

SHALLOWATER ELEMENTARY IMPROVEMENT PLAN



2016-2017

**Shallowater Elementary
2016-2017**

MISSION

Shallowater Elementary is committed to Building *THE* Foundation....One Child at a Time!

**Students, staff, parents, and community working together to develop the experts of tomorrow
in mind, body, and spirit through unconditional love and respect.**

Table of Contents

Comprehensive Needs Assessment	
Demographics	4
Student Achievement	5
School Culture and Climate	6
Staff Quality, Recruitment, and Retention	7
Curriculum, Instruction, and Assessment	8
Parent and Community Involvement	9
School Context and Organization	10
Technology	11
Comprehensive Needs Assessment Data Documentation	12
Goals and Objectives	
NCLB	14
TAPR Rating	15
BE/ESL	16
Dyslexia	18
NCLB/Title I Part A	20
Gifted and Talented	23
Pre Kindergarten	25
State Compensatory Education (SCE)	26
Students with Disabilities	28
Response to Intervention	30
Technology	31
Health/PE Education	32
Personnel	33
Environment	34
Community	35
Operation	36
Texas Academic Performance Reporting Data	37

Comprehensive Needs Assessment

Demographics

Demographics Summary

Student enrollment has remained consistent at 320.

65.31% of student population is White.

32.81% of student population is Hispanic/Latino

.31% of student population is Black/African American.

.94 % of student population is Two or More Races.

.63% of student population is American Indian/Alaskan Native.

19 Students participate in Special Education services.

7 Students participate in ESL provisions.

1 Student participates in Gifted and Talented services.

37.81% of student population is identified as At-Risk.

Demographic Strengths

- Teacher/Student ratio
- Special Needs programs
- Staff years of experience

Demographic Needs

- Diversity among staff
- Retain student/teacher ratio

Student Achievement

Student Achievement Summary

Shallowater Elementary will strive to close the gap between Anglo and Hispanic students who require additional support and intervention strategies; support low socioeconomic students who lack oral language, vocabulary and schema; and increase TPRI Reading and math scores.

Student Achievement Strengths

- Highly qualified teachers.
- High quality Tier I systematic instruction.
- Disaggregated data assessment results are used to monitor student progress and needs.
- RTI programs.
- On the Spot Intervention strategies.
- Remediation strategies.
- Inclusion.
- Pre-flight dyslexia program.

Student Achievement Needs

- Intervention strategies to provide oral language, vocabulary, and schema for lower socioeconomic students.
- Prepare staff through instructional strategies and increased learning time to meet the expectations of TEKS.

School Culture and Climate

School Culture and Climate Summary

School culture and climate were addressed in the form of staff and parent surveys. The data obtained from these surveys, combined with the data obtained through Principal walk-throughs, parent meetings, and feedback data, provided Shallowater Elementary with the tools to assess and evaluate differing perspectives of the school system and process.

School Culture and Climate Strengths

- Positive school climate
- Parents feel welcome
- Understanding of goals and expectations
- Communication

School Culture and Climate Needs

- Security at front entrance
- Classroom management resources
- Playground maintenance and clean up

Staff Quality, Recruitment, and Retention Summary

Staff Quality, Recruitment, and Retention Summary

In order to retain and recruit staff, morale must remain high. Staff development as well as mentoring and new teacher training will be meaningful and purposeful.

Staff Quality, Recruitment, and Retention Strengths

- 100% Highly Qualified staff.
- Feedback for Administrators from walkthroughs and TTESS; multiple data points
- High quality staff development activities.
- Collaboration and team meetings.
- New teacher mentoring.
- Targeted professional development opportunities
- All staff are G/T certified.
- Minimum of 3 staff per grade level are ESL certified.

Staff Quality, Recruitment, and Retention Needs

- Maintain high quality staff.
- Maintain high morale.
- Intensive new teacher training and mentoring.
- Being on the cutting edge of Technology, Legislative changes, and curricular development.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

High quality curriculum with sufficient depth and rigor to prepare students for end of year TEKS and their future is used. Assessment data is used to provide data for needed remediation. Curriculum will be aligned.

Curriculum, Instruction, and Assessment Strengths

- Alignment of written, taught, and tested curriculum.
- Proactive use of data from benchmark and progress monitoring tests.
- Differentiation of instruction.
- RTI model for reading and math.
- 2 Interventions

Curriculum, Instruction, and Assessment Needs

- Technology upgrade and integration; ipads, computers
- Provide consistent common planning.
- Recess opportunities

Family and Community Involvement

Family and Community Involvement Summary

Shallowater Elementary will provide pertinent information for parents in a variety of methods, provide opportunities for parents to volunteer and be involved in the decision making of our school, and offer English classes to our Spanish speaking adults.

Family and Community Involvement Strengths

- Communities in Schools liaison is used to reach out and communicate with parents at home.
- Communities in Schools liaison is used to reach out and communicate with parents in Spanish.
- School Messenger to keep parents informed about vital school announcements.
- Campus and District Improvement Committees.
- SISD Homepage.
- Calendar of events.
- Title I Parent Meeting.
- Open House.
- Parent compact and parental involvement conferences.
- Signups available to all parents to volunteer in the school.
- Parent information distributed through grade level newsletters.
- Shallowater Elementary School News Facebook page.
- Shallowater Elementary School News Twitter page.
- Shallowater Elementary Parents weebly webpage.
- Classroom Remind app used for parent communication.
- PTO.
- Boy Scouts/Girls Scouts presentations.
- Boys and Girls Club after-school care on site.

