2017— May 2018</p>	<p>Local Funds HS Allotment</p>	<p>Increased proficiency scores on state assessments</p>
<p>Continue Owl Pride Program to encourage improvement in student academic performance</p>	<p><u>Principals</u> Dr. Garlitz Eric Hallmark</p> <p><u>Community Partners</u></p>	<p>Every six weeks</p>	<p>Aug 2017— May 2018</p>	<p>Donated funds Local funds</p>	<p>Improved academic performance among all subpopulations of student groups</p>

Monitor student attendance weekly to reinforce the importance of attendance and how it affects academic performance.	<u>Principals</u> Dr. Garlitz Eric Hallmark	Weekly	Aug 2017 May 2018	Local Funds	Improved academic performance among all subpopulations of student groups.
Continue use of Reading/Writing Workshop & Classroom Libraries/VFR in English 1,2, 3 & 4	<u>English Teachers</u> Sharlynda Dehnel Maria Kinzler Morgan Crim Lauren McPhaul Kathye Webb	Every 6 weeks	Aug 2017 May 2018	Local Funds HS Allotment	Improved academic engagement and ELAR performance.
Continue use of online vocabulary programs for ELAR--Membean	<u>English Teachers</u> Sharlynda Dehnel Maria Kinzler Morgan Crim Lauren McPhaul Kathye Webb	Weekly	Aug 2017 May 2018	Local Funds HS Allotment	Improved vocabulary development of students.

Goal 2: In Reagan County High School 100% of core academic classes and CTE classes will be taught by highly qualified teachers and 100% highly qualified staff will be maintained. [DIP Goal 2]

Objective: By May 2018, 100% of core academic classes will be taught by highly qualified teachers and 100% of paraprofessionals with instructional duties will meet NCLB requirements, and 100% of teachers will receive high quality professional development. These levels will be maintained through 2019.

Summative: One hundred percent of the core academic classes will be taught by highly qualified teachers, 100% of CTE courses will be taught by highly qualified teachers, 100% of the paraprofessionals at Reagan County High School will be highly qualified, and all teachers will receive high quality professional development

(ESEA/NCLB Goal 3)

	% Classes taught by Highly Qualified Teachers	% Highly Qualified Teachers	% Highly Qualified Paraprofessionals
Data 2015-2016 Fall Semester	97%	96%	100%
Data 2015-2016 Spring Semester	100%	100%	100%
Data 2016-2017 Fall Semester	97%	96%	100%
Data 2016-2017 Spring Semester	97%	96%	100%
Data 2017-2018 Fall Semester			
Data 2017-2018 Spring Semester			

Activity/Strategy	Person(s) Responsible	Evaluation Timeline	Implementation Timeline	Resources	Formative Evaluation
Provide a math and science stipend to teachers who are certified in secondary math and science.	<u>Principals</u> Dr. Garlitz Eric Hallmark <u>Superintendent</u> Steve Long <u>Business Manager</u> Susan Gunnels	September 2017	Aug 2017— July 2018	Local Funds Title II,A Funds HS Allotment	100% core academic classes taught by HQ teachers, 100% paraprofessional meet NCLB requirements
Actively recruit quality teachers who already meet HQ standards when positions become available	<u>Superintendent</u> Steve Long <u>Principals</u> Dr. Garlitz	July 2018	Aug 2017— July 2018	Local Funds	New hires are highly qualified, top-notch teachers

	Eric Hallmark				
Provide teachers opportunities to take additional certification exams	<u>Special Program Director</u> Kim Hutchinson <u>Business Manager</u> Susan Gunnels <u>Superintendent</u> Steve Long <u>Principals</u> Dr. Garlitz Eric Hallmark	June 2018	Aug 2017— June 2018	Local Funds	Adequate number of HQ personnel for all subjects taught.
Identify teachers who do not meet HQ requirements and provide specific professional development	<u>Principals</u> Dr. Garlitz Eric Hallmark <u>Special Program Director</u> Kim Hutchinson <u>Superintendent</u> Steve Long	Beginning and end of each semester	Aug 2017— May 2018	Local Funds Title II Funds	100% core academic classes taught by HQ teachers, 100% paraprofessional with instructional duties will meet NCLB requirements
Work with teachers who are not HQ on preparing them for the content level TExES exams they will need to take.	<u>Principal</u> Dr. Garlitz <u>Special Program Director</u> Kim Hutchinson <u>ESC 18</u> <u>xamonline.com</u>	February 2018	Aug 2017— Jan 2018	Local Funds	Teachers will pass necessary content area TExES in order to obtain
Retain quality, highly qualified staff through paying above base and maintaining a positive work environment	<u>Principals</u> Dr. Garlitz Eric Hallmark <u>Superintendent</u> Steve Long	May 2018	Aug 2017— May 2018	Local Funds State Funds	Reduced staff turnover

