

**Stamford Independent School District**  
**Stamford High School**  
**2018-2019 Campus Improvement Plan**



**Board Approval Date:** April 8, 2019

# Mission Statement

Stamford ISD shares responsibility with families and the community in providing each child with the maximum opportunities for a complete education so he/she may be successful in life. Stamford ISD will spend the time and resources, and exert the effort to assure that each child is a productive member of society upon graduation. We have the philosophy that “All Children Can Learn” and that each child has the potential to benefit our future.

# Vision

We value AVID College Readiness System at SHS because it provides the framework which includes safety, support, guidance and a common language so that the students receive an opportunity to have a positive impact on their learning.

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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

Stamford High School is 38% Hispanic, 45% White, 13% African American, 4% Other, 13% Special Education and 64% Economically Disadvantaged. Our enrollment is currently 182.

The attendance rate is comparable throughout all ethnic groups.

Our professional staff demographics do not align with our student demographics.

### Demographics Strengths

We are a culturally diverse school in which students embrace and work as equals. All sub populations achieved 100% passing rates in at least one area of testing. Special education students were 71% on All Test.

### Problem Statements Identifying Demographics Needs

**Problem Statement 1:** PBMAS stage 2 for females only completing 19.7% of nontraditional CTE courses. **Root Cause:** We are not informing female students of the opportunities they may have in our school with nontraditional CTE courses.

# Student Academic Achievement

## Student Academic Achievement Summary

Stamford High School scored above the state average in all testing areas in 2018. SPED testing on All Test was 71%, although this is well above the state averages it falls below Federal Standards and is an area that needs to be address.

## Student Academic Achievement Strengths

Stamford High School strengths include overall passing rates of 96% in Mathematics, 96% passing rate in Science, 95% passing rate in social studies and 85% in ELA. Stamford HS had a remarkable year with accountability.

## Problem Statements Identifying Student Academic Achievement Needs

**Problem Statement 1:** SPED passing rates on all test is 71%. Our PBMAS stage 2 with SPED Regular Class  $\geq$  80% **Root Cause:** SPED students are not attending enough regular ed classes in EOC courses or are not being supported enough.

**Problem Statement 2:** SPED Star Alt. 2 participation rate in grades 3-9 is 25%, well above the PBMAS standard maximum number of 10%. **Root Cause:** SPED population numbers are considerably higher in Stamford ISD.

# School Processes & Programs

## School Processes & Programs Summary

Instructional practices SHS is implementing a school-wide approach to best practice teaching strategies gained through both Kagen and AVID training. We use the TEKS Resources System to guide our sequence in the classroom. We are focusing on school-wide strategies on organization by requiring all non-AVID 9th and 10th graders to have a binder with an agenda.

Typically we have a turnover rate of about 10% and work with the region service center and job fairs to recruit new teachers. It is hard to get applicants in Stamford, we are 40 miles from Abilene and although our pay is competitive in the rural areas it is not close to the pay in Abilene. As a staff we celebrate achievements of teachers in both our morning meetings and at faculty lunches.

In regards to organization and administration we have an assistant principal in charge of discipline and attendance, a secretary who manages district transportation and purchases, a PEIMS coordinator who manages discipline input and attendance.

## School Processes & Programs Strengths

Stamford High School is a working family unit that values relationships and a tradition success in all areas.

## Problem Statements Identifying School Processes & Programs Needs

**Problem Statement 1:** Stamford High School does not have minority representation in the teaching area of the staff. **Root Cause:** Insufficient applicants for open positions.

# Perceptions

## Perceptions Summary

SHS starts everyday with a morning meeting in which all students and staff are together in the cafeteria. Celebrations, announcements, points of emphasis for the week, pledges and the moment of silence are communicated. This is a time in which we come together as a team/family, wake up, laugh or cry and get ready for the day ahead of us. This year we are focusing on students and staff committing to being respectful, responsible and honest in all areas of school and life. We want all students to develop a plan to achieve the dream that they have for themselves.

