

# **SHALLOWATER MIDDLE SCHOOL IMPROVEMENT PLAN**



**2008-2009**



Annual Performance Objective #1.1: To provide a program meeting all requirements for Adequate Yearly Progress under the guidelines of No Child Left Behind

INITIATIVES: Strategies (Steps)	PERSON RESPONSIBLE	TIME LINE	RESOURCES	FORMATIVE EVALUATION	SUMMATIVE EVALUATION
<p>Disaggregate TAKS test data from 2008 tests in order to identify and target specific areas where student achievement gaps are evident.</p> <p>Using disaggregated 2008 test data to align curriculum with identified needs to incorporate daily skills and instruction prioritizing.</p>	All staff	August/May	District Funds Personnel	Teacher Assessments Benchmarks	TAKS
<p>Achieve AYP performance gains for all students by aligning classroom instruction to remediate specific student needs.</p> <p>Hold individual student conferences in order to individualize student plans for the 2008-2009 school year.</p>	Principal Teachers	August/May	Curriculum	Teacher assessments, progress reports, and benchmarks	Periodic/Benchmark assessments
<p>Communicate individualized student plans for 2008-2009 school year to parents/guardians.</p>	Teachers		Administration Teachers	Signed forms from parents indicating receipt	Student conference lists
<p>Provide accelerated instruction for special education students to enable them to demonstrate mastery on grade level assessments and/or meet required improvement levels.</p>	Principals Special ed staff Teachers	August/May	Plato, HONDA AIMSweb Personnel AIMSweb Intervention Voyager	AIMSweb assessments Plato assessments Benchmark assessments Formative Assessments	TAKS Accom. TAKS

Annual Performance Objective #1.2: To meet all requirements of a Recognized or Exemplary District in the Academic Excellence Indicator System

INITIATIVES: Strategies (Steps)	PERSON RESPONSIBLE	TIME LINE	RESOURCES	FORMATIVE EVALUATION	SUMMATIVE EVALUATION
Improve Tier I instruction to provide high quality instruction in all core classes and prevent the need for intervention.	Administration Teachers	August-May	Learning Lab Plato	Benchmarks and Classroom Assessments	TAKS
Commended Performance—Increase the percentage of commended performance through the increased use of higher level questioning	Administration Teachers	Ongoing	ESC 17 and consultants	Benchmarks, classroom assessments, walk throughs, and TMDS	TAKS
Utilize ARI/AMI funds to provide quality intervention activities in reading and math at grades 6 and 7.	Administration Teachers	Aug-May	TMDS Comp. Ed. AIMS Web	Benchmark data	TAKS
Maintain attendance rates at or above state standard	Teachers, staff, and administration	Ongoing	District funds Personnel	Noted improvement monthly	AEIS
Provide research based reading and math instruction based upon the Three Tiered Intervention model in grades 5-8.	Teachers and interventionist	August - May	Interventionist AIMSweb Various Intervention Resources	AIMSweb Formative Assessments	TAKS, TELPAS, AIMSweb TAKS Accom.

