

# **SHALLOWATER INTERMEDIATE CAMPUS 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
Improve systematic disaggregation of data to consistently target students' weaknesses in every demographic group.	Principal, Counselor, Teachers	Ongoing, Each Six- weeks/Unit, Following all benchmarks	TAKS data, AEIS-IT data, Bi-yearly benchmarks, Subject-area assessment data, Voyager, AIMSweb	Six-weeks/Unit assessments, Benchmarks	State assessment data (TAKS, SDAA)
Provide high degree of Quality tier I instruction which address all students' needs leading to a decrease in the need for tier II instruction.	Principal	Ongoing	ESC-17 staff, consultants as needed	Data from benchmark and other periodic assessments, 2008 TAKS data, walk-through and formal assessments	2008 TAKS and SDAA II data
Increase percentage of Commended Performance in all tested areas	Principal, Teachers	Ongoing	ESC-17 staff, consultants as needed	Data from benchmark and other periodic assessments, 2008 TAKS data,	2008 TAKS data
Utilize ARI/AMI funding to target accelerated instruction activities which effect students in most need of assistance in reading and math	Principal, Counselor	Beginning of school year/ongoing	ARI/AMI funds	2008 TAKS data, early screening tools (TMDS, AIMSweb)	2008 TAKS and SDAA II data
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 PLATO assessments Benchmark assessments	TAKS I 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
Provide high degree of Quality tier I instruction which address all students' needs leading to a decrease in the need for tier II instruction.	Principal, teachers	Ongoing	ESC-17 staff, consultants as needed	Data from benchmark and other periodic assessments, 2008 TAKS data, walk-through and formal assessments	2008 TAKS and TAKS-M data
Increase percentage of Commended Performance in all tested areas	Principal, Teachers	Ongoing	ESC-17 staff, consultants as needed	Data from benchmark and other periodic assessments, 2008 TAKS data,	2008 TAKS data
Utilize ARI/AMI funding to target accelerated instruction activities which effect students in most need of assistance in reading and math	Principal, Counselor	Beginning of school year/ongoing	ARI/AMI funds	2008 TAKS data, early screening tools (TMDS, AIMS web)	2008 TAKS and TAKS-M data
Provide research based reading and math instruction based upon the Three Tiered Intervention model in grades K-2.	Teachers	August - May	Interventionist, Special Ed. Resource teacher, all inclusion personnel	VIP, TPRI, AIMSweb	VIP, TPRI, TAKS, TAKS-M, 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	TAKS Scores TELPAS
Conduct a comprehensive needs assessment of all ESL students to determine strengths and weaknesses	Administrator	May	TAKS, LPAC Records, AEIS-It, Spanish TAKS	Disaggregated scores of students	Written annual evaluation of ESL program
Reduce the percentage of LEP exemptions on TAKS	LPAC	Spring		List of students exempted	Performance Based Monitoring (PBM)
Reduce the number of parent denials for ESL program	Administrators LPAC	As needed		Conference with parents	List of students with denials
Provide staff development for professional staff as well as for paraprofessionals that is researched based with input from staff	Administrators	Fall and/or Spring	ESC ESL Coop, ESC Title III SSA, Title I, SCE	Registration for workshops	Attendance Certificates
Ensure that LEP students are not over represented in special education or underrepresented in G/T education	Administrators Minority committee members, LPAC	Fall/ Spring		List of identified/recommended students in either program	PBM
Ensure that information to parents is provided in the home language	Administrators ESL teachers LPAC	Ongoing	ESL funds, Title I funds, Title III funds, Local funds,	List of qualified translators ESC Forms	Copies of notices sent to parents
Provide opportunities for parents of ESL students to participate in school-sponsored activities	Administrators, Teachers, LPAC members, SBDM committee	Fall/ Spring	Local funds, ESL funds, Title I funds, CATE, Special Education funds	School calendar of parent involvement activities	Parent Sign-In sheets

**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.**

<p>Continue to recruit and retain highly qualified ESL staff, including minorities</p> <p>Address areas of PBM with Risk Levels of 2/3 for LEP/ESL which are: None</p>	<p>Administrators SBDM</p>	<p>Spring semester, Summer</p>	<p>Local funds ESL funds</p>	<p>Positions posted</p>	<p>Fully certified staff hired</p>
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**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 which leads to academic success.**

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

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

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

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

<b>INITIATIVES: Strategies (Steps)</b>	<b>PERSON RESPONSIBLE</b>	<b>TIME LINE</b>	<b>RESOURCES</b>	<b>FORMATIVE EVALUATION</b>	<b>SUMMATIVE EVALUATION</b>
Conduct a comprehensive needs assessment of the entire school which may include but is not limited to TAKS, TPRI, RPTE, 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
Ensure school-wide reform strategies that address areas of weaknesses as identified in the comprehensive needs assessment such as: (Accelerated Reader, Voyager, TMDS, Intervention groups, PLATO, etc.)	Administrators Teachers SBDM	Daily	Title I, Part A Title II, Part A Title II, Part D Title IV, Title V, ESL, SCE, Local, Title III	Daily class schedules	Increased student scores TAKS
Ensure instruction of all students by highly qualified staff/complete highly qualified forms for each teacher and PAKS for all paraprofessionals	Administrators	Daily	Title I, Part A Title II, Part A Title II, Part D Title IV, Title V, MEP, 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