## Perceptions Strengths

SHS is a great school that teachers and students want to be apart of.

## Problem Statements Identifying Perceptions Needs

**Problem Statement 1:** Students not involved in some extra curricular activity are those that struggle with school the most, attendance usually is the best indicator. **Root Cause:** Poor experience with high school during the students 9th grade year.

# Priority Problem Statements



# Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

## Improvement Planning Data

- District goals
- Campus goals
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements

## Accountability Data

- Texas Academic Performance Report (TAPR) data
- Federal Report Card Data
- PBMAS data

## Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- Postsecondary college, career or military-ready graduates data
- SAT and/or ACT assessment data

## Student Data: Student Groups

- Special Programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Special education population, including performance, discipline, progress, and participation data
- At-Risk population, including performance, progress, discipline, attendance, and mobility
- Career and Technical Education (CTE) data, including academic achievement, progress, program growth, race, ethnicity, gender, etc.
- Section 504 data
- Gifted and talented data
- Dyslexia Data

## Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Discipline records

## **Employee Data**

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- T-TESS

## **Parent/Community Data**

- Parent surveys and/or other feedback

## **Support Systems and Other Data**

- Budgets/entitlements and expenditures data

# Goals


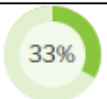

Revised/Approved: October 04, 2018








**Goal 1: All required student groups in SISD will meet or exceed state and Federal standards on state required assessments. Parents, community members, and other stakeholders will be involved in the planning, review, and evaluation of programs.**

**Performance Objective 1:** Stamford High School will maintain a system of written and virtual communication with the parents/guardians, encouraging parents to participate in at least one academic related event and provide a variety of venues to involve parents in the education of their students.

**Evaluation Data Source(s) 1:** Parent participation sign in sheets.

**Summative Evaluation 1:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Parents and community will have access to Campus Website and event updates and communication through the High School Twitter account @SHStx and counselors blog at www.successatshstx.edublogs.org	Counselor - LeeAnn Mueller Principal - Greg London Technology Director - Michael Burfiend	Twitter account posts.				
2) Inform students and parents about graduation requirements and testing changes.	Counselor - LeeAnn Mueller Principal - Greg London	Handouts, sign-in sheets and agendas.  Counselor has met individually with all 9th grade students.				
3) Provide students and parents with information about college admission requirements (FASFA), scholarships and financial aid opportunities.	Counselor - LeeAnn Mueller Principal - Greg London	Handouts, sign-in sheets, agendas, newsletters, Senior Retreat, email and Twitter posts.  FASFA Parent Night help Oct. 9th in the Media Center.				







4) Encourage parent participation with Title I Parent Meeting/Open House 6:00-7:00 October 2nd at Stamford High School.	Teachers Counselor - LeeAnn Mueller Principal - Greg London	Announcements, newspaper, twitter, sign-in sheets 139/183 parent and student attendance at Title I Parent Meeting 76%.				
5) Parents and AVID students will be issued a code and instructions to gain access to student's grades on-line.	PEIMS Clerk - Teresa Denson	Reduction in failures; Failure list every 3 and 6 weeks.				
6) Parents included in the student registration process prior to the beginning of school.	Counselor - LeeAnn Mueller Principal - Greg London PEIMS - Teresa Denson	Handouts, sign-in sheets, agenda and Fish Camp. Registration was held the week before school started.				
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue						

**Goal 1:** All required student groups in SISD will meet or exceed state and Federal standards on state required assessments. Parents, community members, and other stakeholders will be involved in the planning, review, and evaluation of programs.