<b>INITIATIVES: Strategies (Steps)</b>	<b>PERSON RESPONSIBLE</b>	<b>TIME LINE</b>	<b>RESOURCES</b>	<b>FORMATIVE EVALUATION</b>	<b>SUMMATIVE EVALUATION</b>
Identify and provide all LEP Students an ESL program that develops proficiency in the comprehension, speaking, reading, and composition of the English language	ESL certified teachers	Beginning of each school year/as new students are enrolled	ESL funds, Title I funds, SCE, local funds, Title III funds, (ESL/ESC Coop)	Home Language Survey  List of ESL students	TAKS Scores TELPAS
Conduct a comprehensive needs assessment of all ESL students to determine strengths and weaknesses	Administrator	May	TAKS, RPTE, LPAC Records, AEIS-It, Spanish TAKS	Disaggregated scores of students	Written annual evaluation of ESL program
Reduce the percentage of LEP exemptions on TAKS	LPAC	Spring		List of students exempted	Performance Based Monitoring (PBM)
Reduce the number of parent denials for ESL program	Administrators LPAC	As needed		Conference with parents	List of students with denials
Provide staff development for professional staff as well as for paraprofessionals that is researched based with input from staff	Administrators	Fall and/or Spring	ESC ESL Coop, ESC Title III SSA, Title I, SCE	Registration for workshops	Attendance Certificates
Ensure that LEP students are not over represented in special education or underrepresented in G/T education	Administrators Minority committee members, LPAC	Fall/ Spring		List of identified/recommended students in either program	PBM
Ensure that information to parents is provided in the home language	Administrators ESL teachers LPAC	Ongoing	ESL funds, Title I funds, Title III funds, Local funds,	List of qualified translators ESC Forms	Copies of notices sent to parents
Provide opportunities for parents of ESL students to participate in school-sponsored activities	Administrators, Teachers, LPAC members, SBDM committee	Fall/ Spring	Local funds, ESL funds, Title I funds, CATE, Special Education funds	School calendar of parent involvement activities	Parent Sign-In sheets

Long-Range Goal #1: Shallowater Middle School will provide curriculum and instruction to support high student performance for all students.

BE/ESL

Annual Performance Objective #1.3: To exceed the number of LEP/ESL students meeting the state standard on TAKS administrations of at least 60% in Reading/ELA, and 50% in Math.

Continue to recruit and retain highly qualified ESL staff, including minorities	Administrators SBDM	Spring semester, Summer	Local funds ESL funds	Positions posted	Fully certified staff hired
Address areas of PBM with Risk Levels of 2/3 for LEP/ESL which are:	Administrator	Spring	Local	Agenda	Written strategies developed

Long-Range Goal #1: Shallowater Middle School will provide curriculum and instruction to support high student performance for all students.

Dyslexia Program

**Annual Performance Objective #1.4: To ensure early identification of students with dyslexia and provide instruction appropriate to individual needs which leads to academic success.**

<b>INITIATIVES: Strategies (Steps)</b>	<b>PERSON RESPONSIBLE</b>	<b>TIME LINE</b>	<b>RESOURCES</b>	<b>FORMATIVE EVALUATION</b>	<b>SUMMATIVE EVALUATION</b>
Identify students with dyslexia or a related disorder and provide appropriate instructional services	Administration School Board Dyslexia Staff	August, January	Local, Title I, ARI funds	Staff training	List of students eligible for services
Provide a program for early identification, intervention, and support for students at risk for dyslexia or other reading difficulties	Dyslexia Staff	August	Local, Title I, ARI funds	Written procedures	Students identified
Annually align SBOE approved procedures and district/campus procedures	Dyslexia Staff	August	Local time	Draft of written procedures	Written procedures adopted
Provide services for students who may be eligible under Section 504	Administrators 504 Committee	Daily	Local, Title I, SCE	List of students identified	List of students served
Provide research based staff development for teachers of dyslexia students that uses individualized intensive, multi-sensory, and phonetic methods to teach reading with input from staff	Administrator	Summer	Local	Training scheduled	Attendance certificates
Provide, when possible, services to students at his/her campus	Administrator Dyslexia Staff	Daily	Local, Title I, ARI funds	Class schedules	List of students receiving services
Monitor student progress	Dyslexia teacher	Each six weeks	Local, Title I	Report cards	Skill mastery
Ensure teachers of dyslexic students have proper certification and/or endorsements	Administrator	Spring Summer	Local, Title I, Part A Title II, Part A, ESC 17	List of teachers providing services	Teaching certificates
Conduct a comprehensive needs assessment to determine students in program areas of strengths and weaknesses	Dyslexia Teachers	August – September January – May	Local, TPRI , VIP, and other assessment tests	List of students identified	Disaggregated data