Provide meaningful, scientific, research-based professional development for all teachers and paraprofessionals using CSS & CSS+ through ESC 18	<u>Principal</u> Dr. Garlitz <u>ESC 18</u> <u>Dean of Curriculum</u> Teresa Tekell <u>Superintendent</u> Steve Long	End of each semester	June 2017— July 2018	Local Funds State Funds Title II Funds	Increased student performance on curriculum based assessments and state assessments
Utilize an adjusted schedule with dedicated weekly professional development time built into the schedule.	<u>Principals</u> Dr. Garlitz Eric Hallmark <u>Superintendent</u> Steve Long	June 2016	Aug 2017— May 2018	Local Funds State Funds	Improved instruction and student learning with increase in student performance on state assessments
Provide more support for new teachers	<u>Leadership Team</u> Kelly Wilson Lauren McPhaul Frieda Zuberbueler Dr. Garlitz Eric Hallmark	Each six weeks	Aug 2017— May 2018		Improved sense of self-efficacy of teachers new to district and/or new to the profession

Goal 3: All students* in Reagan County High School will be educated in learning environments that are safe, drug free, and conducive to learning. [DIP Goal 3]

Objective: By May 2018 the number of incidents involving violence (to include dating violence), tobacco, alcohol and other drug use, will be reduced by **10%** as measured by PEIMS, Drug Testing Violations and number of discipline referrals.

Summative Evaluation: There is a reduction in both incidents noted and discipline referrals by the amount stated.

*W, H, AA, ED, Migrant, M, F, LEP, Spec.Ed., G/T

(ESEA/NCLB Goal 4)

	All Students	W	H	AA	ED	Migrant	LEP	Spec.Ed.	GT	M	F
2014-2015 Referrals/Students*	203 referrals 86 students	17 referrals 10 students	186 referrals 76 students	-----	79 referrals 34 students	-----	18 referrals 11 students	10 referrals 4 students	1 referral 1 student	131 referrals 53 students	72 referrals 33 students
2015-2016 Referrals/Students	160 referrals 80 students	76 referrals 42 students	77 referrals 32 students	7 referrals 6 students	88 referrals 44 students	----	60 referrals 28 students	6 referrals 5 students	1 referral 1 student	118 referrals 48 students	42 referrals 32 students
2016-2017 Referrals/Students	80 referrals 42 students	21 referrals 9 students	59 referrals 33 students	-----	60 referrals 29 students	-----	8 referrals 5 students	1 referral 1 student	----	59 referrals 26 students	21 referrals 16 students
2017-2018 Referrals/Students											

* Does not include corporal punishment

Activity/Strategy	Person(s) Responsible	Evaluation Timeline	Implementation Timeline	Resources	Formative Evaluation
Conduct assemblies with the purpose of disseminating information with regard to current rules and regulations including but not limited to consequence for bullying, violence including dating violence, consensual sex vs. statutory rape, suicide prevention, harassment, alcohol and drug use.	<p>Assistant Principal Eric Hallmark</p> <p>Counselors Maribel Barajas Cherie Venable</p> <p>Athletic Director Ken Campbell</p> <p>Special Program Director Kim Hutchinson</p>	May 2018	Aug 2017— May 2018	TABC Local Law Enforcement Regional agencies Local Funds	Reduction in PEIMS and discipline referrals; and mandatory DAEP referrals for outside incidences