Family and Community Involvement Needs

- Greater opportunity for Parent and Family Engagement input.
- Parent education opportunities.

School Context and Organization

School Context and Organization Summary

Shallowater Elementary will provide open communication between teachers and administrators.

School Context and Organization Strengths

- Community Resources; CIS, SEF, Lions Club
- Nurse
- Counselor
- Weekly collaboration meeting per grade levels.
- Protected 90-120 minutes of reading and math instruction.
- RTI model; interventionists
- Data meetings.
- Shallowater Elementary Teachers weebly webpage.

School Context and Organization Needs

- Increase teacher collaboration through common planning meetings and technology.
- Increase teacher/administrator collaboration.

Technology

Technology Summary

Each classroom is equipped with technology. Students are given daily opportunities to use computers/iPads and computer software/programs in various labs, workspaces, and classroom stations throughout our building.

Technology Strengths

- Classroom technology consists of computers, projectors, MIMIO boards, document camera
- iPads
- Knowledgeable staff
- Accessible data
- Computer lab
- Computer software

Technology Needs

- Upgraded computers and programs
- Laptops
- iPads
- Provide teachers and students with current cutting edge technology and software that will enhance learning
- Incorporate technology in the aligned curriculum
- Utilize technology for parent and community communication and interaction
- Video equipment
- Presentation equipment and maintenance
- Interactive resources

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 meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR)
- Federal Report Card

Student Data: Assessments

- Texas Primary Reading Inventory
- Easy CBM
- Istation

Student Data: Student Groups

- Number of students assigned to special programs
- Special education population
- At-Risk population
- ESL data
- Homeless data
- Gifted and talented data
- RTI student progress and achievement data

Student Data: Behavior and other Indicators

- Attendance data
- Discipline records

Employee Data

- Staff surveys and other feedback
- Highly qualified staff data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation of professional development implementation and impact
- TTESS data

Parent/Community Data

- Parent surveys/feedback
- Community feedback

Support Systems and Other Data

- Organizational structure data
- Budgets/entitlements and expenditures data
- Study of best practices
- Additional data

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

INITIATIVES: Strategies (Steps) Title 1 School Wide Component #1-10	PERSON RESPONSIBLE	TIME LINE	RESOURCES	FORMATIVE EVALUATION	SUMMATIVE EVALUATION
Ensure instruction of all students by highly qualified staff. 2,3	Administrator	Daily	Title I, II, III, ESL, Local, SCE	List of all teachers providing instruction List of all paraprofessionals in instructional settings	Teacher certificates, completed PAKS, paraprofessional college hours
Utilize campus attendance committee to monitor student attendance and hold family conferences. 2	Administrator, committee members	Weekly	District funds	Six weeks attendance reports, conference notes.	Meet or exceed standard of 90% ADA
Ensure school-wide reform strategies that are based on scientific research and address areas of weakness as identified in disaggregated campus data. 2	Administrator, teachers, SBDM team	Daily	Title I, II, III, ESL, local, SCE	Class schedules, Tier one, two and three flexible groupings	Improved state assessment scores on STAAR Improvement on TPRI
Provide ongoing Parent and Family Engagement activities including Annual Title I Meeting. 6	All staff	August – May	Title I, II, III, ESL, local, SCE	Parent and Family Engagement activities scheduled on school calendar	Sign-in sheets at activities, agendas
Coordinate, integrate, and consolidate federal, state, and local services and programs, including housing programs under NCLB, violence prevention programs and nutrition programs as well as G/T, at-risk, ESL, and dyslexia in order to increase program effectiveness and reduce fragmentation of the instructional program. 10	Administrator, SBDM Team, teachers	Fall	Title I, II, III, ESL, local, SCE	Lesson plans, schedules, agendas	List of programs at campus
Provide accelerated instruction for special education students to enable them to demonstrate mastery on grade level assessments and/or meet required improvement levels. 9	Administrator Special Ed staff	August/May	HONDA, TEKS Resource System	Benchmark assessments	STAAR

Annual Performance Objective #1.2: To exceed the state standard STAAR results in the Texas Academic Performance Report of the Texas Accountability System.

