

Reagan County High School Campus Improvement Plan 2015-2017



October 13, 2015
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.***

2015-2016 Campus Site-Based Decision Making Committee

Adrian Alonso	Teacher—Fine Arts	
Freida Zuberbueler	Teacher—Science	Freida L. Zuberbueler
Holly McDermott	Teacher—CTE	Holly McDermott
Lauren McPhaul	Teacher—ELAR	Lauren McPhaul
Kelly Wilson	Teacher—Social Studies	Kelly Wilson
Karli Kendall	Teacher—Math	Karli Kendall
Mary Thorp	Paraprofessional	Mary Thorp
Ken Campbell	Athletic Director	Ken Campbell
Pam McCain	Counselor	Pam McCain
Eric Hallmark	Assistant Principal	Eric Hallmark
Letty Aguilera	Parent	Letty Aguilera
Dusty McLain	Parent	Dusty McLain
Frank White	Community/Business	Frank White
Karen Dorsey	Community	Karen Dorsey
Sammy Dodd	Business	Sammy Dodd
Sherri Gay	Business	Sherri Gay
Kara Sue Garlitz	Principal, Chair	Kara Sue Garlitz

Comprehensive Needs Assessment

A Comprehensive Needs Assessment was conducted on May 15, 2015, a strategic planning session to recommend priorities and goals for the 2015-2017 was conducted July 12-14, 2015, with a meeting to amend and approve priorities and goals for 2015-2017 to be held in October 13, 2015 (agenda and signatures of attendees on file with the campus principal).

CNA Participants in Attendance May 15, 2015	Data Sources Examined in *May, #July, and @October:
Alonso, Adrian	#@ Projected Accountability Rating for 2014-2015
Armendarez, Jennifer	#@ STAAR Data—disaggregated (Goal 1 & SCE Evaluation)
Barton, Patricia	*#@ TELPAS Data—disaggregated (not embedded in CIP)
Brown, Norma	*#@ Dropout and School Leaver data—disaggregated (Goal 4 & SCE Evaluation)
Caffey, David	*#CBAs--Curricular Based Assessments (not embedded in CIP)
Campbell, Brit	*#Campus discipline referral data (Goal 3 and Appendix A)
Campbell, Ken	*#@ Student attendance and truancy data (Appendix C)
Cochran, Vanessa	*#@ Campus parent participation records (Goal 5)
Dehnel, Sharlynda	@SAT/ACT/AP data
Fuller, Shane	#@Highly Qualified Report (Goal 2)
Goodloe, Carmen	
Long, Aaron	
Marquez, Rosa	
Masters, Ashley	
McCain, Pam	Participants in July 12-14 Strategic Planning Session
McPhaul, Lauren	Zuberbueler, Freida
Reyes, David	Wilson, Kelly
Tatum-Smith, Tracy	McPhaul, Lauren
Soto, Edward	Hallmark, Eric
Webb, Kathy	Garlitz, Kara Sue
Wilson, Kelly	
Zuberbueler, Freida	
Hallmark, Eric	
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 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>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>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>Dean of Curriculum</i> • <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>Improve teacher retention rates</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 2015 was approximately \$223,852

Total FTEs funded through SCE at this campus in 2015 was approximately: 5

(2015-2016 figures will not be released until after October 2015 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		
	2014	2015	2016	2014	2015	2016	2014	2015	2016	2014	2015	2016
Students At-Risk	55%	65%		40%	21%		76%	93%		58%	50%	
Not At-Risk	86%	100%		92%	83%		100%	100%		97%	92%	

	Drop Out Data			Completion Data		
	2012-2013	2013-2014	2014-2015	2012-2013	2013-2014	2014-2015
Students At-Risk	1%	5%		96.7%	95%	
Students Not At-Risk	0%	0%		97.6%	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 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 2016 and will meet 100% of the state accountability system safeguards. [DIP Goal 1]

