

SHALLOWATER INTERMEDIATE CAMPUS IMPROVEMENT PLAN



2016-2017

**Shallowater Intermediate School
Campus Improvement Plan
Shallowater Independent School District
2016-2017**

Biography

Introduction:

The Campus Site Base Committee met to develop the needs assessment data for the 2016-2017 school year in May 2016. The committee review included Campus Needs Assessment information from parents and staff as well as the TAPR (Texas Academic Performance Report) data prepared by The Texas Education Agency and other relevant information relating to student success.

Demographics:

Shallowater Intermediate School is located in the northeast corner of Shallowater ISD in the Shallowater City limits. The campus has an ethnically diverse community with 64.62% or 252 of the students being served white, 33% or 129 of the students are Hispanic/Latino, 1% or 4 of the students are Black/African American, .26%, and 1.28% or 5 students are two or more races. Approximately 48.46% or 189 students are eligible for free or reduced-price lunches under the National School Lunch Program and 4.36% or 17 students are Limited English Proficient (LEP). There are 25 students served in the Special Education program or 6.41%. 48.46% of students or 189 are considered At Risk based on the (PEIMS) Public Education Information Management System. This data is from the November 11, 2016 data update. The total enrollment for the Intermediate school in November 2016 is 390.

Student Success:

The primary instrument for determining student achievement is the State of Texas Assessment of Academic Readiness (STAAR). Some other instruments include the STAR Readiness Assessment for the Renaissance Program to assess reading levels, Istation, and Reading Proficiency Test in English (RPTE) for ELL's, EasyCBM, Think Through Math and ST Math are progress monitoring tools for math. For the school year 2016-2017 the campus rating was MET STANDARD.

Parental Involvement:

Parental Involvement at Shallowater Intermediate Schools is required for the success of our students. We hold high our goal of welcoming everyone to our building to provide a firm foundation for all of our students. Many parents serve on a variety of PTO committees and join in the support of the campus with their hospitality endeavors, PTO program nights and daily support of staff and students through luncheons, student homework and student reward support. Parents also provide a great deal of support in Student Support Team meetings and conferences held with teachers to ensure success for each individual child while signing a parent compact related to their child's academic success annually.

Community Involvement:

Like parental involvement, community involvement is necessary to ensure our effectiveness. It is important for our campus to have community support to provide needed funds for supplemental items necessary to our student's success. The Shallowater Education Foundation partners with our school to provide additional items to ensure a quality educational experience for our students. Parents, grandparents and community members regularly volunteer to help our students and staff or visit our school. Businesses such as Target, Lions Club, The Altman Insurance Group, Rusty's Weigh, Trumble Crane & Rigging, Shallowater Flowers & Gifts, 4 Corners Mart, Discount Tire, Racer Classic Car Wash, 50th Street Caboose, Rosas and Bahama Bucks support our student's educational experience.

Mission:

Shallowater Intermediate School core belief is to make each child successful.

At Shallowater Intermediate School, we believe that our kids need to know how to reach their desired destinations. Therefore, we begin with the end in mind. Growing our kid's minds, bodies, and hearts sets them on a path to achieve their lifelong learning goals.

Long-Range Goal #1: Shallowater Intermediate School will provide curriculum and instruction to support high performance for all students. Goals are to meet TAPR of state performance rate target of 60%; federal performance rate of 87%.

NCLB Status (ESSA)