INITIATIVES: Strategies (Steps) Title 1 School Wide Component #1-10	PERSON RESPONSIBLE	TIME LINE	RESOURCES	FORMATIVE EVALUATION	SUMMATIVE EVALUATION
Serve Pre-K through 1 st grade students with strong Tier I instruction based on SBRR. 7	Administrator, Teachers, Reading Coach	August - May	Title I, II, III, ESL, local, SCE	TPRI Data, EasyCBM, District Assessments	Sustained/improved scores on kindergarten and first grade end-of-year TPRI
Protect instructional time for all students so they can reach high levels of achievement in reading based on the ten components of effective schools. 2	Administrator, Teachers, Reading Coach	August – May	Title I, II, III, ESL, local, SCE	Class schedules, Lesson plans	Improved outcome assessments
All students will have daily focus on both implicit and explicit comprehension in reading and math. 2	Administrator, Teachers, Reading Coach	August – May	Title I, II, III, ESL, local, SCE	TPRI Data, EasyCBM, District Assessments	Improvement on Level III performance on the third grade STAAR test
Monitor student subgroups and develop strategies to eliminate achievement gaps. 2	Administrator, All staff	Ongoing	Title I, II, III, ESL, local, SCE	TPRI Data, EasyCBM, District Assessments	Improved outcome assessments (Should meet, or exceed grade level average)
Provide flexible groupings of Tier II and Tier III students as needed in order to address specific needed areas of growth. 9	Administrator, All staff	Ongoing	Title I, II, III, ESL, local, SCE	TPRI Data, EasyCBM, District Assessments	Improved outcome assessments, reduction in number of students requiring Tier II and Tier III
Provide SBRR Tier II and Tier III instruction in order to facilitate student growth and reduce the number of students requiring special education testing. 9	Administrator, All staff	Ongoing	Title I, II, III, local, SCE	TPRI Data, EasyCBM, District Assessments	Decrease in the number of special education referrals
Provide research based reading and math instruction based upon the Three Tiered Intervention model in grades K-1. 3	Teachers	August - May	TPRI, District Assessments	TPRI, EasyCBM, District Assessments	TPRI, District Assessments, TELPAS

Annual Performance Objective #1.3: To exceed the number of LEP/ESL students meeting the state standard on STAAR.

INITIATIVES: Strategies (Steps) Title 1 School Wide Component #1-10	PERSON RESPONSIBLE	TIME LINE	RESOURCES	FORMATIVE EVALUATION	SUMMATIVE EVALUATION
Identify and provide all LEP Students an ESL program that develops proficiency in the comprehension, speaking, reading, and composition of the English language 10	ESL certified teachers	Beginning of each school year/as new students are enrolled May	ESL funds, Title I, SCE, local funds, Title III funds, (ESL/ESC Coop)	Home Language Survey List of ESL students	RPTE Scores STAAR Scores TELPAS
Conduct a comprehensive needs assessment of all ESL students to determine strengths and weaknesses 1	Administrator	May	STAAR, RPTE, LPAC Records	Disaggregated scores of students	Written annual evaluation of ESL program
Reduce the percentage of LEP exemptions on STAAR 9,10	LPAC	Spring		List of students exempted	Performance Based Monitoring (PBM)
Reduce the number of parent denials for ESL program 6	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 4	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 10	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 6	Administrators ESL teachers LPAC	Ongoing	ESL, Title I, Title III, Local	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 6	Administrators, Teachers, LPAC members, SBDM committee	Fall/ Spring	Local, ESL, Title I CTE, Special Education	School calendar of Parent and Family Engagement activities	Parent Sign-In sheets

Long-Range Goal #1: Shallowater Elementary 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 STAAR.

Continue to recruit and retain highly qualified ESL staff, including minorities 5	Administrators SBDM	Spring semester, Summer	Local funds ESL funds	Positions posted	Fully certified staff hired
Provide SBRR Tier I, II, and III instruction and progress monitoring in reading in order to ensure LEP/ESL students are making adequate progress 9	All staff	August – May	Local funds, ESL funds	TPRI data, EasyCBM	TELPAS, TPRI, EasyCBM, Report Cards
Utilize progress monitoring that will provide data-driven intervention strategies in math in order to ensure all LEP/ESL students are making adequate progress 3	All staff	August – May	Local, ESL, AMI	District Assessments	Report Cards
Address areas of PBM with Risk Levels of 2/3 for LEP/ESL which are: None					

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.

INITIATIVES: Strategies (Steps) Title 1 School Wide Component #1-10	PERSON RESPONSIBLE	TIME LINE	RESOURCES	FORMATIVE EVALUATION	SUMMATIVE EVALUATION
Identify students with dyslexia or a related disorder and provide appropriate instructional services 9	Administration School Board Dyslexia Staff	August, January	Local, Title I	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 2,9	Dyslexia Staff	August	Local, Title I	Written procedures	Students identified
Annually align SBOE approved procedures and district/campus procedures 10	Dyslexia Staff	August	Local, Title I	Draft of written procedures	Written procedures adopted
Provide services for students who may be eligible under Section 504 9	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 4	Administrator	Summer	Local	Training scheduled	Attendance certificates
Provide, when possible, services to students at his/her campus 9	Administrator Dyslexia Staff	Daily	Local, Title I	Class schedules	List of students receiving services
Monitor student progress 3	Dyslexia teacher	Each six weeks	Local, Title I	Report cards	Skill mastery
Ensure teachers of dyslexic students have proper certification and/or endorsements 3	Administrator	Spring Summer	Local, Title I, ESC 17	List of teachers providing services	Teaching certificates
Conduct a comprehensive needs assessment to determine students in program areas of strengths and weaknesses 1	Dyslexia Teachers	August – September January – May	Local, TPRI, EasyCBM	List of students identified	Disaggregated data

Long-Range Goal #1 Shallowater Elementary 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.