Objective: By May 2016, 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 2016, the Met Standard level percentage of all students will have a satisfactory cut score on all portions of the state tests 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
2013-2014 % Met Standard	57%	91%	49%	100%	45%		0%	82%	80%
2014-2015 % Met Standard	56%	68%	54%	---	43%		42%	34%	100%
2015-2016 % 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 Norma Brown Shannon Caffey Trent Davidson Sharlynda Dehnel Samantha Dralle Shane Fuller Karli Kendall Lance Little Aaron Long Ashley Masters Holly McDermott Lauren McPhaul Casey Miles David Reyes Robbie Robinson Tracy Smith Edward Soto	Every six weeks	Aug 2015— May 2016	SCE Funds # FTE	Improved six weeks grades Reduced failure rate

	<p>Kathye Webb Kelly Wilson Frieda Zuberbueler</p> <p><u>Principal s</u> Kara Garlitz Eric Hallmark</p>				
<p>Provide state credit courses for those students who are at risk of failing portions of the state mandated tests.</p>	<p><u>Dean of Curriculum</u> Teresa Tekell</p> <p><u>Counselors</u> Pam McCain Cherie Venable</p> <p><u>Core Teachers</u> Shannon Caffey Sharlynda Dehnel Samantha Dralle Shane Fuller Karli Kendall Lance Little Aaron Long Ashley Masters Lauren McPhaul Casey Miles Robbie Robinson Kelly Wilson Freida Zuberbueler</p> <p><u>Principals</u> Kara Garlitz Eric Hallmark</p>	<p>Each six weeks</p>	<p>Aug 2015— May 2016</p>	<p>High School Allotment</p>	<p>Improved performance on concept specific STAAR & TAKS aligned assessment</p>
<p>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</p>	<p><u>Teachers</u> Adrian Alonso Michelle Bastin Lezlie Brown Norma Brown Trent Davidson Sharlynda Dehnel Samantha Dralle Shane Fuller Karli Kendall Lance Little Aaron Long Ashley Masters Holly McDermott Lauren McPhaul</p>	<p>June 2016</p>	<p>Aug 2015— May 2016</p>	<p>Local Funds HS Allotment</p>	<p>Improved performance on content specific State assessments</p>

	<p>Casey Miles David Reyes Robbie Robinson Tracy Smith Edward Soto Kathye Webb Kelly Wilson Frieda Zuberbueler</p> <p><u>Principal</u> Kara Garlitz</p> <p><u>Region 18</u></p> <p><u>Dean of Curriculum</u> Teresa Tekell</p>				
Curriculum Based Assessments for all core subjects.	<p><u>Core Teachers</u> Shannon Caffey Sharlynda Dehnel Samantha Dralle Shane Fuller Karli Kendall Lance Little Aaron Long Ashley Masters Lauren McPhaul Casey Miles Robbie Robinson Kelly Wilson Freida Zuberbueler</p> <p><u>Principal</u> Kara Garlitz</p> <p><u>Dean of Curriculum</u> Teresa Tekell</p>	Every 6 weeks	Aug 2015— May 2016	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> Kara Garlitz</p> <p><u>Aides</u> Vanessa Cochran Rosa Marquez Susie Kohutek Mary Thorp</p> <p><u>Teachers</u> Michelle Bastin</p>	End of each semester	Aug 2015-- May 2016	Local Funds SCE funds \$43,824 SpEd funds	Improved performance in classroom of students in special programs

	<p>Shannon Caffey Sharlynda Dehnel Samantha Dralle Shane Fuller Karli Kendall Ashley Masters Holly McDermott Lauren McPhaul Casey Miles Robbie Robinson Kathye Webb Kelly Wilson Frieda Zuberbueler</p> <p><u>Counselors</u> Pam McCain 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 Samantha Dralle Shane Fuller Karli Kendall Lance Little Aaron Long Ashley Masters Lauren McPhaul Casey Miles Robbie Robinson Kelly Wilson Freida Zuberbueler</p> <p><u>Principal</u> Kara Garlitz</p>	<p>End of each semester</p>	<p>Aug 2015— May 2016</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 Karli Kendall Frieda Zuberbueler Aaron Long Samantha Dralle Lauren McPhaul Robbie Robinson Kelly Wilson</p>	<p>Jan 2015 & June 2016</p>	<p>Aug 2015— May 2016</p>	<p>Local Funds HS Allotment</p>	<p>Increased proficiency scores on state assessments</p>