Continue Drug testing for parking on campus and for extracurricular activities in order to alleviate negative peer pressure and utilize drug dog.	<u>Principals</u> Dr. Garlitz Eric Hallmark <u>Athletic Director</u> Ken Campbell	Monthly	Aug 2017— May 2018	Local Funds	Reduction in the number of drug related infractions
Implement and maintain anonymous CyberBully Hotline	<u>Assistant Principal</u> Eric Hallmark	Each Semester	Aug 2017— May 2018	Local Funds	Reduction in number of incidents of bullying
Continue Owl Pride Program to encourage students to improve grades and behave in class	<u>Principals</u> Dr. Garlitz Eric Hallmark	Each six weeks	Aug 2017— May 2018	Local Funds	Reduction in discipline referrals with increase in students qualifying for program
Support full implementation of David's Law in handling bully/victim situations	<u>Assistant Principal</u> Eric Hallmark	Each Semester	Aug 2017— May 2018	Local Funds	Reduction in number of incidents of bullying

Goal 4: All students* at Reagan County High School will graduate. [DIP Goal 2]

Objective: By May 2018, a dropout rate of less than 1% for all students and all student groups and a completion rate of at least 85% will be achieved.

Summative Evaluation: Dropout rate of less than 1% and a completion rate of at least 85%.

***W, H, AA, ED, Migrant, LEP, Spec.Ed., G/T**

(ESEA/NCLB Goal 5)

Data	All Students	W	H	AA	ED	Migrant	LEP	Spec.Ed.	GT
2013-2014 Drop-out report	3%	6.67%	2.04%	----	0%	----	0%	0%	0%
2014-2015 Drop-Out Report	1.3%	0%		----		----			
2015-2016 Drop-Out Reports	2%	0%	2%		2%		4%	0%	0%
2016-2017 Drop-Out Reports									

Activity/Strategy	Person(s) Responsible	Evaluation Timeline	Implementation Timeline	Resources	Formative Evaluation
Provide online credit recovery program for students at-risk for failure/drop out including acceleration reading program	<p>Principal Dr. Garlitz</p> <p>Counselors Maribel Barajas Cherie Venable</p> <p>Designated teachers Frieda Zuberbueler David Caffey David Reyes Kathye Webb</p> <p>Designated paraprofessionals Mary Thorp Rosa Marquez</p>	End of each six weeks	Aug 2017— July 2018	HS Allotment SCE funds \$14,000 Computer programs	Successful completion of course work to recover credits
Actively contact parents concerning student absences	Assistant Principal Eric Hallmark	Daily	Aug 2017— May 2018	Local Funds	Decrease in absences

	Secretary Carmen Goodloe				
Provide tutorial time for students at risk of failing required courses and to provide remediation for students who still need to pass 1 or more STAAR EOC Exams	All Staff Acosta, Gabe Adrian Alonso Michelle Bastin Lezlie Brown Gabe Acosta David Caffey Shannon Caffey Sharlynda Dehnel Maria Kinzler Shane Fuller Ben Stedronsky Lance Little Morgan Crim Ashley Masters Holly McDermott Lauren McPhaul Jaxson Robinson David Reyes Robbie Robinson Edward Soto Mary Thorp Kathye Webb Lynn White Kelly Wilson Freida Zuberbueller	Every Day tutorials	Aug 2017— May 2018	Local Funds SCE funds \$94,000	Improvement in grades; Improvement in passing rates on STAAR EOCs
Dual credit courses, Pre-AP and AP courses are offered for advanced and GT students	Teachers Shannon Caffey Sharlynda Dehnel Maria Kinzler Shane Fuller Ben Stedronsky Lance Little Ashley Masters Lauren McPhaul Jaxson Robinson Robbie Robinson Kelly Wilson Frieda Zuberbueller Counselors Maribel Barajas Cherie Venable Principal	Every six weeks	Aug 2017— May 2018	Local Funds HS Allotment Midland College	Increased number of students graduate from high school with college credit