**Performance Objective 2:** 91% of all students and each student group, including Special Education students and Economically Disadvantaged, will pass all portions of the state assessment (STAAR). FEDERAL

**Evaluation Data Source(s) 2:** STAAR Results

**Summative Evaluation 2:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
<p>1) System Safeguard Strategies</p> <p>Eduphoria will be used to disaggregate data from Standardized Test, benchmarks and classroom evaluations to make meaningful instructional changes. This data will also be used to address our Special Education Math and Reading sub population scores that did not meet Federal requirements.</p>	<p>Principal - Greg London Counselor - LeeAnn Mueller Teacher Staff</p>	<p>Sign-in, agenda, handouts, and 91% of all students pass all portions of EOC tests.</p>				
<p>2) System Safeguard Strategies</p> <p>A 25-min period called Taking Care of Business (TCB) will be scheduled during the regular school day to address student needs in the four core classes as well as intervention for students that have not passed one or more portions of the EOC. The TCB period will also be used to address our Special Education Math and Reading sub population scores that did not meet Federal requirements.</p>	<p>Principal - Greg London Teacher Staff</p>	<p>Roll Sheets, Data, sign-in &amp; agendas.</p>				
<p style="text-align: center;">  = Accomplished                = Continue/Modify                = No Progress                = Discontinue         </p>						

**Goal 1:** All required student groups in SISD will meet or exceed state and Federal standards on state required assessments. Parents, community members, and other stakeholders will be involved in the planning, review, and evaluation of programs.

**Performance Objective 3:** Students will master the ELA and Math TEKS through a continued development of instruction, curriculum and intervention strategies to improve student success on the state assessment in math, reading and writing to meet the requirements set forth by the Texas Education Agency's System Safeguards. FEDERAL

**Evaluation Data Source(s) 3:** STAAR Results

**Summative Evaluation 3:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Students that have not passed either/or the EOC ELA Writing or Reading exams shall be given specific interventions during Taking Care of Business (TCB) or scheduled RTI period.	Principal - Greg London ELA Teacher - Stephanie Carver ELA Teacher - Becky Blount	Passing rates that meet both state and federal accountability standards.				
2) Students that have not passed the EOC in Algebra I shall be given specific interventions during TCB four days per week.	Principal - Greg London Math Teacher - Nancy Beach	Meet or exceed State and Federal Accountability standards.				
<b>Funding Sources:</b> State Compensatory Funds - 19495.00						
3) Curriculum Based Assessments (CBA's) will be used to drive instruction and student intervention starting in the third six weeks as needed in focus areas.	Principal - Greg London EOC Teaching Staff	Meet or exceed State and Federal Accountability standards.				
= Accomplished                = Continue/Modify                = No Progress                = Discontinue						




**Goal 2: All students will be provided a well-balanced and age-appropriate curriculum that includes career and college readiness activities. All students, including those in special populations will be challenged to meet their full educational potential.**


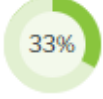

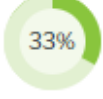




**\* Special populations include but may not be limited to the following student groups: ESL, Bilingual, Migrant, Dyslexia, GT, Special Education, Comp Ed, African American, White, Hispanic, Economically Disadvantaged, Limited English Proficient, and At-Risk.**

**Performance Objective 1:** Students will have a wide range of opportunities in courses including CTE courses, academic UIL opportunities and dual credit college classes in order to prepare students for post graduation education and careers.

**Evaluation Data Source(s) 1:** PEIMS Data

**Summative Evaluation 1:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Dual credit college courses will be offered to juniors and seniors. The district will pay for the students tuition as long as the student maintains an A or B in their current dual credit classes.	Principal - Greg London Counselor -LeeAnn Mueller Teacher Staff	100% of students taking dual credit courses will not only pass their courses but will maintain a minimum of a B average in all their dual credit classes.				
2) Enriched Curriculum to coordinate schedules of special education students with career and technology curriculum to help students reach their stated career goals.	Principal - Greg London Counselor - LeeAnn Mueller CTE Teachers SPED Teachers	Student Schedules and Transition Fair				
3) Encourage students to participation in UIL academic activities through both TCB period as well as the addition of a competitive Speech Class.	Principal - Greg London Coordinators - Debbie Birdsong Speech Teacher - Craig Gilbert	Student participation rate in UIL practice session during TCB.				