	Principals Kara Garlitz Eric Hallmark				
Continue Owl Pride Program to encourage improvement in student academic performance	Principals Kara Garlitz Eric Hallmark Community Partners	Every six weeks	Aug 2015— May 2016	Donated funds Local funds	Improved academic performance among all subpopulations of student groups
Monitor student attendance weekly to reinforce the importance of attendance and how it affects academic performance.	Principals Kara Garlitz Eric Hallmark	Weekly	Aug 2015 May 2016	Local Funds	Improved academic performance among all subpopulations of student groups.
Implement Reading/Writing Workshop & Classroom Libraries/VFR in English 1,2, 3 & 4	English Teachers Sharlynda Dehnel Samantha Dralle Aaron Long Lauren McPhaul Kathye Webb	Every 6 weeks	Aug 2015 May 2016	Local Funds HS Allotment	Improved academic engagement and ELAR performance.
Implement online vocabulary programs for ELAR--Membean	English Teachers Sharlynda Dehnel Samantha Dralle Aaron Long Lauren McPhaul Kathye Webb	Weekly	Aug 2015 May 2016	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 2015, 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 2016.

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 2013-14 Fall Semester	90%	88%	100%
Data 2013-14 Spring Semester	96%	96%	100%
Data 2014-2015 Fall Semester	93%	94%	100%
Data 2014-2015 Spring Semester	100%	100%	100%
Data 2015-2016			

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.	<p>Principals Kara Garlitz Eric Hallmark</p> <p>Superintendent Steve Long</p> <p>Business Manager Susan Gunnels</p>	September 2015	Aug 2015— July 2016	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	<p>Superintendent Steve Long</p> <p>Principals Kara Garlitz</p>	July 2016	Aug 2015— July 2016	Local Funds	New hires are highly qualified, top-notch teachers

	Eric Hallmark				
Provide teachers opportunities to take additional certification exams	<p><u>Special Program Director</u> Kim Hutchinson</p> <p><u>Business Manager</u> Susan Gunnels</p> <p><u>Superintendent</u> Steve Long</p> <p><u>Principals</u> Kara Garlitz Eric Hallmark</p>	June 2016	Aug 2015— June 2016	Local Funds	Adequate number of HQ personnel for all subjects taught.
Identify teachers who do not meet NCLB HQ requirements and provide specific professional development	<p><u>Principals</u> Kara Garlitz Eric Hallmark</p> <p><u>Special Program Director</u> Kim Hutchinson</p> <p><u>Superintendent</u> Steve Long</p>	Beginning and end of each semester	Aug 2015— May 2016	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.	<p><u>Principal</u> Kara Garlitz</p> <p><u>Special Program Director</u> Kim Hutchinson</p> <p><u>ESC 18</u></p> <p><u>Tarleton PACT</u></p> <p><u>xamonline.com</u></p>	February 2016	Aug 2015— Jan 2016	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	<p><u>Principals</u> Kara Garlitz Eric Hallmark</p> <p><u>Superintendent</u> Steve Long</p>	May 2016	Aug 2015— May 2016	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> Kara Garlitz <u>ESC 18</u> <u>Dean of Curriculum</u> Teresa Tekell <u>Superintendent</u> Steve Long	End of each semester	June 2015— July 2016	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> Kara Garlitz Eric Hallmark <u>Superintendent</u> Steve Long	June 2016	Aug 2015— May 2016	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 Kara Garlitz Eric Hallmark	Each six weeks	Aug 2015— May 2016		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 2016 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
2013-2014 referrals/ students	301 referrals 114 students	35 referrals 18 students	260 referrals 93 students	5 referrals 3 students	201 referrals 63 students	-----	31 referrals 12 students	20 referrals 7 students	11 referrals 4 students	184 referrals 69 students	117 referrals 45 students
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											
* 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 consequence for bullying, violence including dating violence, suicide prevention, harassment, alcohol and drug use.	Assistant Principal Eric Hallmark Counselors Pam McCain Cherie Venable Athletic Director Ken Campbell Special Program Director Kim Hutchinson	May 2016	Aug 2015— May 2016	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.	Principals Kara Garlitz Eric Hallmark Athletic Director	Monthly	Aug 2015— May 2016	Local Funds	Reduction in the number of drug related infractions

