

SHALLOWATER MIDDLE SCHOOL IMPROVEMENT PLAN



2016-2017

Shallowater Middle School
2016-2017
Biography

Introduction:

The Campus Site Base Committee met to approve the campus improvement plan for the 2016-2017 school year in June of 2016. The committee reviewed the TAPR (Texas Academic Performance Reports) data prepared by the Texas Education Agency and other relevant information relating to student success as it pertains to the campus improvement plan.

Demographics:

Shallowater Middle School is located in the Northern portion of the Shallowater City limits. The campus has an ethnically diverse community with 65.42% of the students being served White, 32.61% percent being Hispanic/Latino, 0.40% Black/African American, and 0.79% students being Two or More Races. Approximately 42% of students are eligible for free or reduced-price lunches under the National School Lunch Program. Based on the (PEIMS) Public Education Information Management System data as of November 11, 2016 the total enrollment for the middle school is 506 students.

Student Success:

The primary instrument for determining student achievement is the STAAR. Another instrument includes IXL. Teachers also use self-created formative and summative assessments. At the time of this CIP update, ratings for the 2015-2016 school year garnished a Met Standard rating.

Parental Involvement:

Parental Involvement at Shallowater Middle School is necessary for student success. Parents greatly contribute to our campus successes. We hold high our goal of welcoming everyone to our building to provide this firm foundation in student success. Parental Involvement occurs through parent meetings, SST meetings, teaming meetings, advisory presentations, and other informal means of involvement.

Community Involvement:

Our campus recognizes the importance of community involvement in order to achieve campus effectiveness. Our campus is supported through community involvement activities with such organizations as Peoples Bank, The Ronald McDonald House, Breedlove, and other community organizations.

Mission:

Our campus motto is “Find Your Purpose.” Our purpose as a school is to help each of our students find their own unique purpose and strengths as individuals. Additionally, as a member of the No Excuses University network of schools, SMS places a strong emphasis on college readiness and awareness.

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

Federal System Safeguards (ESSA)

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

Goals are to meet TAPR of state performance rate target of 60%; federal performance rate of 87%.

INITIATIVES: Strategies (Steps) Title 1 School Wide Component #1-10	PERSON RESPONSIBLE	TIME LINE	RESOURCES	FORMATIVE EVALUATION	SUMMATIVE EVALUATION
Disaggregate STAAR test data from 2016 tests in order to identify and target specific areas where student achievement gaps are evident. 7	All staff	August-May	District Funds Personnel	Teacher Assessments Benchmarks	STAAR
Using disaggregated test data to align curriculum with identified needs to incorporate daily skills and instruction prioritizing. 2	Principal and Teachers	August-May	ESC 17 Workshops	Benchmarks and Unit Tests	STAAR
Achieve performance gains for all students by aligning classroom instruction to remediate specific student needs. 9	Principal Teachers	August-May	Curriculum	Teacher assessments, progress reports, and benchmarks	Periodic/Benchmark assessments
Hold individual student conferences in order to individualize student plans for the 2016-2017 school year. 9	Principal Teachers	August-May		Observation/Formative Assessments	STAAR
Communicate individualized student plans for 2016-2017 school year to parents/guardians. 7	Teachers	August-May	Administration Teachers	Signed forms from parents indicating receipt	Student conference lists
Provide accelerated instruction for special education students to enable them to demonstrate mastery on grade level assessments and/or meet required improvement levels. 9	Principals Special Ed staff Teachers	August-May	HONDA Personnel Intervention	Benchmark assessments Formative 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
Improve Tier I instruction to provide high quality instruction in all core classes and prevent the need for intervention. 3	Administration Teachers	August-May	Learning Lab Plato	Benchmarks and Classroom Assessments	STAAR
Level 3 Performance—Increase the percentage of Advanced performance through the increased use of higher level questioning. 3	Administration Teachers	Ongoing	ESC 17 and consultants	Benchmarks, classroom assessments, walk throughs, and TMDS	STAAR
Utilize funds to provide quality intervention activities in reading and math at grades 5-8. 9	Administration Teachers	August-May	TMDS Comp. Ed.	Benchmark data	STAAR
Maintain attendance rates at or above state standard. 2	Teachers, staff, and administration	Ongoing	District funds Personnel	Noted improvement monthly	TAPR
Provide research based reading and math instruction based upon the Three Tiered Intervention model in grades 5-8. 3,9	Teachers and interventionist	August-May	Interventionist Various Intervention Resources	Formative Assessments	STAAR, TELPAS

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

BE/ESL

Annual Performance Objective #1.3: To improve the percentage of Hispanic and Economically Disadvantaged students passing the 7th grade Writing and 8th grade Social Studies STAAR tests.