**Annual Performance Objective #1.4: To ensure early identification of students with dyslexia and provide instruction appropriate to individual needs which leads to academic success.**

<b>INITIATIVES: Strategies (Steps)</b>	<b>PERSON RESPONSIBLE</b>	<b>TIME LINE</b>	<b>RESOURCES</b>	<b>FORMATIVE EVALUATION</b>	<b>SUMMATIVE EVALUATION</b>
Provide services for students according to their needs i.e., multi-sensory materials, books on tape, small group instruction	Dyslexia Teachers	Daily	Comprehensive needs assessment	Report Cards	Increase in test scores
Provide opportunities for parents of dyslexic students to participate in school-sponsored activities	Administrator Dyslexia Teacher	Fall/ Spring	Local	School calendar of parent involvement activities	Parent Sign-In sheets

**Annual Performance Objective #1.5: To provide an educational program to meet or exceed AEIS and AYP standards and meet No Child Left Behind mandates.**

<b>INITIATIVES: Strategies (Steps)</b>	<b>PERSON RESPONSIBLE</b>	<b>TIME LINE</b>	<b>RESOURCES</b>	<b>FORMATIVE EVALUATION</b>	<b>SUMMATIVE EVALUATION</b>
Conduct a comprehensive needs assessment of the entire school which may include but is not limited to TAKS, TPRI, RPTE, PBMAS, AEIS indicators, AYP, staff development, SDFSC annual report, etc.	Administrators Counselor SBDM	August – September		Disaggregated data	Areas of strengths and weaknesses identified
Ensure schoolwide reform strategies that address areas of weaknesses as identified in the comprehensive needs assessment such as: (Accelerated Reader, TMDS, Saxon Math, Content Mastery Lab, Plato, etc.)	Administrators Teachers SBDM	Daily		Daily class schedules	Increased student scores TAKS
Ensure instruction of all students by highly qualified staff/complete highly qualified forms for each teacher and PAKS for all paraprofessionals	Administrators	Daily		List of all teachers providing instruction List of paraprofessionals in instructional settings	Teacher Certificates Completed PAKS
Provide research based staff development for professional staff and paraprofessionals	Administrators Teachers, ESC	Fall/ Spring		Staff development calendars	Attendance Certificates
Attend job fairs, recruit from teacher certification programs, advertisements to ensure avenues for attracting highly qualified teachers and paraprofessionals schools	Administrators	Spring/ Summer		Course vacancy list	Highly qualified staff hirings
Provide parent involvement activities that are planned by parents in order to increase parent involvement	Administrators SBDM Parent representatives	April/ May		Parent involvement activities scheduled on school calendar	Sign-in sheets at activities to determine increase/decrease
Update highly qualified campus plan	Administrator		Title II, Part A	List of HQ and non-HQ teachers	All teachers HQ or in the process of becoming HQ

**Annual Performance Objective #1.5: To provide an educational program to meet or exceed AEIS and AYP standards and meet No Child Left Behind mandates.**

<b>INITIATIVES: Strategies (Steps)</b>	<b>PERSON RESPONSIBLE</b>	<b>TIME LINE</b>	<b>RESOURCES</b>	<b>FORMATIVE EVALUATION</b>	<b>SUMMATIVE EVALUATION</b>
Conduct a survey of teachers to decide the use of alternative assessments	Administration SBDM	Fall	Local	Survey	List of assessments
Provide effective, timely, additional assistance to students (including homeless students) who experience difficulty mastering the proficient or advanced levels of academic achievement standards through frequent monitoring of student progress and placement in supplemental programs in the core subject areas	CIS Administration Teachers	Ongoing	CIS ESL	Three week progress reports	Report Cards
Provide information/communications in a format and in a language that parents can understand	Administration Faculty Staff	Ongoing	ESL Local SCE	List of Interpreters	Copies of information and communication
Provide parents information on the level of achievement of parent's child on TAKS and timely notice that the parent's child has been assigned to, or has been taught for four or more consecutive weeks by a teacher who is not certified	Administration	September	Local	List of students and teachers not certified	Copy of notice sent to parents
Continue to monitor student progress and participation through AYP	Administration Teachers	Ongoing	Local funds	AYP report	AYP report
Provide timely notice that the parent's child has been assigned to, or has been taught for four or more consecutive weeks by a teacher who is not certified	Administrator	Four weeks	Local funds	List of teachers not highly qualified, their assignment, and start date	Copy of letters sent
Address areas of PBM with Risk Levels of which are: None					