	Ken Campbell				
Implement and maintain anonymous CyberBully Hotline	<u>Assistant Principal</u> Eric Hallmark	Each Semester	Aug 2015— May 2016	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> Kara Garlitz Eric Hallmark	Each six weeks	Aug 2015— May 2016	Local Funds	Reduction in discipline referrals with increase in students qualifying for program

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

Objective: By May 2016, 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
2012-2013 Drop-out report	0.8%	0%	1%	----	0.8%	----	0%	11.1%	0%
2013-2014 Drop-out report	3%	6.67%	2.04%	-----	0%	-----	0%	0%	0%
2014-2015 Drop-Out report									

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 Kara Garlitz</p> <p>Counselors Pam McCain 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 2015— July 2016	HS Allotment SCE funds \$14,430 Computer programs	Successful completion of course work to recover credits
Actively contact parents concerning student absences	<p>Assistant Principal Eric Hallmark</p> <p>Secretary Carmen Goodloe</p>	Daily	Aug 2015— May 2016	Local Funds	Decrease in absences

Provide tutorial time for students at risk of failing required courses	<u>All Staff</u> Adrian Alonso Michelle Bastin Lezlie Brown Norma Brown David Caffey Shannon Caffey Ken Campbell Vanessa Cochran Trent Davidson Sharlynda Dehnel Samantha Dralle Shane Fuller Karli Kendall Susie Kohutek Lance Little Aaron Long Rosa Marquez Ashley Masters Holly McDermott Lauren McPhaul Casey Miles David Reyes Robbie Robinson Tracy Smith Edward Soto Mary Thorp Kathye Webb Lynn White Kelly Wilson Freida Zuberbueler	Every Day Saturday tutorials	Aug 2015— May 2016	Local Funds SCE funds \$93,968	Improvement in grades
Dual credit courses, Pre-AP and AP courses are offered for advanced and GT students	<u>Teachers</u> Shannon Caffey Trent Davidson Sharlynda Dehnel Samantha Dralle Shane Fuller Karli Kendall Lance Little Aaron Long Ashley Masters Lauren McPhaul Casey Miles Robbie Robinson Kelly Wilson Frieda Zuberbueler <u>Counselors</u>	Every six weeks	Aug 2015— May 2016	Local Funds HS Allotment Midland College	Increased number of students graduate from high school with college credit

	<p>Pam McCain Cherie Venable</p> <p><u>Principal</u> Kara Garlitz</p> <p><u>Midland College</u></p>				
Dedicated teacher to maintain the Success Center as an Alternative Educational Placement for accelerate credits for graduation	<p><u>Principal</u> Kara Garlitz</p> <p><u>Counselors</u> Pam McCain Cherie Venable</p> <p><u>Designated teachers</u> David Caffey Mary Thorp</p>	Every six weeks	Aug 2015— May 2016	Local Funds SCE funds \$32,296 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	<p><u>Teachers</u> Shannon Caffey Sharlynda Dehnel Samantha Dralle Karli Kendall Lance Little Aaron Long Lauren McPhaul David Reyes Robbie Robinson Kathye Webb Kelly Wilson Frieda Zuberbueler</p> <p><u>Principals</u> Kara Garlitz Eric Hallmark</p> <p><u>Counselors</u> Pam McCain Cherie Venable</p>	End of each semester	Aug 2015— May 2016	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	<p><u>Teacher</u> Frieda Zuberbueler</p> <p><u>Principals</u> Kara Garlitz Eric Hallmark</p> <p><u>Counselors</u> Pam McCain</p>	End of each semester	Aug 2015- May 2016	Local Funds HS Allotment	More students will have the necessary credits to advance grade levels and graduate.