INITIATIVES: Strategies (Steps) Title 1 School Wide Component #1-10	PERSON RESPONSIBLE	TIME LINE	RESOURCES	FORMATIVE EVALUATION	SUMMATIVE EVALUATION
<p>Identify and provide all Hispanic and Eco/Dis students with targeted Tier 1 instruction and intervention. 2,9</p> <p>Provide staff development for professional staff as well as for paraprofessionals that is researched based with input from staff 4</p> <p>Address areas of PBM with Risk Levels of 2/3 for LEP/ESL which are: None</p>	<p>Teachers/ Administrators</p> <p>Teachers/ Administrators</p>	<p>Ongoing</p> <p>Ongoing</p>	<p>Local Assessments/ STAAR data</p> <p>Local Funds/ESC</p>	<p>Local Assessments/STAAR data</p> <p>Observation/Goals Meetings</p>	<p>STAAR</p> <p>STAAR</p>

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

Dyslexia Program

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

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. 2,9	Administration School Board Dyslexia Staff	August, January	Local, Title I, ARI funds	Staff training	List of students eligible for services
Provide a program for early identification, intervention, and support for students at risk for dyslexia or other reading difficulties. 2	Dyslexia Staff	August	Local, Title I, ARI funds	Written procedures	Students identified
Annually align SBOE approved procedures and district/campus procedures. 2	Dyslexia Staff	August	Local time	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. 2	Administrator Dyslexia Staff	Daily	Local, Title I, ARI funds	Class schedules	List of students receiving services
Monitor student progress. 9	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, Part A Title II, Part A, ESC 17	List of teachers providing services	Teaching certificates
Conduct a comprehensive needs assessment to determine students in program areas of strengths and weaknesses. 1	Dyslexia Teachers	August – September January – May	Local, other assessment tests	List of students identified	Disaggregated data

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

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. 2,9 Provide opportunities for parents of dyslexic students to participate in school-sponsored activities. 6	Dyslexia Teachers Administrator Dyslexia Teacher	Daily Fall/ Spring	Comprehensive needs assessment Local	Report Cards School calendar of Parent and Family Engagement activities	Increase in test scores Parent Sign-In sheets

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

NCLB

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.

Goals are to meet TAPR of state performance rate target of 60%; federal performance rate of 87%

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, RPTE, PBMAS, TAPR indicators, staff development, SDFSC annual report, etc. 1	Administrators Counselor SBDM	August – September		Disaggregated data	Areas of strengths and weaknesses identified
Ensure schoolwide reform strategies that address areas of weaknesses as identified in the comprehensive needs assessment such as: (Accelerated Reader, TMDS, Saxon Math, Content Mastery Lab, Plato, etc.) 2	Administrators Teachers SBDM	Daily		Daily class schedules	Increased student scores on STAAR
Ensure instruction of all students by teachers who meet certified standard.	Administrators	Daily		List of all teachers providing instruction List of paraprofessionals in instructional settings	Teacher Certificates Completed PAKS
Provide research based staff development for professional staff and paraprofessionals 4	Administrators Teachers, ESC	Fall/ Spring		Staff development calendars	Attendance Certificates
Attend job fairs, recruit from teacher certification programs, advertisements to ensure avenues for attracting teachers who meet certified standard and paraprofessionals schools 5	Administrators	Spring/ Summer		Course vacancy list	Certified standard 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		Parent and Family Engagement activities scheduled on school calendar	Sign-in sheets at activities to determine increase/decrease
Update staff certification campus plan 2	Administrator		Title II, Part A	List of teachers meeting state requirements for certification	All teachers meet state certification requirements or are in the process

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.