4) Web-based Odyssey Ware program will be made available for students who need to regain credits for courses including CTE and other needed courses for graduation.	Principal - Greg London Counselor - Tracy Mueller Teacher - Jan Ward	Increased graduation rate.				
5) The high school will give more opportunities for students to earn and receive certifications in CTE courses. 2017-2018 we have added the CNA program.	Principal - Greg London Counselor - LeeAnn Mueller FCS Teacher - Cherry Pittcock Ag Teacher - Rode Merryman Ag Teacher - Brad Bevel CNA - Casey Sells	Student Certifications Earned				
6) The AVID program will be implemented at the high school in order to give students an opportunity to gain the skills and knowledge needed to choose and successfully obtain a post secondary education as well as a career.	Principal - Greg London Counselor - LeeAnn Mueller AVID Director - Keri Barnett AVID Teacher - Theasa LeFevre Teacher - Nancy Beach Teacher - Jennifer Edwards	Improved post secondary completion rate.				
7) A Robotics class shall be implemented at the HS, and opportunities to participate in Robotics competitions shall be given to the students.	Principal - Greg London Counselor - LeeAnn Mueller Robotics Teacher - Debbie Birdsong	January board presentation and events calendar.				
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue						



**Goal 2:** All students will be provided a well-balanced and age-appropriate curriculum that includes career and college readiness activities. All students, including those in special populations will be challenged to meet their full educational potential.

\* Special populations include but may not be limited to the following student groups:

ESL, Bilingual, Migrant, Dyslexia, GT, Special Education, Comp Ed, African American, White, Hispanic, Economically Disadvantaged, Limited English Proficient, and At-Risk.

**Performance Objective 2:** Students will master the TEKS at each grade level through the continued development of instruction and curriculum as well as the integration of technology. Added attention will be placed on Hispanic, Economically Disadvantaged and Special Education students.

**Evaluation Data Source(s) 2:** PEIMS report

**Summative Evaluation 2:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Implementation of TEKS Resource System curriculum/support for all core subjects.	Principal - Greg London All Teachers	Campus will meet AYP and 80% of all students will pass all portions of tested EOC courses.				
2) Continue to provide Mac Books to students on a 1:1 basis.	Principal - Greg London Technology Director - Michael Burfiend Campus Technology Liaison - Debbie Birdsong	Student work Walk-through documentation				

= Accomplished

= Continue/Modify

= No Progress

= Discontinue

**Goal 2:** All students will be provided a well-balanced and age-appropriate curriculum that includes career and college readiness activities. All students, including those in special populations will be challenged to meet their full educational potential.

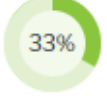




\* Special populations include but may not be limited to the following student groups:

ESL, Bilingual, Migrant, Dyslexia, GT, Special Education, Comp Ed, African American, White, Hispanic, Economically Disadvantaged, Limited English Proficient, and At-Risk.

**Performance Objective 3:** Student time in the main instructional setting as the campus moves to decrease the number of ISS (69) and DAEP (4) incidents from the previous school year. Specific attention will be placed on SPED students being placed in ISS and DAEP in order to increase student instructional time.

**Evaluation Data Source(s) 3:** PEIMS Discipline Data

**Summative Evaluation 3:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) The High School will implement a discipline management plan that will have Saturday school added as a discipline strategy.	Principal - Greg London PEIMS Clerk - Teresa Denson	PEIMS data comparing the 2017-18 school year discipline to the 2018-2019 school year discipline report.				
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue						

**Goal 2:** All students will be provided a well-balanced and age-appropriate curriculum that includes career and college readiness activities. All students, including those in special populations will be challenged to meet their full educational potential.

\* Special populations include but may not be limited to the following student groups:  
 ESL, Bilingual, Migrant, Dyslexia, GT, Special Education, Comp Ed, African American, White, Hispanic, Economically Disadvantaged, Limited English Proficient, and At-Risk.