	Dr. Garlitz Midland College				
Dedicated teacher to maintain the Success Center as an Alternative Educational Placement for accelerate credits for graduation	Principal Dr. Garlitz Counselors Maribel Barajas Cherie Venable Designated teachers David Caffey Mary Thorp--aide	Every six weeks	Aug 2017— May 2018	Local Funds SCE funds \$32,000 OdysseyWare	Decrease in dropout rate with increase in graduation rate
Provide assessment tutorials to provide accelerated instruction for students who still need to pass any portion of the state assessments	Teachers Shannon Caffey Sharlynda Dehnel Maria Kinzler Ben Stedronsky Lance Little Morgan Crim Lauren McPhaul David Reyes Robbie Robinson Kathye Webb Kelly Wilson Frieda Zuberbueler Principals Dr. Garlitz Eric Hallmark Counselors Maribel Barajas Cherie Venable	End of each semester	Aug 2017— May 2018	Local Funds HS Allotment	More students meet state assessment requirements for graduation
Offer online Credit Recovery classes where students can catch up on lost credits while staying at the main campus	Staff Vanessa Cochran Principals Dr. Garlitz Eric Hallmark Counselors Maribel Barajas Cherie Venable	End of each semester	Aug 2017- May 2018	Local Funds HS Allotment	More students will have the necessary credits to advance grade levels and graduate.
Provide preparation and information about transitioning to high school to eighth graders	Principal Dr. Garlitz	May 2018	Jan 2018— May 2019	Local Funds CTE funds	All eighth graders will have a four year plan developed that includes an endorsement with a

	Counselors Maribel Barajas Cherie Venable				career pathway as well as plans for extracurricular involvement.
Convene Individual Graduation Committees, IGC, for students who have completed course requirements and have passed at least three portions of the STAAR EOC Exams (and now TAKS) to assign alternative means to assess mastery of unpassed tests	Principal Dr. Garlitz Counselor Cherie Venable	Sept 2018	Aug 2017- Oct 2018	Local Funds	Increased graduation rate as students finish testing requirements to earn diplomas
Explore options for students to demonstrate Postsecondary Readiness=College, Career, Military Ready for the new accountability system	Principals Dr. Garlitz Eric Hallmark Counselors Cherie Venable Maribel Barajas	June 2018	Aug 2017- May 2018	Local Funds	Meeting Index 1 in the new accountability system

Goal 5: Parents and Community will be partners in the education of students at Reagan County High School. [DIP Goal 4]

Objective: By May 2018, at least 85% of all students' (W, H, AA, ED, Migrant, M, F, LEP, SpecEd, G/T) parents and/or family members will participate in at least one school sponsored academic activity for/with their child(ren). By May 2019, at 90% of all students' parents and/or family members will participate in at least one school sponsored academic activity.

Summative Evaluation: School records will indicate that at least 85% by 2018, and 90% by 2019, of students' parents/family members participated in partnership in education opportunities.

Parent/Teacher Conference Participation							
	2014-2015		2015-2016		2016-2017		2017-2018
9 ^h Grade	34/54	63%	35/49	71.4%	50/62	81%	
10 th Grade	32/65	49%	50/75	67%	35/52	67%	
11 th Grade	36/63%	57%	37/51	72.5%	35/41	85%	
12 th Grade	42/60%	70%	65/71	91.5%	49/53	92%	
Overall	42/60%	60%	187/246	76%	169/208	81%	

Activity/Strategy	Person(s) Responsible	Evaluation Timeline	Implementation Timeline	Resources	Formative Evaluation
Provide information from school to parents in a language they can understand	<p>Principal Dr. Garlitz</p> <p>LOTE Teachers Edward Soto David Reyes</p> <p>Parent Liaison Liz Rivero</p> <p>Secretary C. Goodloe</p>	May 2018	Aug 2017— May 2018	Reports from testing company.	Parents receive reports of assessment results
Designate a day to have parent conferences and provide translators when needed for parents	<p>Counselors Maribel Barajas Cherie Venable</p> <p>Principals Dr. Garlitz Eric Hallmark</p> <p>Teachers Acosta, Gabe Adrian Alonso Michelle Bastin Lezlie Brown</p>	End of First Semester	Jan 2018—	State and local funds Community agencies	Documentation of attendance