Goals are to meet TAPR of state performance rate target of 60%; federal performance rate of 87%

INITIATIVES: Strategies (Steps) Title 1 School Wide Component #1-10	PERSON RESPONSIBLE	TIME LINE	RESOURCES	FORMATIVE EVALUATION	SUMMATIVE EVALUATION
Conduct a survey of teachers to decide the use of alternative assessments 8	Administration SBDM	Fall	Local	Survey	List of assessments
Provide effective, timely, additional assistance to students (including homeless students) who experience difficulty mastering the proficient or advanced levels of academic achievement standards through frequent monitoring of student progress and placement in supplemental programs in the core subject areas 9	CIS Administration Teachers	Ongoing	CIS ESL	Three week progress reports	Report Cards
Provide information/communications in a format and in a language that parents can understand 6	Administration Faculty Staff	Ongoing	ESL Local SCE	List of Interpreters	Copies of information and communication
Provide parents information on the level of achievement of parent's child on STAAR and timely notice that the parent's child has been assigned to, or has been taught for four or more consecutive weeks by a teacher who is not certified 6,3	Administration	September	Local	List of students and teachers not certified	Copy of notice sent to parents
Continue to monitor student progress and participation through Federal Safeguard Standards Report 10	Administration Teachers	Ongoing	Local funds	Federal Safeguard Standards report	Federal Safeguard Standards report
Provide timely notice that the parent's child has been assigned to, or has been taught for four or more consecutive weeks by a teacher who is not certified 3	Administrator	Four weeks	Local funds	List of teachers not meeting certified standard, their assignment, and start date	Copy of letters sent

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
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 10	G/T Staff	August – May	Local, G/T funds, ESC	Lesson Plans	Student projects/ Student scores STAAR/SAT/ACT
Ensure equity of opportunity for all students for identification selection, and placement of students that includes the use of native language and non-verbal assessment 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. 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, Title V, G/T Funds	Staff development calendar	Course completion records
Revise and update G/T curriculum framework showing depth and complexity including the four core academic areas 10	G/T Staff	April – August	Local	Notes, minutes from meetings	Program evaluation data

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

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 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 2	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 3	Administrator	April – August	Local, G/T Funds	Interviews	Sign-in sheets
Encourage parental involvement and provide opportunities for parents to participate in school-sponsored activities i.e. annual meeting, UIL activities, etc. 6	Administrator G/T Staff	August – May	Local	Parent and Family Engagement calendar	Written strategies developed

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

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	Total SCE \$82,812 and 1.7101 FTE	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	Principal	Beginning of school	Local, Title I, Part A, SCE	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, Local, ARI	Data disaggregated for at-risk students	Results of comprehensive needs assessment
Serve 6-12 students with below 70 average in 2 or more subjects through tutorials and accelerated instruction. 9	Middle School Principal	Fall – May	ESL funds SCE Local	Identified students failing readiness test placed in program	STAAR
Serve ELL students through an accelerated program to acquire proficiency in the English language 10	ESL Teachers Principal	August - May	Total SCE \$82,812 and 1.7101 FTE Local	Progress reports LPAC Meetings	RPTE STAAR
Provide accelerated, intensive program for At-Risk students failing the STAAR through tutoring, computer-assisted instruction, extended day, week, year, specialized reading/math classes, etc. 9	Principals	August – May	TAPR	Progress reports Report card grades Benchmark Tests	STAAR Completion rate
Compile a report that compares STAAR data of students at risk of dropping out of school and all other district students 2	Counselors SCE Staff	August – May		Disaggregated data	Written report

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

Students with Disabilities

Goals are to meet TAPR of state performance rate target of 60%; federal performance rate of 87%

Objective #1.8: To provide appropriate identification and a range of services that will ensure TAPR and Federal Safeguard 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, Title II, 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 II, Part A, Title I, Part A	Staff development calendar	Attendance Certificates
Ensure that all students with disabilities have access to the general curriculum 9	Administrator, Counselor, Special Education Director, Special Teachers, Regular Education Teachers	August – May	Special Education, Local, Title I, Part A	ARD/IEP	Student schedules
Provide training to teachers regarding modifying the curriculum for students with disabilities 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, RPTE, IEP's, etc.	Disaggregated data	IEP/Needs identified
Provide training to ARD committee 4	Special Education Director, ESC	August	ESC, Special Education Funds	Training scheduled	Sign-in sheets