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
Disaggregate student data to consistently target every student for success. 7	Principal, Counselor, Teachers	Ongoing, Grades, Benchmarks Progress monitoring (Istation, Running Records, STMath)	STAAR data, AWARE data, Teks Resource System, benchmarks; Subject-area assessment data	Unit assessments, Benchmarks, Teks Resource System Assessments, Daily formative assessments like running records, fluency checks, Istation, STMath, Lexia	State assessment data (All STAAR Categories), EOY Tests for 2 nd Grade
Provide quality tier I instruction addressing all student needs using Teks Resource System. 2	Principal, teachers, instructional coach	Ongoing	ESC-17 staff, consultants, teks, coach	Benchmark data, formative assessments, 2016 STAAR data, T-Tess data, Teks Resource System, Grades	2016 State data, EOY 2nd
Increase percentage of passing and Advanced in all tested areas. 3	All Teachers, Principal, Coach	Ongoing	ESC-17 staff, consultants, teks, coach	Daily formatively assessing, Benchmark assessments, 2016 STAAR data	2016 State data, EOY 2nd
Tutoring groups, Inclusion classrooms with small group instruction. 3	All Teachers, Principal, Coach	August - June	Honda, ESC, Instructional Coach HONDA,	2016 STAAR data, Teks Resource System Assessments,	2016 State data, EOY 2nd
Provide accelerated instruction for special populations (special education, dyslexics, ells, 504 students with reading difficulties) to enable them to demonstrate mastery on grade level assessments and/or meet required improvement levels or exit of program. 9	Principal, Special education teachers, classroom teachers, ESL certified teachers counselor, instructional coach	Ongoing	Teks Resource System Assessments, Fast Math, Focus, ST Math, teacher input	Teks Resource System Assessments, Benchmark assessments, ST Math, Fast Math, Think Through Math, Lexia, and daily, weekly, unit and bi yearly assessments	2016 State data, EOY 2nd

Goal #1: Shallowater Intermediate School will provide curriculum and instruction to support high performance for all students.

TAPR Rating

Annual Performance Objective #1.2: To exceed the state standard STAAR results in the Texas Academic Performance Report of the Texas Accountability System with goals of state performance rate target of 60%.

INITIATIVES: Strategies (Steps) Title 1 School Wide Component #1-10	PERSON RESPONSIBLE	TIME LINE	RESOURCES	FORMATIVE EVALUATION	SUMMATIVE EVALUATION
Provide quality tier I instruction addressing all student needs using Teks Resource System created assessments, scope and sequence and teks alignment. 3	Principal, Teachers	Ongoing	ESC-17 staff, consultants	Data from benchmark and other periodic assessments in Eduphoria Aware, 2016 STAAR data, T-Tess, walkthrough data	2016 State Data
Increase percentage of passing and Advanced Performance in all tested areas. 2,3,4	Principal, Teachers	Ongoing	ESC-17 staff, consultants	Data from benchmark and other periodic assessments, 2016 STAAR data	2016 STAAR data
Incorporate tutoring, interventions into the school day to target accelerated instruction. (Tutoring). 9	Principal, Counselor, teachers	August-June	State Funding, Local, Title 1	2016 STAAR data, Teks Resource System Assessments, Unit Assessments	2016 STAAR data
SSI instructor for home to school connection and student success. 9	Principal, Teacher,	Ongoing	State, Title 1	Student grades, organizational skills	2016 STAAR data, TELPAS
Provide research based writing, reading and math instruction based upon the Three Tiered Intervention and Inclusion models in grades 2-4. 2	Teachers	Ongoing	Special Education teachers, staff,	Teks Resource System Assessments, Six Week assessments, Benchmark assessments	Grades, State Testing

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 as outlined in the Content Area ELPS/TEKS 10	ESL certified teachers	August-May	ESL funds, Title I funds, local funds, I funds, Rosetta Stone Software, (ESL/ESC Coop)	Home Language Survey, Six Week Assessments, Benchmark Data,	STAAR Scores TELPAS
Conduct an assessment of all ESL students to determine strengths and weaknesses 2,3,10	Principal, Counselor	Ongoing	STAAR, LPAC Records, AWARE	Benchmark scores, six week grades, Teks Resource System	TELPAS ratings
Provide staff development for all staff to be state certified ESL teachers 4	Principal	Ongoing	ESC ESL Coop, ESC I SSA, Title I, SCE	T-TESS, lesson plans in Forethought	Certificates, TELPAS, Final Grades
Follow procedures to place LEP students in special services needed such as Special Education, GT or Small Group instruction 2,10	Principal, LPAC, Counselor, teachers	Ongoing	Student grades, assessment results, teacher input	List of identified/recommended students in programs	PBMAS, TELPAS, STAAR
Ensure that information to parents is provided in the home language 6	Principal, Counselor, ESL teachers, LPAC, staff	Ongoing	ESL funds, Title I funds, I funds, Local funds	Qualified translators ESC Forms	Copies of notices sent to parents and translated by Google Translator
Provide opportunities for parents of ESL students to participate in school-sponsored activities 6	Principal, Counselor, Teachers, LPAC, SBDM committee	Ongoing	Local funds, ESL funds, Title I funds, Special Education funds	Parent and Family Engagement activities	Parent Sign-In sheets
Address areas of PBM with Risk Levels of 2/3 for LEP/ESL which are: NONE					

Long-Range Goal #1: Shallowater Intermediate School will provide curriculum and instruction to support high 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 for academic success.