**Performance Objective 4:** The High School will promote a college ready environment.

**Evaluation Data Source(s) 4:** College admission rates.

**Summative Evaluation 4:**




Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) The High School will offer AVID classes to all students that qualify through the interview process.	Principal - Greg London Counselor - LeeAnn Mueller AVID Teachers - Theasa Lefeavre & Dean Smith	Increased numbers of college admissions and graduates.				
2) Seniors will be allowed to paint ceiling tiles for the foyer of the high school to promote a college environment.	Principal - Greg London Counselor - LeeAnn Mueller Teacher - Mindy West	Number of tiles in foyer.				
3) SHS staff will be allowed to wear jeans on Wednesday if they wear a college shirt.	Principal - Greg London	Increased college questioning from students about colleges.				
= Accomplished                      = Continue/Modify                      = No Progress                      = Discontinue						









**Goal 3: Campuses will attain or maintain a 97% attendance rate for all students, and each student group, and will work to improve dropout prevention efforts by encouraging all students to remain in school until they obtain a high school diploma.**

**Performance Objective 1:** Increase the overall attendance rate and attendance rates of all grade levels to 97%, thus increasing the overall academic success of students.

**Evaluation Data Source(s) 1:** PEIMS Data

**Summative Evaluation 1:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Encourage participation in extra-curricular activities.	Principal - Greg London Counselor - LeeAnn Mueller Band Director - Mike Copeland FCCLA - Cherry Pittcock Ag - Brad Bevel AD - Ronnie Casey Academic UIL - Debbie Birdsong Cheer leading - Mindy West	Participation Numbers				
2) Encourage after School and In School Work Program (VAC & DCP)	Principal - Greg London Counselor - LeeAnn Mueller Director - Joe Garcia	Participation Numbers				
3) Saturday school and in-school community service will be provided for students with excessive absences.	Principal - Greg London Counselor - LeeAnn Mueller PEIMS - Teresa Denson	Sign-in sheets				






4) Attendance will be monitored on a regular basis, and letters sent to parents to make them aware of student attendance laws and actions that will be taken if attendance does not improve.	Principal - Greg London PEIMS - Teresa Denson	Increased attendance rates through PEIMS data.				
5) Provide long lunch on Thursday's to students in an effort to improve school attendance rates. Semester Test Exemptions and Grade Attendance Challenges.	Principal - Greg London Counselor - LeeAnn Mueller PEIMS - Teresa Denson	Increased attendance rates.				
6) Local authorities shall be utilized to locate truant students.	Principal - Greg London PEIMS - Teresa Denson	Increased attendance rates.				
7) 8) Implement a long lunch incentive for all students meeting attendance, grades and discipline standards.	Principal - Greg London	Increase passing rates.				
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue						

**Goal 3:** Campuses will attain or maintain a 97% attendance rate for all students, and each student group, and will work to improve dropout prevention efforts by encouraging all students to remain in school until they obtain a high school diploma.

**Performance Objective 2:** The High School will provide motivational opportunities to encourage students to attend school and remain in school until they maintain a high school diploma.

**Evaluation Data Source(s) 2:** Credit Recovery Class Roles

**Summative Evaluation 2:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Credit Recovery classes offered during the regular school day	Principal - Greg London Teacher - Sandra Sanchez Counselor - LeeAnn Mueller	Credit Recovery Class Role				
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue						

**Goal 4: SISD will provide high-quality, on-going staff development opportunities focused on technology integration and Project Based Learning (PBL) instruction techniques while maintaining that all classes in core academic subject areas are being taught by effective teachers.**

**Performance Objective 1:** Effective teachers will teach 100% of all classes, 100% of paraprofessionals assisting with student instruction will be qualified.

**Evaluation Data Source(s) 1:** T-TESS data matrix

**Summative Evaluation 1:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Utilize various resources in order to publicize job vacancies and attract teachers that meet the effective teacher status.	Principal - Greg London	T-TESS data matrix				
2) Require paraprofessionals to have 2 years/48 hours of higher education or attend and successfully complete the Paraprofessional Academy.	Principal - Greg London	100% HQ rate with paraprofessionals				
3) Participate in job fairs at ESC and area universities.	Principal - Greg London	Effective teaching percentage based on T-TESS data matrix.				
= Accomplished                = Continue/Modify                = No Progress                = Discontinue						

**Goal 4:** SISD will provide high-quality, on-going staff development opportunities focused on technology integration and Project Based Learning (PBL) instruction techniques while maintaining that all classes in core academic subject areas are being taught by effective teachers.

