

# **SHALLOWATER ELEMENTARY IMPROVEMENT PLAN**



**2008-2009**



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

INITIATIVES: Strategies (Steps)	PERSON RESPONSIBLE	TIME LINE	RESOURCES	FORMATIVE EVALUATION	SUMMATIVE EVALUATION
Ensure instruction of all students by highly qualified staff	Administrator	Daily	Title I, II, III, IV, V, 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 conferences/make court referrals as needed	Administrator, committee members	Weekly	District funds	Six weeks attendance reports, conference notes, court referrals	Meet or exceed AYP 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	Administrator, teachers, SBDM team	Daily	Title I, II, III, IV, V, ESL, local, SCE, Reading First, AMI	Class schedules, Tier one, two and three flexible groupings	Improved state assessment scores on TAKS Maintain at least "Recognized" status Improvement on TPRI and IOWA
Provide ongoing parent involvement activities including Annual Title I Meeting	All staff	August – May	Title I, II, III, IV, V, ESL, local, SCE	Parent involvement 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.	Administrator, SBDM Team, teachers	Fall	Title I, II, III, IV, V, 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.	Principals Special ed staff	August/May	Plato, HONDA AIMSweb	AIMSweb assessments Benchmark assessments	TAKS

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

INITIATIVES: Strategies (Steps)	PERSON RESPONSIBLE	TIME LINE	RESOURCES	FORMATIVE EVALUATION	SUMMATIVE EVALUATION
Serve Pre-K through 1 <sup>st</sup> grade students with strong Tier I instruction based on SBRR.	Administrator, Teachers, Reading Coach	August - May	Title I, II, III, IV, V, ESL, local, SCE, Reading First, ARI/AMI	Voyager Benchmark Data, TPRI Data, AIMSweb Assessments	Sustained scores on kindergarten end-of-year TPRI (at or above 95% D) first grade IOWA, (above 86%)
Protect instructional time for all students so they can reach high levels of achievement in reading based on the ten components of effective schools.	Administrator, Teachers, Reading Coach	August – May	Same	Lesson plans	Improved outcome assessments
All students will have daily focus on both implicit and explicit comprehension in reading and math.	Administrator, Teachers, Reading Coach	August – May	Same	Voyager Benchmark Data, TPRI Data, AIMSweb Assessments	Improvement in percentage of commended performance on the third grade TAKS test
Monitor student subgroups and develop strategies to eliminate achievement gaps.	Administrator, All staff	Ongoing	Same	Voyager Benchmark Data, TPRI Data, AIMSweb 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.	Administrator, All staff	Ongoing	Same	Voyager Benchmark Data, TPRI Data, AIMSweb 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.	Administrator, All staff	Ongoing	Title I, II, III, IV, local, SCE, Reading First, ARI/AMI	Voyager Benchmark data, TPRI Data, AIMSweb 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.	Teachers	August - May	TPRI, AIMSweb, VIP	VIP, TPRI, AIMSweb	VIP, TPRI, AIMSweb, TELPAS

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

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

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

Continue to recruit and retain highly qualified ESL staff, including minorities	Administrators SBDM	Spring semester, Summer	Local funds ESL funds	Positions posted	Fully certified staff hired
Provide SBRR Tier I, II, and III instruction and progress monitoring in reading in order to ensure LEP/ESL students are making adequate progress	All staff	August – May	Local funds, ESL funds, Reading First funds	Voyager Benchmark data, TPRI data	TELPAS, TPRI, IOWA, 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	All staff	August – May	Local, ESL, AMI	AIMSweb 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.**

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

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

<b>INITIATIVES: Strategies (Steps)</b>	<b>PERSON RESPONSIBLE</b>	<b>TIME LINE</b>	<b>RESOURCES</b>	<b>FORMATIVE EVALUATION</b>	<b>SUMMATIVE EVALUATION</b>
Provide services for students according to their needs i.e., multi-sensory materials, books on tape, small group instruction	Dyslexia Teachers	Daily	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	Administrator Dyslexia Teacher	Fall/ Spring	Local	School calendar of parent involvement activities	Parent Sign-In sheets
Provide a continuum of services tailored to meet the individual needs of students with dyslexia and related disorders.	Administrator Dyslexia Teacher	August - May	Scottish Rite program, Voyager	Assessment data	TAKS, TPRI, IOWA