INITIATIVES: Strategies (Steps) Title 1 School Wide Component #1-10	PERSON RESPONSIBLE	TIME INE	RESOURCES	FORMATIVE EVALUATION		SUMMATIVE EVALUATION
Provide a program for early identification, intervention, and support for students at risk for dyslexia or other reading difficulties based on individual needs. 2,9,10	Principal, Counselor, Teacher	Ongoing	Local, Title I,	List of students identified		Student STAAR data
Annually align SBOE approved procedures and district/campus procedures to provide services for dyslexic students including those who are section 504. 9	Principal, Counselor, Teacher, 504 committee	Ongoing	Local, Title 1, SCE	District and State Dyslexia Handbook Guidelines, accommodations in place		Students identified, SST files, All Student Data, written procedures for program operation
Provide research-based staff development for teachers of dyslexia students that uses individualized intensive, multi-sensory, and phonetic methods. 4	Principal, Counselor, dyslexia teacher	Ongoing	Local, Title I, SCE	Staff training for assessments or evaluation, training certificates, 3 new dyslexia teachers in training		Program plans, Scottish Rite certificates
Progress Monitor student progress in Tier 2 Instruction and determine program strength and weaknesses for student success. 3	Principal, Counselor, Teacher	Ongoing	Local, Title 1	Data Storage in EasyCBM, Istation, grades, individual program data filed with teacher		Students success with Data local and state and program Skill Mastery
Provide opportunities for parents of dyslexic students to participate in school-sponsored activities. 6	Principal, Counselor, Teacher	Ongoing	Local, Title I	Newsletters, Calendar detailing Parent and Family Engagement events		Parent Sign-In Sheets

Annual Performance Objective #1.5: To provide an educational program to meet or exceed TAPR and Federal Safeguard standards and meet No Child Left Behind mandates.

INITIATIVES: Strategies (Steps) Title 1 School Wide Component #1-10	PERSON RESPONSIBLE	TIME LINE	RESOURCES	FORMATIVE EVALUATION	SUMMATIVE EVALUATION	Outcome
Conduct a comprehensive needs assessment which may include STAAR, ISTATON, RPTE, PBMAS, TAPR, staff development 1	Principal, Counselor SBDM	May-September	Title I, Part A, AWARE	DATA from state	Areas of strengths and weaknesses identified	May 31, 2017
Address areas of weaknesses as identified in the comprehensive needs assessment such as: (Targeting Hispanic and economically disadvantaged students.) 2	Principal, Counselor Teachers SBDM	Daily	Title I, Part A Part A ESL, SCE,	Daily class schedules, Planning and Instruction	Increased student success with grades, STAAR (Reading 89 avg, Math 92)	CIP goals for 16-17
Ensure quality instruction of all students by certified staff who meet State Requirements for Certification/complete state certification forms for each teacher and PAKS for all paraprofessionals 3	Principal, Counselor	Ongoing	Local, I Title I, Part A Part A	List of all teachers providing instruction List of paraprofessionals in instructional settings	Teacher Certificates, state certified forms, Completed PAKS To be submitted by October 2016.	Certified Attestation- all current staff meet State Requirement for Certification or certified with PAK or through college hours.
Provide research based staff development for professional staff and paraprofessionals 4	Principal, Counselor Teachers, ESC17	Ongoing	Local, SCE, I Title I, Part A Part A, Local	Staff development calendars	Attendance Certificates 1.4B Training	Summer PD planning – GT and content area of choice
Recruit Content Certified Personnel 5	Principal, Counselor	As Needed	Local	Vacancy list	Content Certified staff hiring	Ensure all staff are certified 9-16 – Dr. Border
Provide Parent and Family Engagement activities in order to increase Parent and Family Engagement to all parents of students in any program(ex. conferences, Reading Night, Meet the Teacher, Open House, PTO performance programs, breakfasts, Parent School) 6	Principal, Counselor SBDM Parent representatives	August-June	Title I, Part A, BE/ESL, Special Education, I, Local	Parent and Family Engagement activities scheduled on school calendar as detailed in Parent and Family Engagement Policy reviewed annually	Sign-in sheets, evaluate programs for additional activities	Total numbers of parent attendees; Site Base Review and approval of Parent and Family Engagement Policy