	Cherie Venable				
Provide preparation and information about transitioning to high school to eighth graders	Principal Kara Garlitz Counselors Pam McCain Cherie Venable	May 2016	Jan 2016— May 2016	Local Funds CTE funds	All eighth graders will have a four year plan developed that includes an endorsement with a career pathway as well as plans for extracurricular involvement.

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

Objective: By May 2015, 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 2016, 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 75% by 2014, and 85% by 2015, of students' parents/family members participated in partnership in education opportunities.

Parent/Teacher Conference Participation						
	2013-2014		2014-2015		2015-2016	
9 ^h Grade	46/64	72%	34/54	63%		
10 th Grade	64/80	80%	32/65	49%		
11 th Grade	41/56	73%	36/63%	57%		
12 th Grade	48/55	87%	42/60%	70%		
Overall	199/255	78%	42/60%	60%		

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 Kara Garlitz</p> <p>LOTE Teachers Edward Soto David Reyes</p> <p>Parent Liaison Liz Rivero</p> <p>Secretary C. Goodloe</p>	May 2016	Aug 2015— May 2016	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 Pam McCain Cherie Venable</p> <p>Principals Kara Garlitz Eric Hallmark</p> <p>Teachers Adrian Alonso Michelle Bastin Lezlie Brown Norma Brown</p>	End of First Semester	Oct 2015—	State and local funds Community agencies	Documentation of attendance

	Shannon Caffey Trent Davidson Sharlynda Dehnel Samantha Dralle Shane Fuller Karli Kendall Lance Little Aaron Long Ashley Masters Holly McDermott Lauren McPhaul Casey Miles David Reyes Robbie Robinson Tracy Smith Edward Soto Kathye Webb Kelly Wilson Frieda Zuberbueler				
Send home a three week progress report for students who are failing and mail six week report card to all students' parents	<p><u>Teachers</u> Adrian Alonso Michelle Bastin Lezlie Brown Norma Brown Shannon Caffey Trent Davidson Sharlynda Dehnel Samantha Dralle Shane Fuller Karli Kendall Lance Little Aaron Long Ashley Masters Holly McDermott Lauren McPhaul Casey Miles David Reyes Robbie Robinson Tracy Smith Edward Soto Kathye Webb Kelly Wilson Frieda Zuberbueler</p> <p><u>Counselor</u> Pam McCain Cherie Venable</p>	Every 3 weeks	Aug 2015— May 2016	Local Funds	Increase in parental awareness

Utilize the High School's digital marquee, online app, and Facebook to display upcoming high school events	Principal Kara Garlitz PEIMS Clerk Susan Schwertner	Weekly	Aug 2015— May 2016	Local Funds	Increase in parental awareness of high school activities
Provide parents the results of state assessments and TAIS report card in English and Spanish and encourage parents to contact the principal to receive assistance in translating results.	Principal Kara Garlitz Secretary C. Goodloe Counselors Pam McCain Cherie Venable	August 2016	Aug 2015— July 2016 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	Principal Kara Garlitz Technology Director Tracey McPhaul PEIMS Clerk Susan Schwertner Secretary Carmen Goodloe Counselors Pam McCain Cherie Venable	June 2016	Aug 2015— July 2016	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.	Counselors Pam McCain Cherie Venable	June 2016	Jan 2015— May 2016	Local Funds CTE funds	Increase in parental awareness of postsecondary opportunities.