**Annual Performance Objective #1.6: To ensure identification of qualified students and provide a continuum of services for Gifted/Talented students provided by G/T qualified teachers.**

<b>INITIATIVES: Strategies (Steps)</b>	<b>PERSON RESPONSIBLE</b>	<b>TIME LINE</b>	<b>RESOURCES</b>	<b>FORMATIVE EVALUATION</b>	<b>SUMMATIVE EVALUATION</b>
Update written policies that include provisions regarding furloughs, reassessment, exiting of students from program services, transfer student, appeals of district decisions regarding program placement	Administration G/T Staff G/T Selection Committee	May – August	Local	Agendas, Minutes, sign-in sheets	Written policies, handbooks
Continue an annual student nomination process with particular focus on ESL, economically disadvantaged, special education, and minority student nominations and/or placements	Administrator Teacher G/T Selection Committee	August – May	Local	Training of staff on G/T characteristics	List and records of student nominations
Provide an advanced and challenging curriculum to all G/T students in all grades	G/T Staff	August – May	Local, G/T funds, ESC	Lesson Plans	Student projects/ Student scores TAKS/SAT/ACT
Ensure equity of opportunity for all students for identification selection, and placement of students that includes the use of native language and non-verbal assessment	G/T Staff G/T Selection Committee	Fall, Spring	Local, G/T Funds	List of students to be tested	List of tests for students with language other than English/ Non-verbal tests
Ensure a minimum of three appropriate criteria that include both qualitative and quantitative measures in the areas of general intellectual ability and/or specific academic fields in grades 1-12	G/T Selection Committee G/T Staff	Spring	Local, G/T Funds, ESC	Planning meetings scheduled	Three criteria in place
Continue to provide opportunities for all professional staff to obtain 30 hours of G/T training	Administration	Fall, Spring, Summer	Local, Title V, G/T Funds	Staff development calendar	Course completion records
Revise and update G/T curriculum framework showing depth and complexity including the four core academic areas	G/T Staff	April – August	Local	Notes, minutes from meetings	Program evaluation data

**Annual Performance Objective #1.6: To ensure identification of qualified students and provide a continuum of services for Gifted/Talented students provided by G/T qualified teachers.**

<b>INITIATIVES: Strategies (Steps)</b>	<b>PERSON RESPONSIBLE</b>	<b>TIME LINE</b>	<b>RESOURCES</b>	<b>FORMATIVE EVALUATION</b>	<b>SUMMATIVE EVALUATION</b>
Survey staff to determine staff development needs	Administrator	Spring	Local	Survey	Record of G/T program activities
Provide opportunities to work together as a group, work with other students, and work independently during the school day as well as the entire school year	G/T Staff	Weekly	Local, G/T Funds	Lesson Plans, Schedules	Survey results
Conduct an annual evaluation, including surveys of families, students, program staff, and other district staff	G/T Staff	April	Local	Survey	Certificates on file
Ensure all teachers who teach in the G/T program have the proper certification and/or endorsements	Administrator	April – August	Local, G/T Funds	Interviews	Sign-in sheets
Encourage parental involvement and provide opportunities for parents to participate in school-sponsored activities i.e. annual meeting, UIL activities, etc.	Administrator G/T Staff	August – May	Local	Parent Involvement calendar	Written strategies developed

**Annual Performance Objective #1.7: To identify students who are At Risk of dropping out of school and provide support in mastering the TEKS and success on district and statewide assessments.**