Annual Performance Objective #1.5: To provide an educational program to meet or exceed TAPR and Federal Safeguard standards of state performance rate target of 60%; federal performance rate of 87% and meet No Child Left Behind mandates.

INITIATIVES: Strategies (Steps) Title 1 School Wide Component #1-10	PERSON RESPONSIBLE	TIME LINE	RESOURCES	FORMATIVE EVALUATION	SUMMATIVE EVALUATION
Provide effective, timely additional assistance to students who experience difficulty identified through frequent monitoring of student progress and placement in supplemental programs in the core subject areas or on a daily assessment basis 8	Principal Counselor Teachers Education Liaison	Daily	Title I, Part A, ESL, I, Local, SCE, Part A,	Three week progress reports, progress monitoring points, daily intervention, formative assessments	Progress monitor data, Report Cards, EOY Tests State and Local
Use of federal, state and local services school wide. 9	Principal, Counselor SBDM ESC	Ongoing	Title I, Part A, ESL, CATE, Dyslexia, Part A, I, G/T, OEY, SCE, Local, Special Education	Lesson Planning and Instruction, Teks Resource System	List of programs by campus/district (Rosetta Stone, ST Math, Tek Resource System, Reading Street, Pearson Envision Math, Mentoring Minds reading supplemental materials, Lexia, Istation,)
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	Principal, Counselor, teachers	Fall	Time	Meeting Scheduled	Sign-in sheets Agenda – September 26, 2016
Revise annually the School-Parent Compact and provide in English and Spanish 6	Principal, Counselor SBDM	Fall	Time	Agenda, minutes, draft of compact – reviewed and approved May, 2016	Written compact for parent meetings – completed in October for all parents
Provide staff development to teachers, Principal, Counselor, other staff members and parents to plan program goals and objectives for staff development 4	Principal, Counselor	May- August	Time	Agenda, minutes, handouts from planning meetings	Staff development calendar – provided by Administration On going PD as needed throughout school year.
Assessment development and consultation with teachers and administration and curriculum 8	Teachers, Curriculum Specialists, Principal	Ongoing	T-Tess, Region	Observation, walkthroughs, pre- conference, post conference	Annual Summative and planning for next year

Annual Performance Objective #1.5: To provide an educational program to meet or exceed TAPR and Federal Safeguard of state performance rate target of 60%; federal performance rate of 87% and meet No Child Left Behind mandates.

INITIATIVES: Strategies (Steps) Title 1 School Wide Component #1-10	PERSON RESPONSIBLE	TIME LINE	RESOURCES	FORMATIVE EVALUATION	SUMMATIVE EVALUATION
Provide information/communications in a format and in a language that parents can understand 6	School wide Staff	Ongoing	Title I, Part A, ESL	List of interpreters/translators (R. Martinez, L. Garza, B. Ritchey)	Copies of information/communications
Provide parents information on the level of achievement of parent's child on STAAR. 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 4,6	Principal, Counselor	State Guidelines	Title I, Part A	List of students who have a teacher who is not certified (None)	Copy of notice sent to parents (CSR's for 2016 data have been mailed as of July 2016 to student's homes. 2 nd grade end of year are sent home in mustang folder last week of May 2016.
Continue to monitor student progress and participation through Federal Safeguard Status 3,9	Principal, Counselor, teachers	August - May	Local	TAPR report disaggregation	TAPR annual report results
Address areas of PBMAS with Risk Levels of 2 or 3 which are: NONE	Principal, Counselor	Ongoing	Honda, Local	Identify students who may exit the special education program with success.	State and EOY Data, PBMAS report