	<p>Gabe Acosta Shannon Caffey Trent Davidson Sharlynda Dehnel Maria Kinzler Shane Fuller Ben Stedronsky Lance Little Morgan Crim Ashley Masters Holly McDermott Lauren McPhaul Jackson Robinson David Reyes Robbie Robinson Tracy Smith Edward Soto Kathye Webb Kelly Wilson Frieda Zuberbueler</p>				
<p>Send home a three week progress report for students who are failing and mail six week report card to all students' parents</p>	<p><u>Teachers</u> Acosta, Gabe Adrian Alonso Michelle Bastin Lezlie Brown Gabe Acosta Shannon Caffey Trent Davidson Sharlynda Dehnel Maria Kinzler Shane Fuller Ben Stedronsky Lance Little Morgan Crim Ashley Masters Holly McDermott Lauren McPhaul Jaxson Robinson David Reyes Robbie Robinson Tracy Smith Edward Soto Kathye Webb Kelly Wilson Frieda Zuberbueler</p> <p><u>Counselors</u></p>	<p>Every 3 weeks</p>	<p>Aug 2017— May 2018</p>	<p>Local Funds</p>	<p>Increase in parental awareness</p>

	Maribel Barajas Cherie Venable				
Utilize the High School's digital marquee, online app, and Facebook to display upcoming high school events	<u>Principal</u> Dr. Garlitz <u>Technology Director</u> Tracey McPhaul Rosa Marquez <u>PEIMS Clerk</u> Amy Armstrong	Weekly	Aug 2017— May 2018	Local Funds	Increase in parental awareness of high school activities
Provide parents the results of state assessments and TAPR report card in English and Spanish and encourage parents to contact the principal to receive assistance in translating results.	<u>Principal</u> Dr. Garlitz <u>Secretary</u> C. Goodloe <u>Counselors</u> Maribel Barajas Cherie Venable	August 2018	Aug 2017— July 2018 Within 10 days receipt of assessment results	Local Funds	Increase in parental awareness in academic progress.
Encourage parents to register to view their child's grades online. Students are provided with a login to view their grades daily	<u>Principal</u> Dr. Garlitz <u>Technology Director</u> Tracey McPhaul <u>PEIMS Clerk</u> Amy Armstrong <u>Secretary</u> Carmen Goodloe <u>Counselors</u> Maribel Barajas Cherie Venable	June 2018	Aug 2017— July 2018	Local Funds	Increase in parental awareness in academic progress.
Schedule grade level parent meetings each year to assist in preparations to transition to high school, career pathways, college, financial aid, etc.	<u>Counselors</u> Maribel Barajas Cherie Venable	June 2018	Jan 2017— May 2018	Local Funds CTE funds	Increase in parental awareness of postsecondary opportunities.

<p>Encourage teachers to make 10 positive calls or emails per six weeks.</p>	<p><u>Teachers</u> Adrian Alonso Michelle Bastin Lezlie Brown Gabe Acosta Shannon Caffey Trent Davidson Sharlynda Dehnel Maria Kinzler Shane Fuller Ben Stedronsky Lance Little Morgan Crim Ashley Masters Holly McDermott Lauren McPhaul Jaxson Robinson David Reyes Robbie Robinson Tracy Smith Edward Soto Kathye Webb Kelly Wilson Frieda Zuberbueler</p>	<p>Every Six Weeks</p>	<p>Aug 2017 May 2018</p>	<p>Local Funds</p>	<p>Improve rapport between parents and teachers.</p>
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Goal 6: RCHS Students will have opportunities to be involved in a variety of curricular and extracurricular programs in order to graduate as well-rounded individuals, ready for life beyond high school. [DIP Goal 1]

Objective: Every student will select a Career Pathway to explore through CTE courses, and RCHS will provide athletic, artistic, and academic opportunities for curricular and extracurricular involvement of the students.