<b>INITIATIVES: Strategies (Steps)</b>	<b>PERSON RESPONSIBLE</b>	<b>TIME LINE</b>	<b>RESOURCES</b>	<b>FORMATIVE EVALUATION</b>	<b>SUMMATIVE EVALUATION</b>
Develop a policy for identifying, entering, and exiting students from the SCE program	Principal	August	Total SCE funds \$64,141.	Meeting to develop policy	Local policy
Identify students at risk of dropping out of school using state criteria	Administrator Counselor, Teachers	End of 1 <sup>st</sup> six weeks and through-out the school year as needed		At-risk criteria distributed	List of at-risk students identified
Provide teachers with the confidential list of At-Risk students and supporting criteria used for identification	Principal	Beginning of school	Local	List developed	All teachers with list and supporting documentation
Conduct a comprehensive needs assessment which includes but is not limited to TAKS, dropout rate, completion rates, RPTE, to identify areas to accelerate	Counselors Teachers Site base teams	May or August	Local, Title I, Part A, SCE	Data disaggregated for at-risk students	Results of comprehensive needs assessment
Serve 6-12 students with below 70 average in 2 or more subjects through tutorials and accelerated instruction.	Middle School Principal	Fall – May	SCE, Local, Reading First, ARI	Identified students failing readiness test placed in program	TPRI results, VIP
Serve ELL students through an accelerated program to acquire proficiency in the English language	ESL Teachers Principal	August - May	ESL funds SCE Local	Progress reports LPAC Meetings	RPTE TAKS
Provide accelerated, intensive program for At-Risk students failing the TAKS through tutoring, computer-assisted instruction, extended day, week, year, specialized reading/math classes, etc.	Principals	August – May	SCE \$64,141. 1.6 FTE	Progress reports Report card grades Benchmark Tests	TAKS Completion rate
Compile a report that compares TAKS data of students at risk of dropping out of school and all other district students	Counselors SCE Staff	August – May	SCE AEIS	Disaggregated data	Written report

**Annual Performance Objective #1.7: To identify students who are At Risk of dropping out of school and provide support in mastering the TEKS and success on district and statewide assessments.**

<b>INITIATIVES: Strategies (Steps)</b>	<b>PERSON RESPONSIBLE</b>	<b>TIME LINE</b>	<b>RESOURCES</b>	<b>FORMATIVE EVALUATION</b>	<b>SUMMATIVE EVALUATION</b>
Provide research based staff development designed to assist students at-risk of dropping out of school for professional/paraprofessional staff with input from staff	Administrator ESC	Fall, Spring, Summer	Local, Title I, Part A, Title II, Part A, Title V, BE/ESL	Staff development calendar	Teacher/ Paraprofessional attendance certificates Sign in sheets
Conference with parents. Encourage parental involvement and provide opportunities for parents to participate in school-sponsored activities i.e. open house, fall festival, UIL, parent booster clubs, etc.	Administrator SCE Staff	August – May	Local, Title I, Part A	Parent involvement calendar	Evaluation of parent involvement activities

**Annual Performance Objective #1.8: To provide appropriate identification and a range of services that will ensure AEIS and AYP goals are met for students with disabilities.**