INITIATIVES: Strategies (Steps) Title 1 School Wide Component #1-10	PERSON RESPONSIBLE	TIME LINE	RESOURCES	FORMATIVE EVALUATION	SUMMATIVE EVALUATION
Provide services for students according to their needs i.e., multi-sensory materials, books on tape, small group instruction 3	Dyslexia Teachers	Daily	Thorough needs assessment	Report Cards	Increase in test scores, progress in Dyslexia Program
Provide opportunities for parents of dyslexic students to participate in school-sponsored activities 6	Administrator Dyslexia Teacher	Fall/ Spring	Local	School calendar of Parent and Family Engagement activities	Parent Sign-In sheets
Provide a continuum of services tailored to meet the individual needs of students with dyslexia and related disorders. 9	Administrator Dyslexia Teacher	August - May	Scottish Rite program, Pearson Reading Program	Assessment data	STAAR, TPRI, District Assessments

INITIATIVES: Strategies (Steps) Title 1 School Wide Component #1-10	PERSON RESPONSIBLE	TIME LINE	RESOURCES	FORMATIVE EVALUATION	SUMMATIVE EVALUATION
Conduct a comprehensive needs assessment of the entire school which may include but is not limited to STAAR, TPRI, EasyCBM, RPTE, PBMAS, staff development, SDFSC annual report, etc. 1	Administrators Counselor SBDM	August – September	Title I, Part A	Disaggregated data	Areas of strengths and weaknesses identified Plans for meeting needs
Ensure school-wide reform strategies that address areas of weaknesses as identified in the comprehensive needs assessment such as: (Pearson, TMDS, Content Mastery Lab, Plato, etc.) 2	Administrators Teachers SBDM	Daily	Title I, Part A ESL, SCE, Local, Title III,	Daily class schedules	Increased student scores – meeting or exceeding state STAAR results
Ensure instruction of all students by highly qualified staff/complete highly qualified forms for each teacher and PAKS for all paraprofessionals 3	Administrators	Daily	Title I, Part A ESL, Local, SCE, Title III	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 4	Administrators Teachers, ESC	Fall/ Spring	Title I, Part A Local	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 5	Administrators	Spring/ Summer	Title I, Local	Course vacancy list	Highly qualified staff hiring
Provide Parent and Family Engagement activities that are planned by parents in order to increase Parent and Family Engagement 6	Administrators SBDM Parent representatives	April/ May	Title I, Part A Local	Parent and Family Engagement activities scheduled on school calendar	Sign-in sheets at activities to determine increase/decrease
Provide timely notice to parents if a child is assigned to, or has been taught for four or more consecutive weeks, by a teacher who is not certified 6	Administration	Four weeks	Title I, Part A	List of teachers with their assignments and start date along with HQ status	Copies of letters sent to parents

INITIATIVES: Strategies (Steps) Title 1 School Wide Component #1-10	PERSON RESPONSIBLE	TIME LINE	RESOURCES	FORMATIVE EVALUATION	SUMMATIVE EVALUATION
Conduct a preschool registration and/or round-up to assist children in the transition from early childhood programs to elementary school 7	Pre-K, Early Childhood Teachers	Spring	Title I, Part A, Local	Scheduled/Teacher lesson plans/list of activities and/or handouts	List of children/parents attending
Conduct a survey of teachers to decide the use of alternative assessments 8	Administrator, SBDM	Fall	Local	Agenda item and/or survey	List of assessments to be used
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 9	Administrator Counselors Teachers Homeless Education Liaison	Each six weeks	Title I, Part A, ESL, Title III, Local, SCE,	Three week progress reports	Report Cards
Coordinate federal, state, and local services and programs and integration with the school-wide program 10	Administrator SBDM ESC	Fall	Title I, Part A, ESL, Dyslexia, Part A, Title III, G/T, SCE, Local, Special Education	Agenda, minutes of meetings Schedules Lesson Plans	List of programs by campus/district
Evaluate Parent and Family Engagement program and include parents in the process 6	Principals	Spring	Evaluation document	Results of evaluation	Adjustments made to program
Review Parent and Family Engagement that is developed jointly, agreed upon, and distributed to parents 6	Administrator SBDM	May	Time	Meeting notifications, agendas, minutes, sign-in sheets, evaluation data of parent involvement	Sign-in sheets Agenda
Review highly qualified plan 3,4,5	Administration	May	Title I, Part A	List of HQ and Non-HQ teachers	All teachers HQ or in the process of becoming HQ

INITIATIVES: Strategies (Steps) Title 1 School Wide Component #1-10	PERSON RESPONSIBLE	TIME LINE	RESOURCES	FORMATIVE EVALUATION	SUMMATIVE EVALUATION
Coordinate and integrate Title I, Part A services with other educational services such as LEP programs, special education programs, migratory children, neglected or delinquent youth, homeless children, and immigrant children in order to increase program effectiveness, eliminate duplication, and reduce fragmentation of the instructional program 10	Administration SBDM	Fall	Title I, Part A, BE/ESL, Special Education, Title III	Lesson plans, schedules, agendas and minutes of planning meetings	List of programs by campus/district
Conduct an annual Title I meeting with parents in order to inform parents of their school's participation in Title I, Part A and to explain the requirements and rights of parents to be involved 6	Administration	Fall	Time	Meeting Scheduled Handouts	Sign-in sheets Agenda
Revise annually the School-Parent Compact and provide in English and Spanish 6	Administrator SBDM	Spring	Time	Agenda, minutes, draft of compact	Written compact
Provide staff development to teachers, administrators, other staff members and parents in order to collaborate and plan program goals and objectives for staff development that will build ties between parents and school 4	Administrator	May, August	Time	Agenda, minutes, handouts from planning meetings	Staff development calendar
Provide information/communications in a format and in a language that parents can understand 6	Teachers	August, May	Title I, Part A, ESL	List of interpreters/translators	Copies of information/communications
Provide parents information on the level of achievement of parent's child on TPRI 6	Administrator	BOY, MOY, EOY	Title I, Part A	Student Summary Sheet	Student Summary Sheet