Summative Evaluation: By May 2018, at least 90% of students will participate in at least one extracurricular activity

Activity/Strategy	Person(s) Responsible	Evaluation Timeline	Implementation Timeline	Resources	Formative Evaluation
Provide Tutorial/Activity Period for UIL teams to practice and prepare for meets	<p><u>Principal</u> Dr. Garlitz</p> <p><u>UIL Coordinator</u> Adrian Alonso</p> <p><u>UIL Coaches</u> Lauren McPhaul Sharlynda Dehnel Freida Zuberbueler Ashley Masters Lance Little Shannon Caffey Morgan Crim Maria Kinzler Kelly Wilson Michelle Bastin</p>	July 2018	Aug 2017— May 2018	Local Funds	Students and UIL are successful in invitational and district competitions.
Provide CTE Career Pathways in Ag Science, Ag/welding, Culinary, and Business through which students explore involvement opportunities and earning endorsements and certifications	<p><u>Principal</u> Dr. Garlitz</p> <p><u>Counselors</u> Cherie Venable Maribel Barajas</p> <p><u>CTE Teachers</u> Michelle Bastin Lezlie Brown Gabe Acosta Trent Davidson Holly McDermott</p>	July 2018	Aug 2017— May 2018	CTE funds Local funds	Students follow a CTE Career Pathway 2-3 years.

<p>Ensure there is proper funding for elective courses and extracurricular activities</p>	<p><u>Principal</u> Dr. Garlitz</p> <p><u>Athletic Director</u> Ken Campbell</p> <p><u>Superintendent</u> Steve Long</p> <p><u>Business Manager</u> Susan Gunnels</p>	<p>April 2018</p>	<p>Aug 2017— May 2018</p>	<p>Local Funds Carl Perkins Funds</p>	<p>All groups and teams have fully participated in their classes and activities within budget</p>
<p>Provide preparation and information about transitioning to high school to eighth graders</p>	<p><u>Principal</u> Dr. Garlitz</p> <p><u>Counselors</u> Cherie Venable Maribel Barajas</p>	<p>May 2018</p>	<p>Jan 2018— May 2018</p>	<p>Local Funds CTE funds</p>	<p>All eighth graders will have a four year plan developed that includes a career pathway as well as plans for extracurricular involvement.</p>

APPENDIX A—RCHS Discretionary & Nondiscretionary ISS/DAEP Placements**Disciplinary Action PEIMS Data
Reagan County High School
Discipline Referrals for ISS/DAEP**

Grade Level = 09	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Corporal Punishment	37	34	13	13	
1-3 Days	17	50	26	12	
4-9 Days	4	4	2	10	
10 + Days	0	2	1	*	
Total Referrals/ # Students	58 referrals/ 26 students	90 referrals/ 39 students	42 referrals/ 17 students	35 referrals/ 15 students	

Grade Level = 10	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Corporal Punishment	50	43	11	8	
1-3 Days	29	58	25	15	
4-9 Days	3	16	0	*	
10 + Days	0	1	0	*	
Total Referrals/ # Students	82 referrals/ 34 students	118 referrals/ 57 students	36 referrals/ 18 students	23 referrals/ 12 students	

Grade Level = 11	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Corporal Punishment	40	37	21	4	
1-3 Days	35	27	20	6	
4-9 Days	1	10	1	*	
10 + Days	0	0	0	*	
Total Referrals/ # Students	76 referrals/ 24 students	74 referrals/ 44 students	42 referrals/ 22 students	10 referrals/ 9 students	

Grade Level = 12	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Corporal Punishment	40	40	15	5	
1-3 Days	45	27	19	4	
4-9 Days	0	2	3	2	
10 + Days	0	1	3	1	
Total Referrals/ # Students	85 referrals/ 30 students	70 referrals/ 42 students	40 referrals/ 23 students	12 referrals/ 6 students	

APPENDIX B—RCHS Average Daily Attendance**Average Daily Attendance Report****08/24/2015—05/27/2016**

		9	10	11	12	Total
A	Number of Days Taught					177
B	Total Days Membership-All Students	10589.0	8638.0	9263.0	11860.0	40351.0
C	Total Days Absent-All Students	560.0	478.0	551.0	846.0	2435.0
D	Total Days Present-All Students (B-C)	10029.0	8160.0	8712.0	11014.0	37916.0
E	Ineligible Days Present	0	0	0	0	0
F	Total Eligible Days Present (D-E)	10029.0	8160.0	8712.0	11014.0	37916.0
P	Refined ADA (F/A)	57.64	46.90	50.07	63.30	217.91
Q	Percent Attendance (%)	94.71	94.47	94.05	92.87	93.97