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 2016, 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> Kara 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 Aaron Long Kelly Wilson Michelle Bastin</p>	July 2016	Aug 2015— May 2016	Local Funds	Students and UIL are successful in invitational and district competitions.
Provide CTE Career Pathways in Ag Science, Ag/welding, Culinary, Health Occupations, and Business through which students explore involvement opportunities and earn endorsements	<p><u>Principal</u> Kara Garlitz</p> <p><u>Counselors</u> Pam McCain Cherie Venable</p> <p><u>CTE Teachers</u> Michelle Bastin Lezlie Brown Norma Brown Trent Davidson Holly McDermott</p>	July 2016	Aug 2015— May 2016	CTE funds Local funds	Students follow a CTE Career Pathway 2-3 years.
Ensure there is proper funding for elective courses and extracurricular activities	<p><u>Principal</u> Kara Garlitz</p> <p><u>Athletic Director</u> Ken Campbell</p> <p><u>Superintendent</u></p>	April 2016	Aug 2015— May 2016	Local Funds	All groups and teams have fully participated in their classes and activities within budget

	Steve Long <u>Business Manager</u> Susan Gunnels				
Provide preparation and information about transitioning to high school to eighth graders	<u>Principal</u> Kara Garlitz <u>Counselors</u> Pam McCain Cherie Venable	May 2016	Jan 2016— May 2016	Local Funds CTE funds	All eighth graders will have a four year plan developed that includes a career pathway as well as plans for extracurricular involvement.

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

Grade Level = 09	2012-2013	2013-2014	2014-2015	2015-2016
Corporal Punishment	N/R	37	34	
1-3 Days	41	17	50	
4-9 Days	16	4	4	
10 + Days	6	0	2	
Total Referrals/ # Students	63 referrals/ 25 students	58 referrals/ 26 students	90 referrals/ 39 students	

Grade Level = 10	2012-2013	2013-2014	2014-2015	2015-2016
Corporal Punishment	N/R	50	43	
1-3 Days	35	29	58	
4-9 Days	8	3	16	
10 + Days	3	0	1	
Total Referrals/ # Students	46 referrals/ 19 students	82 referrals/ 34 students	118 referrals/ 57 students	

Grade Level = 11	2012-2013	2013-2014	2014-2015	2015-2016
Corporal Punishment	N/R	40	37	
1-3 Days	7	35	27	
4-9 Days	8	1	10	
10 + Days	4	0	0	
Total Referrals/ # Students	19 referrals/ 10 students	76 referrals/ 24 students	74 referrals/ 44 students	

Grade Level = 12	2012-2013	2013-2014	2014-2015	2015-2016
Corporal Punishment	N/R	40	40	
1-3 Days	1	45	27	
4-9 Days	0	0	2	
10 + Days	0	0	1	
Total Referrals/ # Students	1 referral/ 1 student	85 referrals/ 30 students	70 referrals/ 42 students	

APPENDIX B—RCHS Average Daily Attendance**Average Daily Attendance Report****08/26/2013—05/30/2014**

		9	10	11	12	Total
A	Number of Days Taught					177
B	Total Days Membership-All Students	10963.0	13132.0	9869.0	9727.0	43691.0
C	Total Days Absent-All Students	746.0	931.0	842.0	723.0	2702.0
D	Total Days Present-All Students (B-C)	10217.0	12201.0	9027.0	9004.0	40449.0
E	Ineligible Days Present	0	0	0	0	0
F	Total Eligible Days Present (D-E)	10217.0	12201.0	9027.0	9004.0	50666.0
P	Refined ADA (F/A)	58.4	69.7	51.6	51.4	231.1
Q	Percent Attendance (%)	93.2%	92.9%	91.5%	92.6%	92.6%