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

<b>INITIATIVES: Strategies (Steps)</b>	<b>PERSON RESPONSIBLE</b>	<b>TIME LINE</b>	<b>RESOURCES</b>	<b>FORMATIVE EVALUATION</b>	<b>SUMMATIVE EVALUATION</b>
Conduct a survey of teachers to decide the use of alternative assessments	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, Title V	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, CATE, Dyslexia, Title II, Part A, Title II, Part D, Title III, Title IV, Title V, G/T, OEY, 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

**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 TAKS and timely notice that the parent's child has been assigned to, or has been taught for four or more consecutive weeks by a teacher who is not certified	Administrator	Four Weeks	Title I, Part A	List of students and teachers not certified	Copy of notice sent to parents

**Long-Range Goal #1: Shallowater Intermediate School 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>RESOURCE S</b>	<b>FORMATIVE EVALUATION</b>	<b>SUMMATIVE EVALUATION</b>
<p>Continue to monitor student progress and participation through AYP</p> <p>Address areas of PBM with Risk Levels of which are: None identified</p>	<p>Administrators, counselors, teachers</p>	<p>Spring</p>	<p>Local</p>	<p>AYP report disaggregation</p>	<p>AYP annual report results</p>

**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.**

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

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

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

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

**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 \$143,447 and 3.9FTE'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 \$86,769.	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-3 students who failed readiness test 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 LEP students through an accelerated program to acquire proficiency in the English language	ESL Teachers Principal	August - May	ESL funds SCE Local	Progress reports LPAC Meetings	RPTE TAKS
Provide accelerated, intensive program for At-Risk students failing the TAKS through tutoring, computer-assisted instruction, extended day, week, year, specialized reading/math classes, etc.	Principals	August – May	SCE , Title I, Local	Progress reports Report card grades Benchmark Tests	TAKS

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

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

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

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

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

<b>INITIATIVES: Strategies (Steps)</b>	<b>PERSON RESPONSIBLE</b>	<b>TIME LINE</b>	<b>RESOURCES</b>	<b>FORMATIVE EVALUATION</b>	<b>SUMMATIVE EVALUATION</b>
Continue to improve consistency in 504 procedures and early staffing.	Principal, Counselor, Special Education teachers	August-May	TEA 504 Practices, ESC-17 staff, HONDA	Tracking of SST process and outcomes	Decrease in number of referrals to special education, 2008 TAKS data
Provide early intervention to prevent the need for referral	Principal, Counselor, Special Education teachers	August-May	ESC-17 staff, HONDA	Tracking of students in intervention activities	Decrease in number of referrals to special education, 2008 TAKS data
Establish a Response to Intervention model for identification of students with disabilities.	Principal, teachers	August-May	ESC-17 staff, state materials, HONDA	Tracking documentation	Increased percentage of passing in subpopulations
Address PBM areas with Risk Levels of 2/3 which are: Overrepresentation of Hispanics	Principal	TAKS Completion rate	ESC-17 staff, HONDA	PBMAS data sheets	Final PBMAS status

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

<b>INITIATIVES: Strategies (Steps)</b>	<b>PERSON RESPONSIBLE</b>	<b>TIME LINE</b>	<b>RESOURCES</b>	<b>FORMATIVE EVALUATION</b>	<b>SUMMATIVE EVALUATION</b>
Implement a three-tier intervention program for students in grades 2-4.	Administration H.O.N.D.A.	August	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 AIMSweb or 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 1.9: To provide a continuum of technology education across grades K-12 while maximizing district resources.**

<b>INITIATIVES: Strategies (Steps)</b>	<b>PERSON RESPONSIBLE</b>	<b>TIME LINE</b>	<b>RESOURCES</b>	<b>FORMATIVE EVALUATION</b>	<b>SUMMATIVE EVALUATION</b>
Create a plan for increasing student access to technology TEKS, hardware, and software	Principal, District technology coordinator	August-May	Technology Coordinator, ESC-17 staff, technology money, Title II, Part D, Title V, Part A	STAR Chart	Parent survey, teacher satisfaction/evaluation

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

<b>INITIATIVES: Strategies (Steps)</b>	<b>PERSON RESPONSIBLE</b>	<b>TIME LINE</b>	<b>RESOURCES</b>	<b>FORMATIVE EVALUATION</b>	<b>SUMMATIVE EVALUATION</b>
Implement satisfactory SHAC involvement.	Principal, Nurse, District SHAC representative	August-May	ESC-17 staff, Title funds	District plan	Parent/student survey
Increase the fitness level and health- awareness of students	Principal, P.E. teacher, District P.E. coordinator	August-May	SHAC Committee, ESC-17 staff	Copy of student surveys, Formal and walk-through evaluations by principal	Student success on post- activity survey & assessments. Teacher assessment
Implement a scope and sequence for PE in Grades PK – 12 that encourages development of life-long physical fitness.	Principal, P.E. teacher, District P.E. coordinator	August-May	Local	Copy of scope & sequence	Formal & informal principal evaluations, parent surveys
Implement The Great Body Shop comprehensive health curriculum in grades K-8	Principal, P.E. teacher, District P.E. coordinator	August-May	Local	Copies of curriculum	Formal & informal principal evaluations, parent surveys