INITIATIVES: Strategies (Steps) Title 1 School Wide Component #1-10	PERSON RESPONSIBLE	TIME LINE	RESOURCES	FORMATIVE EVALUATION	SUMMATIVE EVALUATION
Update written policies that include provisions regarding furloughs, reassessment, exiting of students from program services, transfer student, appeals of district decisions regarding program placement 10	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 10	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 3,10	G/T Staff	August – May	Local, G/T funds, ESC	Lesson Plans	Student projects/ Student scores STAAR/SAT/ACT/TPRI
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 10	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. 2,10	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. 4	Administration	Fall, Spring, Summer	Local, 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. 3,10	G/T Staff	April – August	Local	Notes, minutes from meetings	Program evaluation data

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

Gifted/Talented Program

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.

INITIATIVES: Strategies (Steps) Title 1 School Wide Component #1-10	PERSON RESPONSIBLE	TIME LINE	RESOURCES	FORMATIVE EVALUATION	SUMMATIVE EVALUATION
Survey staff to determine staff development needs 4	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 2,3	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 1	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 4	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. 6	Administrator G/T Staff	August – May	Local	Parent and Family Engagement calendar	Written strategies developed

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

Pre-Kindergarten

Annual Performance Objective #1.7: To provide a Pre-Kindergarten program for eligible and tuition-based students that will increase the likelihood of their success upon entering school.

INITIATIVES: Strategies (Steps)	PERSON RESPONSIBLE	TIME LINE	RESOURCES	FORMATIVE EVALUATION	SUMMATIVE EVALUATION
Ensure that all teachers in the program have the proper certification and/or endorsements 3	Administration	August	Local, Title I, Part A,	Interview process	Teacher Certificates
Provide research based staff development for professional staff with input from staff 4	Administrator ESC	Fall, Spring, Summer	Local, Title I, Part A,	Survey, staff development calendar	Attendance Certificates
Provide Parent and Family Engagement opportunities, with input from parents, so that parents may participate in school-sponsored activities 6	Administrator SBDM	August – May	Local, Title I, Part A, ESL, Special Education	Parent and Family Engagement activity calendar	Dates on calendar, agendas, minutes of planning meetings, sign-in sheets
Provide a full-day Pre-K curriculum reflecting a balance of all areas of learning and encourages children to be actively involved and experience a variety of activities and materials 2,3,7,10	Pre-K Teachers	Daily	Local,	Observation, Lesson plans, District Assessments	Summary of assessment instruments
Provide activities i.e. registration day, roundup, classroom/campus visitation, to ensure a smooth transition for children into the public school 7	Pre-K Teacher	Spring	Local, Title I, Part A	Activities scheduled Notification, agenda, handouts	Observation
Identify four-year-old students through communication to the population in the district with children who are eligible in both English and Spanish 2,7	Administration	May – July	Local	Newspapers, Letters, Notices posted, etc.	Copies of notices

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

SCE

Annual Performance Objective #1.8: To identify students who are At Risk of dropping out of school and provide support in mastering the STAAR and success on district and statewide assessments. Shallowater Intermediate and Shallowater Elementary are Title I, Part A \$112,025 School-wide Programs with a student poverty rate of at least 40 percent that combines federal funds with SCE funds \$369,355 to serve at-risk students on the School-wide Campus .

INITIATIVES: Strategies (Steps) Title 1 School Wide Component #1-10	PERSON RESPONSIBLE	TIME LINE	RESOURCES	FORMATIVE EVALUATION	SUMMATIVE EVALUATION
Develop a policy for identifying, entering, and exiting students from the SCE program 2	Principal	August	SCE funds \$369,355	Meeting to develop policy	Local policy
Identify students at risk of dropping out of school using state criteria 2	Administrator Counselor, Teachers	End of 1 st six weeks and through-out the school year as needed	Local	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 2,9	Principal	Beginning of school	Local, Title I \$112,025, Part A, SCE \$369,355	List developed	All teachers with list and supporting documentation
Conduct a comprehensive needs assessment which includes but is not limited to STAAR, dropout rate, completion rates, RPTE, to identify areas to accelerate 1	Counselors Teachers Site base teams	May or August	SCE \$369,355, Local	Data disaggregated for at-risk students	Results of comprehensive needs assessment
Serve PK-1 students who failed readiness tests with accelerated, intensive program for early literacy and math 3,7,9	Elementary Principal	Fall – May	ESL funds SCE \$369,355 Local	Identified students failing readiness tests placed in program	TPRI results, District Assessment Results
Serve ELL students through an accelerated program to acquire proficiency in the English language 9,10	ESL Teachers Principal	August - May	ESL funds SCE \$369,355 Local	Progress reports LPAC Meetings	TPRI results
Provide accelerated, intensive program for At-Risk students through Tier II and Tier III intervention 9	Principal	August – May	Local, SCE \$369,355, Title I \$112,025	Progress reports Report card grades Benchmark Tests	TPRI results, District Assessment Results
Continue local measures/standards for Identification of At-Risk in PK-1. 7	Principal	August - May	SCE \$369,355, Title I \$112,025	Standards for qualifier of quantitative assessment	District Assessment Results

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

SCE

Annual Performance Objective #1.8: To identify students who are At Risk of dropping out of school and provide support in mastering the STAAR and success on district and statewide assessments.