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

Goals are to meet TAPR of state performance rate target of 60%; federal performance rate of 87%

INITIATIVES: Strategies (Steps) Title 1 School Wide Component #1-10	PERSON RESPONSIBLE	TIME LINE	RESOURCES	FORMATIVE EVALUATION	SUMMATIVE EVALUATION
Consistency in 504 procedures and early staffing 10	Administration Staff	Ongoing	Special Ed. Funds Honda	Pre-referral team minutes	
Early intervention to prevent the need for referral 9	Administration	Ongoing			
Explore the development of a Response to Intervention model for identifying students with learning disabilities. 2	Administration Teachers	August-May	Special Ed. ESC 17 Honda	Documentation	STAAR
Address PBM areas with Risk Levels of 2/3 which are: Over identification Hispanic overrepresentation .	Administration Teachers	August-May	ARD Prior Intervention ESC 17	Documentation from Special Education SST minutes	TAPR Report PEIMs

Annual Performance Objective #1.9: 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
Implement a three-tier intervention program for students in grades 6-8. 2	Administration H.O.N.D.A.	August	ESC 17 HONDA	Referral Records SST summaries	Referral Records SST summaries
Utilize IXL to provide progress monitoring for students in Tiers II and III math intervention 3	Math Interventionist Special Ed teachers	September - May	IXL	IXL Data	Student progress charts
Utilize IXL to provide progress monitoring for students in Tiers II and III reading intervention. 3	Reading Interventionist Special Ed teachers	September - May	IXL	Benchmark assessments, IXL Data	Student progress charts
Review Student Support Team process to align procedures with RtI model. 2	Administration H.O.N.D.A	August	ESC 17	Current process	Revised procedures developed and disseminated
Provide professional development for staff in RtI principles. 4	Administration H.O.N.D.A Teachers	Aug-May	HONDA ESC17 SISD	Readiness instrument	Sign in sheets

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

Technology

Annual Performance Objective 1.10: 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
Increased Student Usage 3	Administration Teachers District Tech Campus Tech	August-May	District Tech Administration Teachers ESC 17	Star Chart	Parent Survey

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

Personnel

Annual Performance Objective #2.1: To ensure that all Administrators, teachers, and paraprofessionals in Shallowater Independent School District meet certified standard.

INITIATIVES: Strategies (Steps) Title 1 School Wide Component #1-10	PERSON RESPONSIBLE	TIME LINE	RESOURCES	FORMATIVE EVALUATION	SUMMATIVE EVALUATION
Professional Development: Provide professional development that effectively addresses staff/student needs 4	Administration SBDM	August-May	District		Certified Standard Report
All staff currently employed as well as future hires will meet certified standard 3	Administration	Ongoing	Local	List of all teachers providing instruction/List of all paraprofessionals in an instructional setting	Teacher Certificates Completed PAKS
Staff will be Met Standard for student excellence on state tests 10	Administration	Spring	Local, ESL, GT	List of recognition activities	List of recipients

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

Environment

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

INITIATIVES: Strategies (Steps) Title 1 School Wide Component #1-10	PERSON RESPONSIBLE	TIME LINE	RESOURCES	FORMATIVE EVALUATION	SUMMATIVE EVALUATION
Character and Bullying Education 2	Administration Staff	August-May	CHAMPS Training PBS, TEA website Office of Attorney General, Child Welfare.gov, HB 1386; ESC 17, Update 93 FFI Local	Observation of students Pride Side	Decrease in discipline referrals
Implement Campus Crisis Management Plan 2	Counselor School Resource Officer Administration	Fall	Local	Handbook receipt signatures on file	Crisis Management Plan
Use student alternative placement when appropriate to ensure a safe environment for all students 2	Administration	Ongoing	Local	Decrease in number of major offense discipline referrals	Monthly/Yearly report of alternative discipline
When necessary, utilize school police officer to reinforce and support expectations 10	School Resource Officer	Ongoing	Local	Decrease in referrals	Discipline records
Emphasize the positive aspects of all students through implementation of a student achievement program in order to maintain a positive school environment 2	Administration Teachers Staff	Fall/Spring	Local	Pride Side	List of students who met criteria for each six weeks and end of year