Average Daily Attendance Report**08/22/2016—05/25/2017**

		9	10	11	12	Total
A	Number of Days Taught					177
B	Total Days Membership-All Students	11214.0	8859.0	8168.0	8588.0	36829.0
C	Total Days Absent-All Students	560.0	470.0	485.0	514.0	2082.0
D	Total Days Present-All Students (B-C)	10601.0	8389.0	7683.0	8074.0	34747.0
E	Ineligible Days Present	0	0	0	0	0
F	Total Eligible Days Present (D-E)	10601.0	8389.0	7683.0	8074.0	34747.0
P	Refined ADA (F/A)	59.89	47.40	43.41	45.62	196.31
Q	Percent Attendance (%)	94.53	94.69	94.06	94.01	94.35

Average Daily Attendance Report**8/17/2017-5/24/2018**

		9	10	11	12	Total
A	Number of Days Taught					177
B	Total Days Membership-All Students					
C	Total Days Absent-All Students					
D	Total Days Present-All Students (B-C)					
E	Ineligible Days Present					
F	Total Eligible Days Present (D-E)					
P	Refined ADA (F/A)					
Q	Percent Attendance (%)					

APPENDIX C—RCHS 2016 & 2017 State Accountability Summary

**TEXAS EDUCATION AGENCY
2016 Accountability Summary**
REAGAN COUNTY H S (192901001) - REAGAN COUNTY ISD

**TEXAS EDUCATION AGENCY
2017 Accountability Summary**
REAGAN COUNTY H S (192901001) - REAGAN COUNTY ISD

Accountability Rating

Met Standard

Met Standards on	Did Not Meet Standards on
- Student Achievement	- NONE
- Student Progress	
- Closing Performance Gaps	
- Postsecondary Readiness	

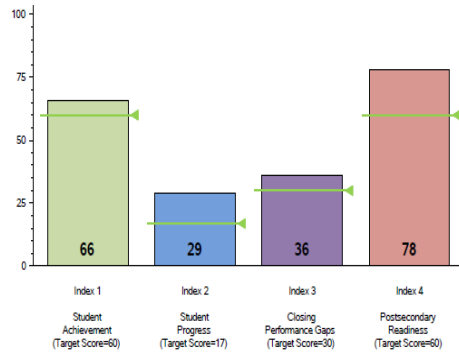
In 2016, to receive a Met Standard or Met Alternative Standard rating, districts and campuses must meet targets on three indexes: Index 1 or Index 2 and Index 3 and Index 4.

Distinction Designation



Academic Achievement in ELA/Reading	NO DISTINCTION EARNED
Academic Achievement in Mathematics	NO DISTINCTION EARNED
Academic Achievement in Science	DISTINCTION EARNED
Academic Achievement in Social Studies	NO DISTINCTION EARNED
Top 25 Percent Student Progress	DISTINCTION EARNED
Top 25 Percent Closing Performance Gaps	NO DISTINCTION EARNED
Postsecondary Readiness	NO DISTINCTION EARNED

Performance Index Report



Campus Demographics

Campus Type	High School
Campus Size	236 Students
Grade Span	09 - 12
Percent Economically Disadvantaged	40.7
Percent English Language Learners	10.6
Mobility Rate	10.8

Performance Index Summary

Index	Points Earned	Maximum Points	Index Score
1 - Student Achievement	236	358	66
2 - Student Progress	115	400	29
3 - Closing Performance Gaps	291	800	36
4 - Postsecondary Readiness			
STAAR Score	8.3		
Graduation Rate Score	23.9		
Graduation Plan Score	21.8		
Postsecondary Component Score	23.8		78

System Safeguards

Number and Percentage of Indicators Met	
Performance Rates	8 out of 11 = 73%
Participation Rates	7 out of 7 = 100%
Graduation Rates	2 out of 2 = 100%
Total	17 out of 20 = 85%

Accountability Rating

Met Standard

Met Standards on	Did Not Meet Standards on
- Student Progress	- Student Achievement
- Closing Performance Gaps	
- Postsecondary Readiness	