Long Range Goal #1: Shallowater Intermediate School will provide curriculum and instruction to support high 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
Written policies that include provisions regarding furloughs, reassessment, exiting of students from program services, transfer students, appeals of district decisions regarding program placement 10	Principal, Counselor G/T Staff and Selection Committee	May – August	Local	Agendas, Minutes, sign-in sheets	Written policies, handbooks
Conduct an annual student nomination process to include white, black and Hispanic students or those who may be in a program such as ESL, economically disadvantaged, special education for student nominations and/or placements 10	Principal, Counselor Teacher G/T Selection Committee	spring	Local	List of students nominated	List and records of student nominations always available in May each year and included in program reports
Provide an advanced and challenging curriculum to all G/T students in all grades using the framework showing depth and complexity including the four core academic areas 3,10	G/T Staff	August – May	Local, G/T funds, ESC,	Lesson Plans, GT documentation of instruction	Curriculum designed for GT, Student scores STAAR
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. This also includes one teacher component for a total of four areas. Students must qualify in 3/4 of the areas or be approved by the GT Committee on the individual campus. 10	G/T Selection Committee G/T Staff	Spring	Local, G/T Funds	List of students tested	List of qualifying students available in counselors off each spring – 2016 currently Three criteria in place in written policy
Continue to provide opportunities for all professional staff to obtain 30 hours of G/T training and/or annual updates 4	Principal, G/T Staff	Ongoing	Local, G/T Funds	Training of staff on G/T instruction, update annually (August 2016 at Region 17 this summer)	Course completion records
Encourage parental involvement and provide opportunities for parents to participate in school-sponsored activities 6	Principal, Counselor G/T Staff	Ongoing	Local	Parent and Family Engagement Calendar	Sign-in Sheets

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. Shallowater Intermediate and Shallowater Elementary are Title I, Part A School-wide Programs with a student poverty rate of at least 40 percent that Combines federal funds with SCE funds to serve at-risk students on the School-wide Campus with \$117,419 and 2.0000 FTE's.

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-October	Total SCE funds \$117,419	Determine identifying rubric	Local policy
Identify students at risk of dropping out of school using state criteria 2	Principal, Counselor, Teachers	After Reading Universal and through May	Local, Title 1, Part A, SCE	At-risk criteria distributed	List of at-risk students identified eoy success
Provide teachers with the confidential list of At-Risk students and supporting criteria used for identification 2,9	Principal	Beginning of school	Local	Reading universal or state testing	All teachers with list and supporting documentation
Conduct a comprehensive needs assessment which includes but is not limited to STAAR, RPTE, to identify areas to accelerate 1	Counselors Teachers Site base teams	April - May	Local, Title I, \$112,025 5.000 FTE Part A, SCE \$117,419 with 2.00 FTE	Data disaggregated for at-risk students	Results of comprehensive needs assessment (Hispanic and economically disadvantaged students)
Serve students who failed readiness test with accelerated, intensive program for early literacy 3,9	Principal, interventionist	Ongoing	SCE, Local, Reading Street, State Funding, Lexia, Istation	Identified students failing readiness test or STAAR test placed in program	Teks Resource System Assessments Benchmark boy results (Istation), STAAR
Serve LEP and/or At-Risk students through an accelerated Intervention program to acquire proficiency in the English language 9,10	ESL Teachers Principal, Counselor	August - May	ESL funds SCE, Local, Title 1	Progress reports Report card grades Benchmark Tests, Istation, Lexia, and other specialized reading/math interventions	RPTE, STAAR, TELPAS, LPAC determinations

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.