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

Community

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

INITIATIVES: Strategies (Steps) Title 1 School Wide Component #1-10	PERSON RESPONSIBLE	TIME LINE	RESOURCES	FORMATIVE EVALUATION	SUMMATIVE EVALUATION
Implement Communities in Schools to facilitate six components for all students 10	Administration CIS Executive Director	Fall	State funds District funds	Maintain student case files in compliance with CIS guidelines	Submission of student reports
Provide opportunities for open communication between home and school 6	All Staff	Ongoing	Local	Parent/Community surveys	Staff documentation
Use of SMS website for the purpose of disseminating information concerning school programs, events, activities and expectations 6	CL Manager Administration Teachers	Ongoing	Local Technology	Website	Record of Website Usage
Utilize email, phone contacts, or mail system on a consistent basis to communicate with parents, community, and staff about academic and extra-curricular activities 6	All Staff	Ongoing	Local	Parent/Community Logs	Weekly/Monthly distribution list
Establish a site-base decision committee to include representation of campus staff, administration, parents, community representatives to review campus goals, objectives, and instructional programs 10	Administration	Fall/Spring	Local	Monthly meetings Agendas Sign-in sheets	Monthly meetings and agendas on file
Encourage parent volunteerism through campus visits, mentoring programs, and service learning opportunities 10	All Staff	Ongoing	Local	Parent logs	Parent and Family Engagement Calendar

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

Operations

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

INITIATIVES: Strategies (Steps) Title 1 School Wide Component #1-10	PERSON RESPONSIBLE	TIME LINE	RESOURCES	FORMATIVE EVALUATION	SUMMATIVE EVALUATION
Work orders will be submitted concerning all campus needs 2	Administration Campus Staff	Ongoing	Local	Number of work orders submitted	Number of work orders completed
Campus space utilization will be reviewed in light of continued growth 2	Administration Superintendent	Ongoing	Local	Needs addressed	Adequate space for all students
District Resource Officer will maintain a daily presence in the building to help promote a safe and orderly environment 10	Administration Resource Officer	August-May	Local	Promoting safety	Number of discipline referrals

2016-2017 Comprehensive Needs Assessment for Shallowater Middle School using 14-15 data and preliminary 15-16 data

Preliminary Data for 15-16 as of June, 2016 (1st and 2nd administration scores)

*At this time, the State has delayed the release of all other scores until July 5th, 2016.

2015-2016 STAAR Scores

All Grades	Reading	Math	Writing	Science	SS	All Tests
All students	86	91	81	81	68	81
African/American	0 (1 student)	100				
Hispanic	75	93				
White	94	99				
Eco Dis	73	92				
8 th Grade	Reading	Math				
All students	95	93				
African/American	100	100				
Hispanic	91	88				
White	97	96				
Eco Dis	90	87				

TAPR Campus Rating for 15-16: Met Standard

TAPR and Federal Safeguard Campus Rating for 15-16: **Met TAPR and Federal Safeguard standards**

Student Information

2014-2015 STAAR Scores

	Reading	Math	Writing	Science	Soc. Studies	All Tests
All students	90	*	77	81	77	85
African/American	na	*	na	na	na	na
Hispanic	81	*	55	56	60	69
White	95	*	89	91	90	93
Eco Dis	81	*	54	62	59	71

NCLB:

Areas of Concern:

- Drop Out Rate at this campus (all students):
 - Number of dropouts for :
 - Hispanic students: 0%
 - African American students: 0%
 - Econ. Disadv.: 0%
 - White: 0%
- 100 % of teachers in core academic subjects meet certified standard requirements in 2016-2017
- Surveys/staff meetings covering the areas of staff, parental involvement and facility needs indicated the following:

Staff Development in the areas of:

STAAR Instruction (Hispanic and Eco Dis populations)