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

<b>INITIATIVES: Strategies (Steps)</b>	<b>PERSON RESPONSIBLE</b>	<b>TIME LINE</b>	<b>RESOURCES</b>	<b>FORMATIVE EVALUATION</b>	<b>SUMMATIVE EVALUATION</b>
Conduct a comprehensive needs assessment of the entire school which may include but is not limited to TAKS, TPRI, RPTE, SDAA II, PBMAS, AEIS indicators, AYP, staff development, SDFSC annual report, etc.	Administrators Counselor SBDM	August – September	Title I, Part A, AEIS-It	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: (AIMSweb, Voyager, TMDS, Content Mastery Lab, Plato, etc.)	Administrators Teachers SBDM	Daily	Title I, Part A Title II, Part A Title II, Part D Title IV, ESL, SCE, Local, Title III	Daily class schedules	Increased student scores TAKS maintaining at least “Recognized” status
Ensure instruction of all students by highly qualified staff/complete highly qualified forms for each teacher and PAKS for all paraprofessionals	Administrators	Daily	Title I, Part A Title II, Part A Title II, Part D Title IV, 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	Administrators Teachers, ESC	Fall/ Spring	Title I, Part A Title II, 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	Administrators	Spring/ Summer	Local	Course vacancy list	Highly qualified staff hirings
Provide parent involvement activities that are planned by parents in order to increase parent involvement	Administrators SBDM Parent representatives	April/ May	Title I, Part A Local	Parent involvement 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	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

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

**NCLB/Title I Part A**

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

<b>INITIATIVES: Strategies (Steps)</b>	<b>PERSON RESPONSIBLE</b>	<b>TIME LINE</b>	<b>RESOURCES</b>	<b>FORMATIVE EVALUATION</b>	<b>SUMMATIVE EVALUATION</b>
Conduct a preschool registration and/or round-up to assist children in the transition from early childhood programs to elementary school	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	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	Administrator Counselors Teachers Homeless Education Liaison	Each six weeks	Title I, Part A, ESL, Title III, Local, SCE, Title II, Part A, Title II, Part D, Title IV	Three week progress reports	Report Cards
Coordinate federal, state, and local services and programs and integration with the school-wide program	Administrator SBDM ESC	Fall	Title I, Part A, ESL, Dyslexia, Title II, Part A, Title II, Part D, Title III, Title IV, G/T, SCE, Local, Special Education	Agenda, minutes of meetings	List of programs by campus/district
Evaluate parent involvement program and include parents in the process	Principals	Spring	Evaluation document	Results of evaluation	Adjustments made to program
Review parent involvement policy that is developed jointly, agreed upon, and distributed to parents	Administrator SBDM	May	Time	Meeting notifications, agendas, minutes, sign-in sheets, evaluation data of parent involvement	Sign-in sheets Agenda
Update highly qualified plan	Administration		Title I, Part A Title II, Part A	List of HQ and Non-HQ teachers	All teachers HQ or in the process of becoming HQ

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

<b>INITIATIVES: Strategies (Steps)</b>	<b>PERSON RESPONSIBLE</b>	<b>TIME LINE</b>	<b>RESOURCES</b>	<b>FORMATIVE EVALUATION</b>	<b>SUMMATIVE EVALUATION</b>
Coordinate and integrate Title I, Part A services with other educational services such as Reading First, 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	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	Administration	Fall	Time	Meeting Scheduled	Sign-in sheets Agenda
Revise annually the School-Parent Compact and provide in English and Spanish	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	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	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	Administrator	Four Weeks	Title I, Part A	List of students and teachers not certified	Copy of notice sent to parents
Continue to monitor student progress and participation through AYP	Administrators, counselors, teachers	Spring	Local	AYP report disaggregation	AYP annual report results