<b>INITIATIVES: Strategies (Steps)</b>	<b>PERSON RESPONSIBLE</b>	<b>TIME LINE</b>	<b>RESOURCES</b>	<b>FORMATIVE EVALUATION</b>	<b>SUMMATIVE EVALUATION</b>
Ensure all teachers and teacher assistants have the proper certification and/or endorsements and/or certificates of training required to teach in this special program	Administration Special Education Director	August	Special Education funds, Title I, Part A, Title II, Part A	Review of personnel files	Teacher/Teacher assistants certificates on file
Provide research based staff development, with input from staff	Administrator, Special Education Director, Teachers, Teacher assistants	Fall, Spring, Summer	Special Education, Title II, Part A, Title I, Part A	Staff development calendar	Attendance Certificates
Ensure that all students with disabilities have access to the general curriculum	Administrator, Counselor, Special Education Director, Special Teachers, Regular Education Teachers	August – May	Special Education, Local, Title I, Part A	ARD/IEP	Student schedules
Provide training to teachers regarding modifying the curriculum for students with disabilities	Special Education Director, ESC	August	Special Education, Local	Agenda	Sign-in sheets
Provide parental involvement and provide opportunities for parents of students with disabilities to participate in school-sponsored activities	Administrator, Special Education Director	Fall, Spring, Summer	Local, Special Education, Title I, Part A	Parent Involvement activity calendar	Sign-in sheets
Conduct a comprehensive needs assessment of students with disabilities to determine areas of strengths and weaknesses	Special Education Director, Special Education Teachers	May – August	SDAA, TAAS/TAKS, RPTE, TPRI, IEP's, etc.	Disaggregated data	IEP/Needs identified
Provide training to ARD committee	Special Education Director, ESC	August	ESC, Special Education Funds	Training scheduled	Sign-in sheets

**Annual Performance Objective #1.8: To provide appropriate identification and a range of services that will ensure AEIS and AYP goals are met for students with disabilities.**

<b>INITIATIVES: Strategies (Steps)</b>	<b>PERSON RESPONSIBLE</b>	<b>TIME LINE</b>	<b>RESOURCES</b>	<b>FORMATIVE EVALUATION</b>	<b>SUMMATIVE EVALUATION</b>
Consistency in 504 procedures and early staffing	Administration Staff	Ongoing	Special Ed. Funds Honda	Pre-referral team minutes	
Early intervention to prevent the need for referral	Administration	Ongoing			
Explore the development of a Response to Intervention model for identifying students with learning disabilities.	Administration Teachers	August-May	Special Ed. ESC 17 Honda	Documentation ARI AMI	TAKS
Address PBM areas with Risk Levels of 2/3 which are: Overidentification Hispanic overrepresentation .	Administration Teachers	August-May	ARD Prior Intervention ESC 17	Documentation from Special Education SST minutes	AEIS Report PEIMs

Annual Performance Objective #1.11: To provide assessment, targeted intervention when indicated, and a process for appropriate program placement for struggling students.

INITIATIVES: Strategies (Steps)	PERSON RESPONSIBLE	TIME LINE	RESOURCES	FORMATIVE EVALUATION	SUMMATIVE EVALUATION
Implement a three-tier intervention program for students in grades 6-8.	Administration H.O.N.D.A.	August	ESC 17 HONDA	Referral Records SST summaries	Referral Records SST summaries
Utilize AIMSweb to assess and identify students in need of intervention in math and reading	Administration	September, January, May	AIMSweb Reading Coach	Lists of intervention students	Spring benchmark data
Utilize AIMSweb to provide progress monitoring for students in Tiers II and III math intervention	Math Interventionist Special ed teachers	September - May	AIMSweb	AIMSweb data	Student progress charts
Utilize AIMSweb to provide progress monitoring for students in Tiers II and III reading intervention.	Reading Interventionist Special ed teachers	September - May	AIMSweb	Benchmark assessments, AIMSweb,	Student progress charts
Review Student Support Team process to align procedures with RtI model.	Administration H.O.N.D.A	August	ESC 17	Current process	Revised procedures developed and disseminated
Provide professional development for staff in RtI principles.	Administration H.O.N.D.A Teachers	Aug-May	HONDA ESC17 SISD	Readiness instrument	Sign in sheets

Annual Performance Objective 1.9: To provide a continuum of technology education across grades K-12 while maximizing district resources.

INITIATIVES: Strategies (Steps)	PERSON RESPONSIBLE	TIME LINE	RESOURCES	FORMATIVE EVALUATION	SUMMATIVE EVALUATION
Increased Student Usage	Administration Teachers District Tech Campus Tech	August-May	District Tech Administration Teachers ESC 17	Star Chart	Parent Survey

Annual Performance Objective 1.10: To provide a continuum of health education and physical education in PK-12.