INITIATIVES: Strategies (Steps) Title 1 School Wide Component #1-10	PERSON RESPONSIBLE	TIME LINE	RESOURCES	FORMATIVE EVALUATION	SUMMATIVE EVALUATION
View report that compares STAAR data of students at risk of dropping out of school and all other district students 9	Counselor SCE Staff	May – August	SCE, AWARE	Data-State	Written report
Provide research based staff development designed to assist students at-risk of dropping out of school for professional/paraprofessional staff 4	Principal, Counselor ESC	Fall, Spring, Summer	Local, Title I, Part A, 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	Principal, Counselor SCE Staff	August – May	Local, Title I, Part A	Parent and Family Engagement calendar, SST and ARD Committee notes, parent contacts documented in Eduphoria	Evaluation of Parent and Family Engagement activities

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

Students with Disabilities

Annual Performance Objective #1.8: To provide appropriate identification and a range of services that will ensure TAPR and Federal System Safeguards of state performance rate target of 60%; federal performance rate of 87% 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	Principal, Counselor Special Education Director	August	Special Education funds, Title I, Part A, Part A	Review of personnel files	Teacher/Teacher assistants certificates on file
Provide research based staff development, with input from staff including training for accommodating and/or modifying for students as needed 4	Principal, Counselor, Special Education Director, Teachers, Teacher assistants	Ongoing	Special Education, Part A, Title I, Part A	Staff development calendar	Attendance Certificates
Ensure that all students with disabilities have access to the general curriculum as appropriate and all teachers are trained to modify and deliver the appropriate instruction 2,3,4	Principal, Counselor, Special Education Director, Special Teachers, Regular Education Teachers, Diagnostician	August – May	Special Education, Local, Title I, Part A	ARD/IEP	Student schedules, Inclusion Logs on file in Special Education Teacher’s room
Provide parental involvement and provide opportunities for parents of students with disabilities to participate in school-sponsored activities 6	Principal, Counselor, Special Education Director	Ongoing	Local, Special Education, Title I, Part A	Parent and Family Engagement activity calendar	Sign-in sheets (all available in CNA notebook)
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, RPTE, IEP	Data – State, Local	IEP/Needs identified
Provide training to ARD committee BOY 4	Special Education Director, ESC	August	ESC, Special Education Funds	Training scheduled – (August in-house staff training)	Sign-in sheets

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

Students with Disabilities

Annual Performance Objective #1.8: To provide appropriate identification and a range of services that will ensure TAPR and Federal System Safeguards of state performance rate target of 60%; federal performance rate of 87% 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
504 procedures in place and training for teachers to accommodate and deliver the appropriate instruction is in place and ongoing according to student need 4	Principal, Counselor, all teachers, all staff	August-May	TEA 504 Practices, ESC-17 staff, HONDA	Tracking of SST process and outcomes	Decrease number of referrals to special education, 2016 STAAR data
Provide early intervention to prevent the need for referral through tutoring, Guided Reading strategies, and daily intervention 3,9	Principal, Counselor, Special Education teachers, Interventionists	August-May	ESC-17 staff, HONDA	Progress Monitoring of students in intervention activities (students are testing or entered into sped program after exhausting interventions and through ARD committee decisions.)	Decrease number of referrals to special education, 2016 STAAR data Increased percentage of passing in subpopulations
Utilize Response to Intervention model for identification of students with disabilities. 9	Principal, counselor, teachers	August-May	ESC-17 staff, state materials, HONDA	Progress Monitoring documentation	Reviewed by ARD/IEP committee as needed
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 (Review PBMAS Fall of 2016 and update)	Principal	August-May	ESC-17 staff, HONDA	Snapshot numbers, verification of state codes in March sent from the state, formative assessment success	Final PBMAS status each October

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

Technology

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

INITIATIVES: Strategies (Steps) Title 1 School Wide Component #1-10	PERSON RESPONSIBLE	TIME LINE	RESOURCES	FORMATIVE EVALUATION	SUMMATIVE EVALUATION
Provide quality technology instruction for students	Principal, District technology coordinator, lab	August-May	Technology Coordinator, Part A	STAR Chart	Teacher planning
Equip necessary classrooms with mimeos	Principal, District technology coordinator	Ongoing	Technology Coordinator, Part A	Assess teachers for need and supply each classroom with equipment.	Acquisition and placement of touch board technology
Utilize technology curriculum	Principal, District textbook coordinator, teacher	Completed	State Curriculum	Lesson plans, student work, daily use	End of year technology portfolio for each student
Provide one set of at least 4 iPads for each classroom teacher who utilizes small group instruction according to Intermediate guidelines	Principal, District technology coordinator, lab	Ongoing	Technology accounts	Lesson plans, student work, technology inventory	When all have sets of iPads – check inventory and CNA needs annually