**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.**

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

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

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

**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.**

<b>INITIATIVES: Strategies (Steps)</b>	<b>PERSON RESPONSIBLE</b>	<b>TIME LINE</b>	<b>RESOURCES</b>	<b>FORMATIVE EVALUATION</b>	<b>SUMMATIVE EVALUATION</b>
Ensure that all teachers/ paraprofessionals teach in the program have the proper certification and/or endorsements	Administration	August	Local, Title I, Part A, Title II, Part A	Interview process	Teacher Certificates
Provide research based staff development for professional/paraprofessional staff with input from staff	Administrator ESC	Fall, Spring, Summer	Local, Title I, Part A, Title II, Part A	Survey, staff development calendar	Attendance Certificates
Provide parent involvement opportunities, with input from parents, so that parents may participate in school-sponsored activities	Administrator SBDM	August – May	Local, Title I, Part A, ESL, Special Education	Parent involvement 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	Pre-K Teachers	Daily	Local	Observation, Lesson plans, AIMSweb data	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	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	Administration	May – July	Local	Newspapers, Letters, Notices posted, etc.	Copies of notices

**Annual Performance Objective #1.8: 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 \$275,844 and 8.7 FTE's.**

<b>INITIATIVES: Strategies (Steps)</b>	<b>PERSON RESPONSIBLE</b>	<b>TIME LINE</b>	<b>RESOURCES</b>	<b>FORMATIVE EVALUATION</b>	<b>SUMMATIVE EVALUATION</b>
Develop a policy for identifying, entering, and exiting students from the SCE program	Principal	August	Total SCE funds \$275,844	Meeting to develop policy	Local policy
Identify students at risk of dropping out of school using state criteria	Administrator Counselor, Teachers	End of 1 <sup>st</sup> six weeks and through-out the school year as needed		At-risk criteria distributed	List of at-risk students identified
Provide teachers with the confidential list of At-Risk students and supporting criteria used for identification	Principal	Beginning of school	Local	List developed	All teachers with list and supporting documentation
Conduct a comprehensive needs assessment which includes but is not limited to TAKS, dropout rate, completion rates, RPTE, to identify areas to accelerate	Counselors Teachers Site base teams	May or August	Local, Title I, Part A, SCE	Data disaggregated for at-risk students	Results of comprehensive needs assessment
Serve PK-1 students who failed readiness tests with accelerated, intensive program for early literacy	Elementary Principal	Fall – May	SCE, Local, Reading First, ARI	Identified students failing readiness test placed in program	TPRI results, VIP
Serve ELL students through an accelerated program to acquire proficiency in the English language	ESL Teachers Principal	August - May	ESL funds SCE Local	Progress reports LPAC Meetings	TPRI results, VIP
Provide accelerated, intensive program for At-Risk students through tutoring, Tier II and Tier III intervention	Principals	August – May	Local, SCE, Title I	Progress reports Report card grades Benchmark Tests	TPRI, IOWA
Adopt local measures/standards for at-risk identification in PK-1	Principal	August - May	SCE, Title I	Standards for qualifier of quantitative assessment	Lists of students failing assessment

**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 TEKS and success on district and statewide assessments.**

<b>INITIATIVES: Strategies (Steps)</b>	<b>PERSON RESPONSIBLE</b>	<b>TIME LINE</b>	<b>RESOURCES</b>	<b>FORMATIVE EVALUATION</b>	<b>SUMMATIVE EVALUATION</b>
Provide research based staff development designed to assist students at-risk of dropping out of school for professional/paraprofessional staff with input from staff	Administrator ESC	August – May	Local, Title I, Part A, Title II, 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.	Administrator SCE Staff	August – May	Local, Title I, Part A	Parent involvement calendar	Evaluation of parent involvement activities