INITIATIVES: Strategies (Steps)	PERSON RESPONSIBLE	TIME LINE	RESOURCES	FORMATIVE EVALUATION	SUMMATIVE EVALUATION
SHAC involvement	Administration Nurse District SHAC Rep	August-May	ESC 17	District Plan	Parent/Student survey
Health/PE	Administration Staff	August-May	SHAC ESC 17 District PE and Health Coordinator	Walk throughs Copy of student surveys	Student success on post surveys
Implement a scope and sequence for PE in Grades PK – 12 that encourages development of life-long physical fitness.	District SHAC	Aug-May	SHAC		
Implement The Healthy and Wise comprehensive health curriculum in grades K-8	District SHAC	Aug-May	SHAC		

**Long-Range Goal #2: Shallowater Middle School will employ and support quality teachers, administrators, and staff.**

**Personnel**

**Annual Performance Objective #2.1: To ensure that all Administrators, teachers, and paraprofessionals in Shallowater Independent School District are highly qualified.**

<b>INITIATIVES: Strategies (Steps)</b>	<b>PERSON RESPONSIBLE</b>	<b>TIME LINE</b>	<b>RESOURCES</b>	<b>FORMATIVE EVALUATION</b>	<b>SUMMATIVE EVALUATION</b>
Professional Development: Provide professional development that effectively addresses staff/student needs	Administration SBDM	August-May	District		Highly Qualified Report
All staff currently employed as well as future hires will meet a highly qualified standard	Administration	Ongoing	Local	List of all teachers providing instruction/List of all paraprofessionals in an instructional setting	Teacher Certificates Completed PAKS
Staff will be recognized for student excellence on state tests	Administration	Spring	Local, ESL, GT	List of recognition activities	List of recipients

**Long-Range Goal #3: Shallowater Middle School will provide a safe, orderly, and caring school environment**

**Environment**

**Annual Performance Objective #3.1: To provide programs which enhance students' ability to be successful in school, at home, and in preparation for post graduation education and/or the world of work.**

<b>INITIATIVES: Strategies (Steps)</b>	<b>PERSON RESPONSIBLE</b>	<b>TIME LINE</b>	<b>RESOURCES</b>	<b>FORMATIVE EVALUATION</b>	<b>SUMMATIVE EVALUATION</b>
Character Education	Administration Staff	August-May	CHAMPS Training PBS	Observation of students Pride Side	Decrease in discipline referrals
Implement Campus Crisis Management Plan	Counselor School Resource Officer Administration	Fall	Local	Handbook receipt signatures on file	Crisis Management Plan
Use student alternative placement when appropriate to ensure a safe environment for all students	Administration	Ongoing	Local	Decrease in number of major offense discipline referrals	Monthly/Yearly report of alternative discipline
When necessary, utilize school police officer to reinforce and support expectations	School Resource Officer	Ongoing	Local	Decrease in referrals	Discipline records
Emphasize the positive aspects of all students through implementation of a student achievement program in order to maintain a positive school environment	Administration Teachers Staff	Fall/Spring	Local	Pride Side	List of students who met criteria for each six weeks and end of year

**Long-Range Goal #4: Shallowater Middle School will support and encourage aligned internal and external partnerships**

**Community**

**Annual Performance Objective #4.1: To ensure that all stake holders of SISD are involved, well informed, and have opportunities to provide input.**