**Performance Objective 2:** Teachers and staff members will receive high quality professional development that focuses on research based strategies.

**Evaluation Data Source(s) 2:** Copy of Professional Development Certificates, In-service Calendars and Plans, and Staff Surveys

**Summative Evaluation 2:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) School-wide AVID training to implement binders and agendas for all 9th and 10th grade non-AVID students.	Principal - Greg London AVID Teacher - Theasa Lefevre	Higher passing rates as a result of the implementation of organization processes.				
2) School-wide C-Note training to be implemented in core classes and used as needed in non-core class rooms.	Principal - Greg London AVID Teacher - Theasa Lefevre	Higher passing rates as a result of increasing retention rates.				
3) Utilize educational service centers to address identified staff development needs.	Principal - Greg London	ESC 14 Resources				

= Accomplished  
 = Continue/Modify  
 = No Progress  
 = Discontinue














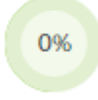

# Goal 5: School campuses will maintain a safe and disciplined environment conducive to student learning. Appropriate programs will be provided to all students demonstrating need in suicide prevention, conflict resolution, violence prevention and intervention and discipline management

**Performance Objective 1:** Decrease the number of incidents involving discipline, violence, tobacco, and other drug use, while increasing the opportunities to recognize good behavior.

**Evaluation Data Source(s) 1:** Incident Referrals

## Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Access to discipline policy in Stamford Student Code of Conduct and Handbook will be given to all students and parents electronically. Hard copies will be available.	Principal - Greg London Counselor - LeeAnn Mueller Secretary - Staci Cantu	August 2018				
2) Educate students about the dangers of drug and tobacco use. Red Ribbon Week activities. Health talks periodically throughout the school year.	Principal - Greg London All Staff	Reduction in both incidents noted and discipline referrals from one year to the next. PEIMS discipline report. Handouts and advertisements				
3) Secure the building by locking all entrances except the two by the main office. Construction underway of buzz-in doors to the main foyer Fall 2018.	Principal - Greg London Maintenance	Safety Audit				
4) Visitors will be required to first report to the office, sign-in and receive a visitor pass before being allowed to enter the halls or classrooms.	Principal - Greg London All Staff	Safety Audit				
5) Revise and implement the Campus Crisis Plan and implement Love You Guys school safety material.	Crisis Mgt. Team	Safety Audit				
6) Train the Crisis Team in CPR and CPI.	Principal - Greg London Crisis Mgt. Team	Certificates Safety Audit				

7) The campus will regularly practice crisis drills including but not limited to fire drills, tornado drills, lock down drills and evacuation drills.	Principal - Greg London Counselor - Greg London Teachers	Documentation of Drills time and dates.				
8) System Safeguard Strategies  Other options for discipline will be used when possible to reduce the number of students being placed in ISS in order to increase regular instruction time.	Principal - Greg London	PIEMS Discipline Report				
9) The Bulldog Hot line will be implemented to assure anonymous reporting of bullying incidents by students.	Principal - Greg London	Bulldog Hot line Log (2 incident reports as of 10-8-2018)				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  = Accomplished         </div> <div style="text-align: center;">  = Continue/Modify         </div> <div style="text-align: center;">  = No Progress         </div> <div style="text-align: center;">  = Discontinue         </div> </div>						