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

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

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

<b>INITIATIVES: Strategies (Steps)</b>	<b>PERSON RESPONSIBLE</b>	<b>TIME LINE</b>	<b>RESOURCES</b>	<b>FORMATIVE EVALUATION</b>	<b>SUMMATIVE EVALUATION</b>
Provide training to all members of 504 committee in order to ensure consistency in procedures.	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.	Administrator, Special Education Director, All Staff	August – May	Title I, II, III, IV, V, local, Special Education Funds, Reading First funds	Voyager Benchmarks, TPRI, AIMSweb	Number of referral to special education
Develop a Response to Intervention model for identifying students with specific learning disabilities and determining the level of special services to be provided.	Administration ESC H.O.N.D.A.	August – May	Title I, II, III, IV, V, local, Special Education Funds, Reading First funds	AIMSweb data Lists of students in each tier	Lists of students referred Procedures developed AIMSweb data
Address PBM areas with Risk Levels of 2/3 which are: 3 for special education Hispanic representation	Administration	Spring	Local	Agenda	Written strategies developed

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

INITIATIVES: Strategies (Steps)	PERSON RESPONSIBLE	TIME LINE	RESOURCES	FORMATIVE EVALUATION	SUMMATIVE EVALUATION
Implement a three-tier intervention program for students in grades PK-1.	Administration H.O.N.D.A.	August - May	ESC 17 HONDA	Referral Records SST summaries	Referral Records SST summaries
Utilize AIMSweb, TPRI, and VIP to assess and identify students in need of intervention in math and reading	Administration	September, January, May	AIMSweb Reading Coach	Lists of intervention students	Spring benchmark data
Utilize AIMSweb to provide progress monitoring for students in Tiers II and III math intervention	Math Interventionists Special ed teachers	September - May	AIMSweb	AIMSweb data	Student progress charts
Utilize VIP to provide progress monitoring for students in Tiers II and III reading intervention.	Reading Interventionists Special ed teachers	September - May	VIP, AIMSweb	Benchmark assessments, TPRI, AIMSweb, VIP	Student progress charts
Review Student Support Team process to align procedures with RtI model.	Administration H.O.N.D.A	August	ESC 17	Current process	Revised procedures developed and disseminated
Provide professional development for staff in RtI principles.	Administration H.O.N.D.A	August	HONDA ESC17	Readiness instrument	Sign in sheets

Annual Performance Objective 1.10: To provide a continuum of technology education across grades K-12 while maximizing district resources.

INITIATIVES: Strategies (Steps)	PERSON RESPONSIBLE	TIME LINE	RESOURCES	FORMATIVE EVALUATION	SUMMATIVE EVALUATION
All students will have access to technology and appropriate instruction to ensure success in the foundation being built for the world of work.	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.	Administrator, Teachers	August - May	Local	Schedules, lesson plans	List of participating students

Annual Performance Objective 1.11: To provide a continuum of health education and physical education in PK-12.

INITIATIVES: Strategies (Steps)	PERSON RESPONSIBLE	TIME LINE	RESOURCES	FORMATIVE EVALUATION	SUMMATIVE EVALUATION
SHAC committee suggestions will continue to be implemented throughout the health and physical education program.	Administrator, PE teacher	August – May	Local	Lesson plans	List of participating students
All teachers will receive staff development concerning goals of the SHAC committee	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.	Administrator, PE teacher, Committee assigned	Ongoing	Local	Agenda/notes from meetings	Written scope and sequence
Continue implementing Healthy and Wise comprehensive health curriculum in grades K-8	Administrator, Staff	August – May	Local, Drug Free Schools	Lesson plans	List of participating students

**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.**

<b>INITIATIVES: Strategies (Steps)</b>	<b>PERSON RESPONSIBLE</b>	<b>TIME LINE</b>	<b>RESOURCES</b>	<b>FORMATIVE EVALUATION</b>	<b>SUMMATIVE EVALUATION</b>
Professional development activities will be based on the campus needs assessment.	Administrator, SBDM team, staff	August - May	Local, Title I, ESL, G/T, Sp.Ed, Reading First	Plans of meetings	Sign-in sheets, agendas
All staff currently employed as well as future hires will meet highly qualified standard.	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.	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.**