<b>INITIATIVES: Strategies (Steps)</b>	<b>PERSON RESPONSIBLE</b>	<b>TIME LINE</b>	<b>RESOURCES</b>	<b>FORMATIVE EVALUATION</b>	<b>SUMMATIVE EVALUATION</b>
Implement Communities in Schools to facilitate six components for all students	Administration CIS Executive Director	Fall	State funds District funds	Maintain student case files in compliance with CIS guidelines	Submission of student reports
Provide opportunities for open communication between home and school	All Staff	Ongoing	Local	Parent/Community surveys	Staff documentation
Use of SMS website for the purpose of disseminating information concerning school programs, events, activities and expectations	CL Manager Administration Teachers	Ongoing	Local Technology	Website	Record of Website Usage
Utilize email, phone contacts, or mail system on a consistent basis to communicate with parents, community, and staff about academic and extra-curricular activities	All Staff	Ongoing	Local	Parent/Community Logs	Weekly/Monthly distribution list
Establish a site-base decision committee to include representation of campus staff, administration, parents, community representatives to review campus goals, objectives, and instructional programs	Administration	Fall/Spring	Local	Monthly meetings Agendas Sign-in sheets	Monthly meetings and agendas on file
Encourage parent volunteerism through campus visits, mentoring programs, and service learning opportunities	All Staff	Ongoing	Local	Parent logs	Parent Involvement Calendar

**Long-Range Goal #6: Shallowater Middle School will ensure effective and efficient school operations**

**Operations**

**Annual Performance Objective #6.1 : To maximize district resources through effective utilization of facilities, financial resources, and personnel.**

<b>INITIATIVES: Strategies (Steps)</b>	<b>PERSON RESPONSIBLE</b>	<b>TIME LINE</b>	<b>RESOURCES</b>	<b>FORMATIVE EVALUATION</b>	<b>SUMMATIVE EVALUATION</b>
Work orders will be submitted concerning all campus needs	Administration Campus Staff	Ongoing	Local	Number of work orders submitted	Number of work orders completed
Campus space utilization will be reviewed in light of continued growth	Administration Superintendent	Ongoing	Local	Needs addressed	Adequate space for all students
District Resource Officer will maintain a daily presence in the building to help promote a safe and orderly environment	Administration Resource Officer	August-May	Local	Promoting safety	Number of discipline referrals

**2008-2009 Comprehensive Needs Assessment for Shallowater Middle School using 07-08 data**

AEIS Campus Rating for 07-08 Acceptable

AEIS Campus Rating for 06-07 Recognized

AYP Campus Rating for 07-08: Met AYP

Student Information

2007-08 TAKS Scores

	Reading	Math	Writing	Science	Soc.Studies	All Tests
All students	98%	94%	99%	81%	94%	
African/American	*	*	*	*	*	
Hispanic	95%	90%	99%	61%	91%	
White	99%	96%	98%	92%	96%	
Eco Disadv.	96%	90%	99%	70%	92%	

- VIP/AIMSweb indicate that reading interventions are ( check one):
  - \_\_\_\_\_X effective
  - \_\_\_\_\_ineffective
    - Areas of Concern for VIP/AIMSweb:
    - Number of students served
    -
- AIMSweb indicate that math interventions are ( check one):
  - \_\_\_\_\_X effective
  - \_\_\_\_\_ineffective
    - Areas of concern for AIMSweb:
    - Number of students served

- PBMAS Status for 08-09:

SPED:

Areas of Concern: Hispanic representation

BE/ESL:

Areas of Concern: ESL TAKS Performance on Reading/ELA

NCLB:

Areas of Concern: None

- Drop Out Rate at this campus (all students):

- Number of dropouts for :

- Hispanic students:
- African American students:
- Econ. Disadv.:
- White:

- Highly Qualified Teacher Status at this campus: 100 % of teachers in core academic subjects meet HQ requirements in 2007-08

- Highly Qualified Teacher status at this campus for 2008-2009: 100% regular ed 100 % special ed

- Surveys/staff meetings covering the areas of staff, parental involvement and facility needs indicated the following:

Staff Development in the areas of:

Varied instruction

Gifted and Talented

Teaming

Parents would like our district to incorporate:

More effective means of communication

Facilities are within the OCR compliance. Some needs or wants included in the surveys include:

Completion of Construction