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

Health/PE Education

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

INITIATIVES: Strategies (Steps) Title 1 School Wide Component #1-10	PERSON RESPONSIBLE	TIME LINE	RESOURCES	FORMATIVE EVALUATION	SUMMATIVE EVALUATION
Implement satisfactory SHAC involvement. 6,10	Principal, Nurse, District SHAC representative, teachers	August-May	ESC-17 staff, Title funds	Shac Review in May	Shac Review—meeting notes
Instruct the students in Health Education and consistent PE curriculum between PE teachers (3) included in the PE class time. 2,3	Principal, P.E. teacher	August-May	SHAC Committee, ESC-17 staff	Lesson Plans	SHAC committee approval
Maintain Smaller PE classes 2,3	Principal, District	August-May	Staff	Fulltime staff	Class sizes reduced – completed with full day Physical Education in place
Suicide Prevention Staff Training 4	Administration, Principal, Staff	August-October	Online Software	Certificates of Completion	Submitted Certificates to Central Office

Long-Range Goal #1 Shallowater Intermediate will provide curriculum and instruction to support high 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) Title 1 School Wide Component #1-10	PERSON RESPONSIBLE	TIME LINE	RESOURCES	FORMATIVE EVALUATION	SUMMATIVE EVALUATION
Utilize a three-tier intervention program for students in grades 2-4 with Student Support Team support. 9	Principal, Counselor Teachers,	August	ESC 17 HONDA	Referral Records, intervention lists, SST summaries	Referral Records SST summaries on file in counselors office, team procedures
Utilize Teks Resource System Assessments, EasyCBM. Six Week testing data, Istation, STMath, Lexia and teacher evaluation to assess and identify students in need of intervention in math and reading including progress monitoring for Tier 1, II or III 8,9	Principal, Counselor, Interventionists, special ed teachers	Ongoing	Teks Resource, Reading Coach, EasyCBM, ISTATION, Lexia, STMath	Lists of intervention students and their progress monitoring in ISTATION or Easy CBM	EOY Data Success
Provide professional development for staff in Inclusion/RTI principles. 4	Reading Interventionists, Special ed teachers	August - May	ESC 17, H.O.N.D.A, TEA RTI convention	Readiness instrument, progress monitoring techniques	Student Data, sign in sheets

Long-Range Goal #2: Shallowater Intermediate School will employ and support quality teachers, Principal, Counselor, and staff.

Personnel

Annual Performance Objective #2.1: To ensure that all Administrators and teachers meet State Requirements for Certification and paraprofessionals meet Highly Qualified Certification in Shallowater Independent School District.

INITIATIVES: Strategies (Steps) Title 1 School Wide Component #1-10	PERSON RESPONSIBLE	TIME LINE	RESOURCES	FORMATIVE EVALUATION	SUMMATIVE EVALUATION
Provide professional development which accurately addresses staff and student needs 4	Principal	Ongoing	ESC-17 staff, Title funds, local funds	Record of professional development activities, sign-in sheets/agendas	Certified Standard documents on file and reported to the state by the Title 1 Coordinator
All Staff in place will meet certified standard 5	Principal	Ongoing	ESC-17 staff, Title funds, local funds	List of Certifications with documentation in files	Submitted lists to Central Office annually

Long-Range Goal #3: Shallowater Intermediate 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.