<b>INITIATIVES: Strategies (Steps)</b>	<b>PERSON RESPONSIBLE</b>	<b>TIME LINE</b>	<b>RESOURCES</b>	<b>FORMATIVE EVALUATION</b>	<b>SUMMATIVE EVALUATION</b>
All students will be involved in campus supported service learning activities.	Service learning liaison	August – May	Local, grant funds	List of student activities	Log of student hours
Students, staff and parents will be instructed on school as a safe place and “Character Counts”.	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.	Administrator, Teachers	Fall	Local	Parental /Guardian signed sheet	Number of discipline referrals
Age-appropriate drug education will be provided.	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.	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.	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.	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.	Administrator, First Grade Team	Spring	Local	Dates of visit	Input from students and parents

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)	PERSON RESPONSIBLE	TIME LINE	RESOURCES	FORMATIVE EVALUATION	SUMMATIVE EVALUATION
PTO will provide a positive link to the community.	Administrator, PTO Officers	August – May	Local	Plans of meetings	Sign-in sheets, agendas
All staff will utilize e-mail on a consistent basis in order to increase parent/teacher communication.	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.	Administrator, Teachers	Monthly	Local, Title I	Formative calendars	Copies of calendars
Utilize campus sign to post upcoming events.	Administrator, Teachers	August – May	Local	References to sign postings	Copies of sign postings
Provide reading materials for both pre-school and school-age children to parents via website and hard copies in English and Spanish.	Administrator	August – May	Reading First	Ordering of newsletters	Copies of newsletters
All communication will be provided in the child’s home language.	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.	Administration, Teachers	Fall	Local, Title I	Copies of compacts and campus parent involvement policy	Signed compact and parent involvement sheet
Parent program for 3 and 4 year old children, as well as parent training, will be established.	Administration, Teachers	August – May	Local, Title I	Input from parents/involvement of students.	Sign-in sheets, number of families involved

**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.**

<b>INITIATIVES: Strategies (Steps)</b>	<b>PERSON RESPONSIBLE</b>	<b>TIME LINE</b>	<b>RESOURCES</b>	<b>FORMATIVE EVALUATION</b>	<b>SUMMATIVE EVALUATION</b>
Work orders concerning campus needs will be submitted in a timely manner.	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.	Administrator, Superintendent	Ongoing	Local, bond funds	Needs addressed	Adequate space for all campus programs
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.	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.	Administrator	Administrator	Local, Title I	Staff needs assessment	Staff assignments

**2008-2009 Comprehensive Needs Assessment for Shallowater Elementary**

AEIS Campus Rating for 07-08: Recognized  
AEIS Campus Rating for 06-07: Acceptable  
AYP Campus Rating for 06-07: Meets AYP

Student Information  
2007-08 TAKS Scores

	Reading	Math	Writing	Science
All student	94	87	96	93
African American	-	-	-	-
Hispanic	93	72	95	90
White	97	93	97	96
SpEd	-	-	-	-
Eco Disadv.	90	74	92	83
LEP/ELL	-	-	-	-

Texas Primary Reading Inventory (TPRI) – Kindergarten through 1<sup>st</sup> indicate:

Instructional weaknesses in :

Comprehension in kindergarten (at 95% though)  
Fluency in first

Instructional strengths in:

Inventory targets  
Spelling

VIP data indicate that reading interventions are (check one):

  X   effective  
       ineffective

Areas of Concern for VIP:

None

AIMSweb indicate that math interventions are (check one):

  X   effective  
       ineffective

TELPAS (RPTE and TOPS) – Data includes that   0   % or   0   students scored beginning,   0   % or   0   students scores intermediate,  57  % or   4  students scores advanced and  43  % or   3  students scores advanced high. We had a total of   7  students take the TELPAS.

PBMAS Status for 07-08:

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 2007-08.

Highly Qualified teacher status in 07-08:  100  %.

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

Staff Development in the areas of:

- Dealing with poverty
- Higher level teaching strategies
- Reading/Math data analysis

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

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

- Resolution of plumbing issues
- Facilities recently updated.