INITIATIVES: Strategies (Steps) Title 1 School Wide Component #1-10	PERSON RESPONSIBLE	TIME LINE	RESOURCES	FORMATIVE EVALUATION	SUMMATIVE EVALUATION
Provide research based staff development designed to assist students at-risk of dropping out of school for professional/paraprofessional staff with input from staff 4	Administrator ESC	August – May	Local, Title I, Part A, 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. 6	Administrator SCE Staff	August – May	Local, Title I, Part A	Parent and Family Engagement calendar	Evaluation of Parent and Family Engagement activities

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

Students with Disabilities

Annual Performance Objective #1.9: To provide appropriate identification and a range of services that will ensure TAPR goals are met for students with disabilities.

INITIATIVES: Strategies (Steps) Title 1 School Wide Component #1-10	PERSON RESPONSIBLE	TIME LINE	RESOURCES	FORMATIVE EVALUATION	SUMMATIVE EVALUATION
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 3	Administration Special Education Director	August	Special Education funds, Title I, Part A,	Review of personnel files	Teacher/Teacher assistants certificates on file
Provide research based staff development, with input from staff 4	Administrator, Special Education Director, Teachers, Teacher assistants	Fall, Spring, Summer	Special Education, Title I, Special Education	Staff development calendar	Attendance Certificates
Ensure that all students with disabilities have access to the general curriculum 2,3	Administrator, Counselor, Special Education Director, Special Teachers, Regular Education Teachers	August – May	Local, Title I, Part A	ARD/IEP	Student schedules
Provide training to teachers regarding modifying the curriculum for students with disabilities 4	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 6	Administrator, Special Education Director	Fall, Spring, Summer	Local, Special Education, Title I, Part A	Parent and Family Engagement activity calendar	Sign-in sheets
Conduct a comprehensive needs assessment of students with disabilities to determine areas of strengths and weaknesses 1	Special Education Director, Special Education Teachers	May – August	STAAR, TPRI, IEPs, etc.	Disaggregated data	IEP/Needs identified
Provide training to ARD committee 4	Special Education Director, ESC	August	ESC, Special Education	Training scheduled	Sign-in sheets

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

Students with Disabilities

Annual Performance Objective #1.9: To provide appropriate identification and a range of services that will ensure TAPR goals are met for students with disabilities.

INITIATIVES: Strategies (Steps)	PERSON RESPONSIBLE	TIME LINE	RESOURCES	FORMATIVE EVALUATION	SUMMATIVE EVALUATION
Provide training to all members of 504 committee in order to ensure consistency in procedures. 4	Administrator, Special Education Director	August	Special Education Funds	Training schedule	Sign-in sheets
Utilize effective Tier I, II, and III instruction in order to provide SBRR intervention and eliminate the need for referral to special education for most students. 9	Administrator, Special Education Director, All Staff	August – May	Title I, II, III, local, Special Education Funds	TPRI, EasyCBM and District Assessments	Number of referrals to special education
Continue with our EasyCBM Response to Intervention model for identifying students who may have learning disabilities. 9	Administration ESC H.O.N.D.A.	August – May	Title I, II, III, local, Special Education Funds	District Assessments Lists of students in each tier	Lists of students referred Procedures developed District Assessment results
Address PBMAS areas with Risk Levels of 2/3 which are: 2 for Reading 3-8; 2 for SPED participation for STAAR ALT 2; 3 for SPED Hispanic representation	Administration	Spring	Local	Agenda	Written strategies developed

Long-Range Goal #1 Shallowater Elementary will provide curriculum and instruction to support high student performance for all students. **Response to Intervention**
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
Continue EasyCBM three-tier intervention program for students in grades PK-1. 3,9	Administration H.O.N.D.A.	August - May	ESC 17 HONDA, Reading Coach	Referral Records SST summaries	Referral Records SST summaries
Utilize TPRI and/or TEKS Resource System to assess and identify students in need of intervention in math and reading 9	Administration	September, January, May		Lists of intervention students	Spring benchmark data
Utilize District Assessments to provide progress monitoring for students in Tiers II and III math intervention 8,9	Math Interventionists Special ed teachers	September - May	TPRI, District Assessments	District Assessment Data	Student progress charts
Utilize TPRI to provide progress monitoring for students in Tiers II and III reading intervention. 9	Reading Interventionists Special ed teachers	September - May		Benchmark assessments, TPRI	Student progress charts
Review Student Support Team process to align procedures with RtI model. 9	Administration H.O.N.D.A	August	District Administration	Current process	Revised procedures developed and disseminated
Provide professional development for staff in RtI principles. 9	Administration H.O.N.D.A	August	HONDA ESC17	Readiness instrument	Sign in sheets

Long-Range Goal #1: Shallowater Elementary will provide curriculum and instruction to support high student performance for all students
Annual Performance Objective 1.10: To provide a continuum of technology education across grades K-12 while maximizing district resources.