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

**Personnel**

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

<b>INITIATIVES: Strategies (Steps)</b>	<b>PERSON RESPONSIBLE</b>	<b>TIME LINE</b>	<b>RESOURCES</b>	<b>FORMATIVE EVALUATION</b>	<b>SUMMATIVE EVALUATION</b>
Provide professional development which accurately addresses staff and student needs	Principal	Ongoing	ESC-17 staff, Title funds, local funds	Record of professional development activities, sign-in sheets/agendas	Improvement in all areas of the school culture
Better recognition of staff for improvement on state assessments.	Principal	August-May	Local funds, Title funds	List of recognition ideas	List of recognition awardees

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)	PERSON RESPONSIBLE	TIME LINE	RESOURCES	FORMATIVE EVALUATION	SUMMATIVE EVALUATION
Great Expectations will be used in all classes to improve discipline and standardize expectations.	Principal, Teachers	August-May	Great Expectations manual, trainers	Lesson plans, Observations, Pony Pride lists	Decrease in discipline referrals. School-wide discipline program implemented to keep track of discipline across grade levels.

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

<b>INITIATIVES: Strategies (Steps)</b>	<b>PERSON RESPONSIBLE</b>	<b>TIME LINE</b>	<b>RESOURCES</b>	<b>FORMATIVE EVALUATION</b>	<b>SUMMATIVE EVALUATION</b>
Provide informative meetings for parents and other interested parties addressing topics of interest	Principal, Community in Schools representative	September & January	CIS data, 2008-2009 parent surveys, Title funds, local funds	Sign-in sheets, agendas, copies of promotional material	2008-2009 parent surveys
Provide and support active Parent-Teachers Organization	Principal, PTO Board Members	August-May	PTO Funds, local funds, Title funds	Copies of scheduled meetings, sign-in sheets & agendas	participation in PTO
Provide career awareness activities for students through PTO-sponsored career fair in spring.	Principal, PTO	April or May	PTO funds, local funds, Title funds	Schedule of speakers	PTO Board evaluation, Teacher feedback
Continue to implement Communities in Schools to facilitate better coordination of student and family outreach	Principal, CIS director, counselor	Ongoing	State funds, local funds	Student case files	Student reports

**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>
Auditing of campus space will enable facility usage to be planned in advance of immediate need.	Principal, SBDM, campus staff	Spring	Local & state funds	Staff assessment – both formal and informal of space utilization	Facility improvements
Additional classroom/staff and reorganized office space will be utilized to the benefit of students and staff.	Principal, Superintendent, SBDM, Maintenance personnel	Ongoing	State funds	Construction and remodeling progress	Completion of projects

**2008-09 Comprehensive Needs Assessment for Shallowater Intermediate School using 07-08 data**

- AEIS Campus Rating for 07-08: **Recognized**
  - AEIS Campus Rating for 06-07: **Academically Acceptable**
- AYP Campus Rating for 07-08: **Met AYP**
- Student Information

2007-08 TAKS Scores

	Reading	Math	Writing	Science	All Tests
All students	94%	87%	96%	99%	92% up 6%
African/American	40%	40%	NA	NA	40% no data last year
Hispanic	93%	72%	95%	83%	86% up 10%
White	97%	93%	97%	96%	96% up 5%
SPED	100%	74%	71%	86%	83% up 9%
Eco Disadv.	88%	73%	89%	79%	82% up 8%
LEP/ELL	NA	NA	NA	NA	NA

- AEIS-IT indicate longitudinal data:
  - \* Gains were made by all students-6% increase from last year; Hispanic students gained 10%; white students gained 5%; African American students did not have data last year.
  - \* Economically disadvantaged were up 8% total. The only area were down in was math. Last year was 77%
  - \* Non of the subpopulations showed optimal gains

Recommend to continue VIP/AIMSweb benchmarks

ITBS- weaknesses: Spelling and fluency in reading. Use VIP or AIMS/web to continue progress monitoring. Overall scores were positive.

- TELPAS ( RPTE and TOPS) –Data indicates that 0 students scored beginning, 12.5% or 1 student scored intermediate, 12.5% or 1 student scored advanced and 75% or 6 students scored advanced high. We had a total of 8 students take the TELPAS
- Highly Qualified teacher status at this campus: 100% of teachers in core academic areas meet HQ requirements in 2008-09
  - Highly Qualified Teacher status in 08-09: 100%
  - Highly Qualified Paraprofessional status in 08-09: 100%

Parents Surveys would like our district to incorporate:

- \* Increased opportunities for parents to participate actively in their child’s education