# State Compensatory

## Budget for Stamford High School:

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
<b>6100 Payroll Costs</b>		
199.11.6119.00.001.9.24.0.00	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$19,312.00
199.11.6141.00.001.9.24.0.00	6141 Social Security/Medicare	\$22.00
199.11.6143.00.001.9.24.0.00	6143 Workers' Compensation	\$5.00
199.11.6144.00.001.9.24.0.00	6144 Teacher Retirement/TRS Care - On Behalf Payment	\$106.00
199.11.6145.00.001.9.24.0.00	6145 Unemployment Compensation	\$1.00
199.11.6146.00.001.9.24.0.00	6146 Teacher Retirement/TRS Care	\$49.00
<b>6100 Subtotal:</b>		<b>\$19,495.00</b>
<b>6200 Professional and Contracted Services</b>		
199.11.6219.00.001.9.24.0.00	6219 Professional Services	\$250.00
<b>6200 Subtotal:</b>		<b>\$250.00</b>
<b>6300 Supplies and Services</b>		
199.11.6395.00.001.9.24.0.00	6395 Supplies, DP Operations - Locally Defined	\$1,000.00
<b>6300 Subtotal:</b>		<b>\$1,000.00</b>

## Personnel for Stamford High School:

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Beach, Nancy	Classroom Teacher	State Comp Ed	0.05
Blount, Rebecca	Classroom Teacher	State Comp Ed	0.05
Carver, Stephanie	Classroom Teacher	State Comp Ed	0.05
Edwards, Jennifer	Classroom Teacher	State Comp Ed	0.05
Gilbert, Craig	Classroom Teacher	State Comp Ed	0.05
Smith, Casey	Classroom Teacher	State Comp Ed	0.05
West, Mindy	Classroom Teacher	State Comp Ed	0.05

# Plan Notes

## State Compensatory Education Program (SCE)

### Intent and Purpose (SCE):

State compensatory education (SCE) is a supplemental program designed to eliminate any disparity in performance on assessment instruments administered under Subchapter B, Chapter 39, or disparity in the rates of high school completion between students at risk of dropping out of school, as defined by TEC §29.081, and all other students. The purpose is to design and implement appropriate compensatory, intensive, or accelerated instruction that enable the students to be performing at grade level at the conclusion of the next regular school term. In determining the appropriate intensive accelerated instruction or SCE program, districts must use student performance data resulting from the basic skills assessment instrument and achievement tests administered under Subchapter B, Chapter 39. Based on this needs assessment, district and campus staff shall design the appropriate strategies and include them in the campus and/or district improvement plan.

Programs and/or services designed to supplement the regular education program for identified at-risk students:

- The goal for SCE is to increase achievement and reduce the disparity in (a) performance on the state assessment and (b) rates of high school completion between students at-risk of dropping out of school and all other district students.

Stamford High School has a student poverty rate of 56.6% as documented in the 2017--2018 ESSA Consolidated Federal Grant Application SC5000.

State Compensatory funds budgeted at Stamford High School for payroll are \$19,495.00 with a total of 0.35 FTE's and an additional \$1,250.00 budgeted for supplies and license fees.

# Campus Funding Summary

<b>State Compensatory Funds</b>					
<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>
1	3	2	Salaries -- EOC Remediation		\$19,495.00
<b>Sub-Total</b>					\$19,495.00
<b>Grand Total</b>					\$19,495.00

# Addendums

11-27-2018

3:00pm

1. Plan4Learning

a. Review Plan - November assessments

b. Update Comprehensive Needs Assessment

2. Review PBMAS stage 1 findings

a. SPED STAAR Alt. 2 Participation Rate

i. Grades 3-9 25% (0 - 10.0)

b. SPED Regular Class  $\geq 80\%$  Rate

i. All Students 52.7% (70.0 - 100)

c. CTE Nontraditional Course Completion 2

i. Females 19.7% (40.0 - 100)

3  
2

3.  
4. Adjourn

Attendance 96.77%

Plan Signatures and Title:

1. Greg Loda - Principal
2. Janice Lefevre - Para
3. Stephanie Carver - teacher
4. Sheana Lefevre - teacher
5. Sedona Mueller
6. Debbie Birdsong
7. Marc P
8. Paul
- 9.
- 10.