Technology

INITIATIVES: Strategies (Steps)	PERSON RESPONSIBLE	TIME LINE	RESOURCES	FORMATIVE EVALUATION	SUMMATIVE EVALUATION
All students will have access to technology and appropriate instruction to ensure success in the foundation being built for the world of work. 3,10	Administrator, Teachers	August – May	Local	Schedules, lesson plans	List of students receiving technology training
Continue to provide career awareness programs in PK through 1, with an emphasis on technology. 3,10	Administrator, Teachers	August – May	Local	Schedules, lesson plans	List of participating students

Long-Range Goal #1: Shallowater Elementary will provide curriculum and instruction to support high student performance for all students
Annual Performance Objective 1.11: To provide a continuum of health education and physical education in PK-12.

Health/PE Education

INITIATIVES: Strategies (Steps) Title 1 School Wide Component #1-10	PERSON RESPONSIBLE	TIME LINE	RESOURCES	FORMATIVE EVALUATION	SUMMATIVE EVALUATION
SHAC committee suggestions will continue to be implemented throughout the health and physical education program. 6,10	Administrator, PE teacher	August – May	Local	Lesson plans	List of participating students
All teachers will receive staff development concerning goals of the SHAC committee 4	Administrator, PE teacher	Ongoing	Local	Plans of meetings	Sign-in sheets, agendas
Continue implementing a scope and sequence for PE in Grades PK – 12 that encourages development of life-long physical fitness. 2,3	Administrator, PE teacher, Committee assigned	Ongoing	Local	Agenda/notes from meetings	Written scope and sequence
Continue implementing comprehensive health curriculum in grades K-8. 3,10	Administrator, Staff	August – May	Local	Lesson plans	List of participating students
Staff Development – Suicide Training 4	Administrator, Staff	Complete in October each year	Local	Certificate	District Report

Long-Range Goal #2: Shallowater Elementary 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.

INITIATIVES: Strategies (Steps) Title 1 School Wide Component #1-10	PERSON RESPONSIBLE	TIME LINE	RESOURCES	FORMATIVE EVALUATION	SUMMATIVE EVALUATION
Professional development activities will be based on the campus needs assessment. 1,4	Administrator, SBDM team, staff	August - May	Local, Title I, ESL, G/T, Sp.Ed	Plans of meetings	Sign-in sheets, agendas
All staff currently employed as well as future hires will meet highly qualified standard. 5	Administrator	Ongoing	Local	List of teachers providing instruction. List of paraprofessionals in an instructional setting.	Teacher certificates, Completed PAKS, documented college hours for paraprofessionals
Staff will be recognized for student excellence on state tests. 1,2	Administrator, counselor, reading coach	Spring	Local	List of recognition activities.	List of recipients

Long-Range Goal #3: Shallowater Elementary 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.

INITIATIVES: Strategies (Steps) Title 1 School Wide Component #1-10	PERSON RESPONSIBLE	TIME LINE	RESOURCES	FORMATIVE EVALUATION	SUMMATIVE EVALUATION
Students, staff and parents will be instructed on school as a safe place and “Character Counts”. 6	Administrator, Counselor	August – May	Local, Title I	Lesson plans, school-wide activities	Number of recognized students
Student handbook and code of conduct will be issued and discussed with all students. 2	Administrator, Teachers	Fall	Local	Parental /Guardian signed sheet	Number of discipline referrals
Age-appropriate drug education will be provided. 2	Administrator, Teachers	August – May	Local, Title I	Lesson plans	Red Ribbon Week activities, student projects
Ensure homeless children are not stigmatized or segregated on the basis of being homeless. 9	Administrator, Counselor, Teachers	August – May	Local, Title I	Staff training agendas	Sign-in sheets, input by homeless families
Counselor will visit with each classroom and discuss available counseling services. Services will also be stressed to all parents at parent conferences. 2,6	Counselor	August – May	Local, Title I	Lesson plans	Number of counseling referrals
Provide PK and Kindergarten registration each year to help parents and children transition from a home/daycare setting to a school setting. 7	Administrator, Counselor, Kindergarten Team	May	Local	Posting of registration in PRIDE, online, notes sent home	Number of families attending registration
Provide a transitional visit for first graders to the Intermediate Campus. 7	Administrator, First Grade Team	Spring	Local	Dates of visit	Input from students and parents

Long-Range Goal #4: Shallowater Elementary 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.