Average Daily Attendance Report**08/25/2014—05/29/2015**

		9	10	11	12	Total
A	Number of Days Taught					177
B	Total Days Membership-All Students	9545.0	11857.0	11331.0	9808.0	42541.0
C	Total Days Absent-All Students	527.0	704.0	779.0	758.0	2768.0
D	Total Days Present-All Students (B-C)	9018.0	11153.0	10552.0	9050.0	39773.0
E	Ineligible Days Present	0	0	0	0	0
F	Total Eligible Days Present (D-E)	9018.0	11153.0	10552.0	9050.0	39773.0
P	Refined ADA (F/A)	51.24	63.57	59.95	51.42	225.98
Q	Percent Attendance (%)	94.48	94.06	93.13	92.27	93.49

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					
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 2013 & 2014 State Accountability Summary

**TEXAS EDUCATION AGENCY
2014 Accountability Summary
REAGAN COUNTY H S (192901001) - REAGAN COUNTY ISD**

**TEXAS EDUCATION AGENCY
2015 Accountability Summary
REAGAN COUNTY H S (192901001) - REAGAN COUNTY ISD**

Accountability Rating

Met Standard

Met Standards on

- Student Achievement
- Closing Performance Gaps
- Postsecondary Readiness

Did Not Meet Standards on

- NONE

Distinction Designation



Academic Achievement in Reading/ELA

NO DISTINCTION EARNED

Academic Achievement in Mathematics

DISTINCTION EARNED

Academic Achievement in Science

DISTINCTION EARNED

Academic Achievement in Social Studies

DISTINCTION EARNED

Top 25 Percent Student Progress

NOT ELIGIBLE

Top 25 Percent Closing Performance Gaps

NO DISTINCTION EARNED

Postsecondary Readiness

DISTINCTION EARNED

Campus Demographics

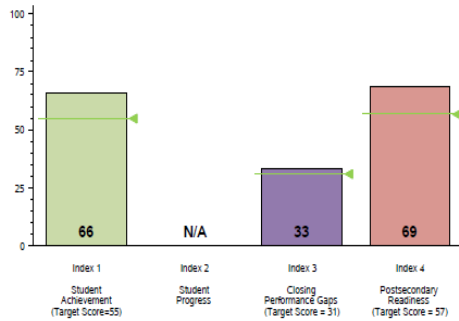
Campus Type	High School
Campus Size	253 Students
Grade Span	09 - 12
Percent Economically Disadvantaged	44.3%
Percent English Language Learners	8.3%
Mobility Rate	10.8%

System Safeguards

Number and Percent of Indicators Met

Performance Rates	12 out of 15 = 80%
Participation Rates	8 out of 8 = 100%
Graduation Rates	2 out of 2 = 100%
Total	22 out of 25 = 88%

Performance Index Report



Performance Index Summary

Index	Points Earned	Maximum Points	Index Score
1 - Student Achievement	344	520	66
2 - Student Progress	N/A	N/A	N/A
3 - Closing Performance Gaps	524	1,600	33
4 - Postsecondary Readiness			
STAAR Score	5.3		
Graduation Rate Score	24.2		
Graduation Plan Score	22.6		
Postsecondary Indicator Score	16.5		69

Accountability Rating

Met Standard

Met Standards on

- Student Achievement
- Student Progress
- Closing Performance Gaps
- Postsecondary Readiness

Did Not Meet Standards on

- NONE

In 2015, 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 Reading/ELA

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

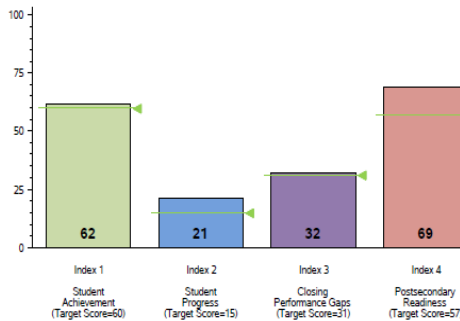
Postsecondary Readiness

NO DISTINCTION EARNED

Campus Demographics

Campus Type	High School
Campus Size	245 Students
Grade Span	09 - 12
Percent Economically Disadvantaged	24.1
Percent English Language Learners	9.0
Mobility Rate	16.4