INITIATIVES: Strategies (Steps) Title 1 School Wide Component #1-10	PERSON RESPONSIBLE	TIME LINE	RESOURCES	FORMATIVE EVALUATION	SUMMATIVE EVALUATION
Character Education will be used in all classes to improve discipline and standardize expectations. 2	Principal, Counselor, Teachers	August-May	Title I, SCE, TEA website Office of Attorney General, Child Welfare.gov, HB 1386; ESC 17, Update 93 FFI Local, Mustang U	Pony Pride lists, Student Mustang Cards mailed home and Character slips earned.	Decrease in discipline referrals.
School Wide Discipline Plan Implemented with Tier 2 and tier 3 in place 2,9	All Staff	August - June	Teacher created plan	Office referrals, Students not making Pony Pride due to referrals.	Teacher observation of tier II technique effectiveness
Social Committee, Staff Motivation, SSI 2	Principal, Social Committee Members	August-May	Dues	Committee Planning Notes	EOY Committee Summary, PO's showing staff incentive.
Recognize Student Achievements in Rise N Shine Announcements, Weekly School Newsletter and School Board Meetings 2	Principal, Teachers, Parents	August-May	Knowledgeable People, Local	Parent, Teacher and Student Input	Record of Students Acknowledged
Communities In Schools 10	Principal, Counselor and CIS liaison	Ongoing	CIS	CIS Report	CIS end of year report
Students will be afforded extracurricular activity participation opportunities. 2,10	Staff	August-May	Writers Club, UIL, Spelling Bee, Student Council	Announcement Sheets	List of Participating Students and coordinating staff

Long-Range Goal #4: Shallowater Intermediate 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.

INITIATIVES: Strategies (Steps) Title 1 School Wide Component #1-10	PERSON RESPONSIBLE	TIME LINE	RESOURCES	FORMATIVE EVALUATION	SUMMATIVE EVALUATION
Provide informative meetings for parents and other interested parties addressing topics of interest – Brown Bag, Content Nights 2,6	Principal, Counselor, Community in Schools representative	August - May	2015-2016 parent surveys, no funding	Sign-in sheets, agendas, copies of promotional material	2016-2017 parent surveys
Provide and support active Parent-Teachers Organization, Community/Business Involvement 1,2,6	Principal, PTO, Business Members	August-May	PTO Funds,	Copies of scheduled meetings, sign-in sheets & agendas, letters	Participation in PTO, Harvest Festival Participation, 4H
Continue to implement Communities in Schools to facilitate coordination of student and family outreach 1,2,10	Principal, CIS director, counselor	Ongoing	State funds, local funds	Student case files	Student reports on file with CIS representative
Disseminate information weekly through newsletter(s) and online posting of information or School Messenger, Remind text strands for staff and homeroom teachers with parents 6	All Staff	Ongoing	Local Funds, State Funds	Weekly Newsletter Archives	Parent Surveys

Long-Range Goal #5: Shallowater Intermediate School 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
Maintain facilities 2, 10, 6	Principal, PTO, community members, Head of Operations	End of September	Local, PTO accounts	Needs assessed annually	Facilities Check

2015-2016 Comprehensive Needs Assessment for Shallowater Intermediate School

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

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

	Reading	Math	Writing	All Tests
All students	84%	90%	75%	83%
Level III: Advanced	54%	65%	18%	46%
Hispanic	67%	79%	68%	71%
White	90%	94%	79%	88%
SPED	44%	56%	25%	42%
Eco Disadv.	73%	82%	65%	73%
LEP/ELL	56%	88%	83%	76%
GT	100%	100%	100%	100%
At Risk	53%	65%	43%	54%

Goals to meet are: TAPR and Federal System Safeguards 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.

Scoring Summary

- TELPAS (RPTE and TOPS) – Data indicates that 13 ESL students tested scored:

Overall Composite Score which includes Reading, Speaking, Listening and Writing:

2nd grade – four 2nd grade students were advanced and one was advanced high.

3rd grade – two students were advanced and one was advanced high.

4th grade – All five students stayed at the same level: three advanced, one advanced high and one intermediate.

Certified Standards teacher status at this campus: 100____% of teachers in core academic areas meet State Requirements for Certification in 2016-2017

- Certified Standards Teacher status in 16-17: 100% completed.
- Highly Qualified Paraprofessional status in 16-17: 100% completed.

Surveys from parents and staff would like:

Staff Development:

Guided Reading and Math groups

Differentiation for each child

Parents would like:

More PE and recess time – done through scheduling for 16-17 – completed and ongoing

Continued communication with the school and teachers – newsletters, Facebook page, and communication in the same form a parent has contacted the educational profession in within 24 hours.

Facilities are within OCR compliance. Some needs or wants included:

5 iPads for each classroom