INITIATIVES: Strategies (Steps) Title 1 School Wide Component #1-10	PERSON RESPONSIBLE	TIME LINE	RESOURCES	FORMATIVE EVALUATION	SUMMATIVE EVALUATION
All staff will utilize e-mail on a consistent basis in order to increase parent/teacher communication. 2	All staff	August – May	Local, Title I	Input from parents/staff	E-mail examples in cumulative data
Send home and post on website a monthly calendar to disseminate information concerning school events. 2,6	Administrator, Teachers	Monthly	Local, Title I	Formative calendars	Copies of calendars
Utilize campus sign to post upcoming events. 2,6	Administrator, Teachers	August – May	Local	References to sign postings	Copies of sign postings
All communication will be provided in the child’s home language. 1,2	Administrator, Teachers	August – May	Local, Title I	Source of translation	Copies of communication
Maintain an active SBDM Team.	Administrator, Members of SBDM Team	August – May	Local, Title I	List of meetings	Sign-in sheets, minutes taken
School-wide compacts addressing parent support of student learning will be covered during compact conferences as well as parental involvement. 1,2	Administration, Teachers	Fall	Local, Title I	Copies of compacts and campus Parent and Family Engagement	Signed compact and Parent and Family Engagement sheet
School Messenger will continue to provide another avenue for communication 6	Administration	August – May	Local	Input from parents/staff	Examples of messages sent

Long-Range Goal #5: Shallowater Elementary will ensure effective and efficient school operations

Operations

Annual Performance Objective #5.1: To maximize district resources through effective utilization of facilities, financial resources, and personnel.

INITIATIVES: Strategies (Steps) Title 1 School Wide Component #1-10	PERSON RESPONSIBLE	TIME LINE	RESOURCES	FORMATIVE EVALUATION	SUMMATIVE EVALUATION
Work orders concerning campus needs will be submitted in a timely manner. 2	Administrator, Campus staff	August – July	Local	Number of work orders submitted	Number of work orders completed
Campus space utilization will continue being addressed in light of community growth. 1,2,10	Administrator, Superintendent	Ongoing		Needs addressed	Adequate space for all campus programs through recently passed bond
Campus budget will be closely monitored in order to ensure funds are being spent in areas of most need and in alignment with available funds. 1, 2, 10	Administrator	Sept. – August	Local	Purchase orders submitted	Student performance on outcome-based assessments, end-of-year budget review
All personnel will maintain full schedules in order to ensure maximum utilization. 2,10	Administrator	Administrator	Local, Title I	Staff needs assessment	Staff assignments

2014-2015 Comprehensive Needs Assessment for Shallowater Elementary

- TAPR Campus Rating for 14-15: **Met Standard**
- TAPR Campus Rating for 2015-16: **Met Standard – Distinction for College Readiness**

- Student Information: all percentages below are spring 2016 STAAR Scores.

	Reading	Math	Writing	All Tests
All students	83%	89%	75%	85%
Level III: Advanced	54%	65%	18%	46%
Hispanic	79%	69%	69%	72%
White	90%	93%	78%	87%
SPED	46%	54%	25%	42%
Eco Disadv.	72%	80%	65%	72%
LEP/ELL	56%	89%	83%	58%
GT	100%	100%	100%	100%
At Risk	53%	65%	43%	48%

Goals to meet are: TAPR and Federal System Safeguards (AYP) of state performance rate target of 60%; federal performance rate of 87%.

State System Safeguards Measures and Targets

Indicator	All Students	African Amer.	Amer. Indian	Asian	Hispanic	Pacific Islander	White	Two or More Races	Eco. Disadv.	ELL	Special Ed.
Performance Rates – State*											
Reading	60%	60%	60%	60%	60%	60%	60%	60%	60%	60%	60%
Mathematics	60%	60%	60%	60%	60%	60%	60%	60%	60%	60%	60%
Writing	60%	60%	60%	60%	60%	60%	60%	60%	60%	60%	60%
Science	60%	60%	60%	60%	60%	60%	60%	60%	60%	60%	60%
Social Studies	60%	60%	60%	60%	60%	60%	60%	60%	60%	60%	60%
Participation Rates*											
Reading	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%
Mathematics	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%
Federal Graduation Rates (includes improvement targets)											
4-year	83.0%	83.0%	83.0%	83.0%	83.0%	83.0%	83.0%	83.0%	83.0%	83.0%	83.0%
5-year	88.0%	88.0%	88.0%	88.0%	88.0%	88.0%	88.0%	88.0%	88.0%	88.0%	88.0%
District Limits on Use of Alternative Assessment Results <i>Not Applicable for 2015</i>											
Reading – Alternate	n/a	<i>Not Applicable</i>									
Mathematics – Alternate	n/a	<i>Not Applicable</i>									

*STAAR results for mathematics, grades 3–8 and results of STAAR A and STAAR Alternate 2 for all subjects are excluded from state accountability in 2015.

Texas Primary Reading Inventory (TPRI) – Kindergarten through 1st indicate:

Instructional weaknesses in:

Comprehension in Kindergarten; Fluency in First Grade

Instructional strengths in:

Inventory targets in Kindergarten and First Grade

TELPAS (RPTE and TOPS) – Data includes that 0 % or 0 students scored beginning, 67 % or 4 students scores intermediate, 33 % or 2 students scores advanced and 0 % or 0 student's scores advanced high. We had a total of 6 students take the TELPAS.

PBMAS Status for 14-15:

SPED: Areas of Concern for this campus: None

BE/ESL: Areas of Concern for this campus: None

Highly Qualified teacher status at this campus: 100 % of teachers in core academic areas meet HQ requirements in 2015-16.

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

Staff Development in the areas of:

Strategies to meet the needs of students from poverty and special education students

Meeting level of new math TEKS

Parents would like our district to incorporate:

More parent training in how to help pre-school-age children at home

More parent training in how to help school-age children at home

More opportunities for parents to be involved on campus

Some needs or wants included in the surveys include: Smaller class sizes; upgraded technology