Performance Index Report



Performance Index Summary

Index	Points Earned	Maximum Points	Index Score
1 - Student Achievement	246	397	62
2 - Student Progress	82	400	21
3 - Closing Performance Gaps	257	800	32
4 - Postsecondary Readiness			
STAAR Score	5.5		
Graduation Rate Score	23.9		
Graduation Plan Score	18.6		
Postsecondary Component Score	21.0		69

State System Safeguards

Number and Percent of Indicators Met

Performance Rates	6 out of 11 = 55%
Participation Rates	6 out of 6 = 100%
Graduation Rates	3 out of 3 = 100%
Total	15 out of 20 = 75%

APPENDIX D—RCHS State Compensatory Education Budget Summaries

LAST NAME	FIRST NAME	ASSIGNMENT	SCE \$\$	FTEs
Alonso	Adrian	Teacher	5565.29	0.15
Armendarez	Jennifer	Teacher	4898.64	0.12
Caffey	Shannon	Teacher	6536.51	0.125
Campbell	Brit	Teacher	4491.50	0.125
Dehnel	Sharlynda	Teacher	5306.85	0.13
Fuller	Shane	Teacher	5747.75	0.125
Gomez	Maribel	Teacher	5857.76	0.125
Jones	Rena	Teacher	6394.01	0.125
Kohutek	Susie	Paraprofessional	12650.04	0.50
Little	Lance	Teacher	4637.73	0.125
Marler	Josh	Teacher	6056.51	0.125
Marquez	Rosa	Paraprofessional	13340.04	0.50
Masters	Ashley	Teacher	4311.84	0.12
McPhaul	Lauren	Teacher	5382.75	0.125
Nguyen	Thuy	Teacher	32296.50	0.75
Rojas Smith	Cynthia	Paraprofessional	9019.98	0.50
Smith	Kent	Teacher	6536.51	0.125
Soto	Edward	Teacher	6298.77	0.13
Webb	Kathye	Teacher	6536.51	0.125
White	Lynn	Paraprofessional	8814.03	0.39
Wilson	Kelly	Teacher	4417.76	0.125
Zuberbueler	Freida	Teacher	17671.02	0.50
		TOTAL	\$182,768.30*	5.165

*Totals do not include FICA, Insurance, or TRS Stat Min

2014-2015

*These were not made available for the 2014-2015 school year, but can be assumed to be similar to values from previous year.

LAST NAME	FIRST NAME	ASSIGNMENT	SCE \$\$	FTEs
Alonso	Adrian	Teacher	*	*
Armendarez	Jennifer	Teacher	*	*
Caffey	David	Teacher	*	*
Caffey	Shannon	Teacher	*	*
Campbell	Brit	Teacher	*	*
Dehnel	Sharlynda	Teacher	*	*
Fuller	Shane	Teacher	*	*
Long	Aaron	Teacher	*	*
Reyes	David	Teacher	*	*
Jones	Rena	Teacher	*	*
Kohutek	Susie	Paraprofessional	*	*
Little	Lance	Teacher	*	*
Marquez	Rosa	Paraprofessional	*	*
Masters	Ashley	Teacher	*	*
McDermott	Holly	Teacher	*	*
McPhaul	Lauren	Teacher	*	*
Pae	Christy	Teacher	*	*
Pae	Kelly	Teacher	*	*
Soto	Edward	Teacher	*	*
Webb	Kathye	Teacher	*	*
White	Lynn	Paraprofessional	*	*
Wilson	Kelly	Teacher	*	*
Zuberbueler	Freida	Teacher	*	*
Cochran	Vanessa	Paraprofessional	*	*
		TOTAL	\$223,852	Approx. 5

2015-2016

These numbers will not be available until November 2015. This will be updated at that time.