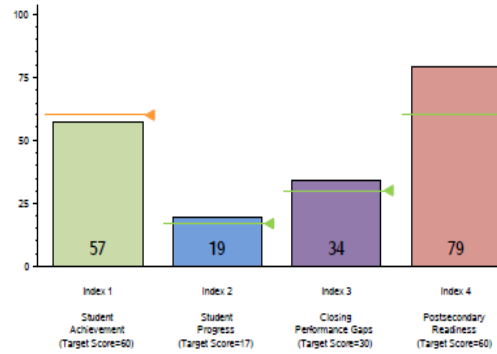
In 2017, to receive a Met Standard or Met Alternative Standard rating, districts and campuses must meet targets on three indexes: Index 1 or Index 2 and Index 3 and Index 4.

Distinction Designation



Academic Achievement in ELA/Reading	NO DISTINCTION EARNED
Academic Achievement in Mathematics	NO DISTINCTION EARNED
Academic Achievement in Science	DISTINCTION EARNED
Academic Achievement in Social Studies	NO DISTINCTION EARNED
Top 25 Percent Student Progress	NO DISTINCTION EARNED
Top 25 Percent Closing Performance Gaps	NO DISTINCTION EARNED
Postsecondary Readiness	NO DISTINCTION EARNED

Performance Index Report



Campus Demographics

Campus Type	High School
Campus Size	210 Students
Grade Span	09 - 12
Percent Economically Disadvantaged	53.8
Percent English Language Learners	10.5
Mobility Rate	10.1
Percent Served by Special Education	7.1
Percent Enrolled in an Early College High School Program	0.0

Performance Index Summary

Index	Points Earned	Maximum Points	Index Score
1 - Student Achievement	219	385	57
2 - Student Progress	77	400	19
3 - Closing Performance Gaps	273	800	34
4 - Postsecondary Readiness			
STAAR Score	7.3		
Graduation Rate Score	24.2		
Graduation Plan Score	22.9		
Postsecondary Component Score	24.1		79

System Safeguards

Number and Percentage of Indicators Met	
Performance Rates	8 out of 14 = 57%
Participation Rates	8 out of 8 = 100%
Graduation Rates	3 out of 3 = 100%
Total	19 out of 25 = 76%

For further information about this report, please see the Performance Reporting Division website at <https://rptsrv1.tea.texas.gov/perfreport/account/2016/index.html>

For further information about this report, please see the Performance Reporting Division website at <https://rptsrv1.tea.texas.gov/perfreport/account/2017/index.html>

APPENDIX D—RCHS State Compensatory Education Budget Summaries

LAST NAME	FIRST NAME	ASSIGNMENT	SCE \$\$	FTEs
Acosta	Gabe	Teacher	*	*
Alonso	Adrian	Teacher	*	*
Bastin	Michelle	Teacher	*	*
Caffey	David	Teacher	*	*
Caffey	Shannon	Teacher	*	*
Cochran	Vanessa	Paraprofessional	*	*
Crim	Morgan	Teacher	*	*
Davidson	Trent	Teacher	*	*
Dehnel	Sharlynda	Teacher	*	*
Fuller	Shane	Teacher	*	*
Kinzler	Maria	Teacher	*	*
Kohuttek	Susie	Paraprofessional	*	*
Little	Lance	Teacher	*	*
Marquez	Rosa	Paraprofessional	*	*
Masters	Ashley	Teacher	*	*
McDermott	Holly	Teacher	*	*
McPhaul	Lauren	Teacher	*	*
Reyes	David	Teacher	*	*
Robinson	Jaxson	Teacher	*	*
Robinson	Robbie	Teacher	*	*
Soto	Edward	Teacher	*	*
Stedronsky	Ben	Teacher	*	*
Thorp	Mary	Paraprofessional	*	*
Webb	Kathye	Teacher	*	*
White	Lynn	Paraprofessional	*	*
Wilson	Kelly	Teacher	*	*
Zuberbueler	Freida	Teacher	*	*
		TOTAL	\$220,000**	Approx. 5**

* numbers will not be available until November 2017. This will be updated at that time.

**2016-2017