

Shepherd Independent School District
Shepherd Primary School
2016-2017 Campus Improvement Plan



Mission Statement

Shepherd ISD Mission

Through the shared responsibility of educators, students, parents, and community, Shepherd Independent School District empowers students with skills needed to be successful in a competitive and ever-changing society.

Vision

Shepherd ISD Vision Statement
Inspiring Success through Passion and P.R.I.D.E.

Personally
Responsible
In
Developing
Excellence

Some campuses in Shepherd ISD are designated School wide Title I campuses. When possible, Shepherd ISD coordinates all of its Federal, State, and Local resources, including State Compensatory funds, to accomplish the goals of each campus in impacting the quality of instruction provided to all students.

Value Statement

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Comprehensive Needs Assessment

Needs Assessment Overview

When Shepherd Primary conducted the Needs Assessment for the 2015-2016 school year, data from the following eight areas were examined:

- Demographics
- Student Achievement
- School Culture and Climate
- Staff Quality, Recruitment and Retention
- Curriculum, Instruction and Assessment
- Family and Community Involvement
- School Context and Organization
- Technology

Committees made up of campus principal, teachers, paraprofessionals, parents and community members were formed to look at each individual area above. Each committee examined and discussed data and then made prioritized list of needs for their area. All committees then came together and presented their list of needs to the members of the campus site-based decision making committee who then assisted the principal in summarizing the needs and writing the Comprehensive Needs Assessment.

During scheduled faculty meetings, the principal will share strengths and needs found by each of the eight committees. The principal will share what strategies in the campus plan will help meet the needs of the campus. By sharing the data presented by each committee the staff as a whole will ensure the strategies of the campus plan are successfully completed.

Demographics

Demographics Summary

Shepherd Elementary School was constructed in 1973 housing Pre-Kindergarten through fifth grade students. In 1998, Shepherd High School was built and school campuses were reorganized. Shepherd Primary School was structured for pre-kindergarten through second grade students. The current enrollment is 537 students being served by 32 teachers, 23 paraprofessionals, 1 counselor, and 2 administrators. Shepherd Primary's population in 2013 -2014 was 61.1% White, 5.1% African American 29.5% Hispanic and .9% Asian. Over the last several years the demographics at Shepherd Primary school has changed with an increase of in our Hispanic population. Our ELL population has grown requiring Shepherd Primary School to implement a Bilingual program for pre-kindergarten through second grade. Eighty percent of students who attend Shepherd Primary qualify for free or reduced lunch.

The Texas Academic Performance Report (TAPR) 2014 -2015 campus report was used to determine the following data. The overall mobility rate for the campus is approximately 23.4%. The average daily attendance rate for students is 96.3%. There are a total of discipline referrals. Shepherd Primary serves 118 English Language Learner students. There are 9 students in the Gifted and Talented program, 30 students were served through special education services and 37 students are identified as homeless.

Based on the 2014-2015 TAPR data, 23.4 % of the teachers at this campus are highly experienced ranging between 11-20 year's experience. This compares with the state average in this category of 27 % for the 11-20 year category. We had 8.9 beginning teachers and 14 teachers who have between 1-10 year's experience or 43.1%. The average years of teaching experience of teachers at Shepherd Primary School was 6.8 years compared to the state average of 11.2 years. 13 paraprofessionals assisted teachers during the 2014-2015 school year representing 25.7 % of the total staff. This compares with the state average of 9.4% percent.

After looking at class rosters, enrollment/registration information, parent surveys and staff concerns the following needs were made.

Demographics Strengths

- The 2016-2017 School year the Primary Campus will have 100% Highly Qualified Teachers.
- The Biligual Program for Spanish to English transition was updated.
- We will have a Bilingual Teacher for each grade level.

Demographics Needs

After looking at class rosters, enrollment/registration information, parent surveys and staff concerns the following needs were made.

Summary of Identified Needs:

- Continue Bilingual program (Pre-Kindergarten – Second Grade)
- Create a cohesive transition from Spanish to English
- Seek and Retain Bilingual Teachers and Paraprofessionals
- Implement the CHAMPS program to help decrease discipline referrals.

Student Achievement

Student Achievement Summary

First and Second Grade students are administered Curriculum Based Assessments (CBA's). Students are assessed in Reading through Read Well, Writing Rubrics, AimsWeb data, and Reading/Math CBA's based on the Teks Resource Scope and Sequence student expectations. 65% of first grade students and 29% of second grade students met their end of year goals for reading. However their reading levels were below the standard at the end of the year. End of the year Math scores reflect, 86% of first grade students and 92% of second grade students met their math goals through CBA Data. We will continue a RTI program with Tier Intervention groups to help target students who need intensive support in Reading and Math. Additional items will be purchased to help Tier 1 students continue to extend and enrich their learning. Drops in a Bucket and Think Tanks will be utilized for Tier 1 and GT students.

Student Achievement Strengths

Summary of Achievement Strengths:

- This school year teachers began meeting with students to set quarterly goals.
- Through the implementation of our RTI program and Read Well students have shown growth in both Reading and Math.
- Staff met quarterly to discuss student progress and make adjustments to intervention groups.
- Student of Concern forms were completed for those who were not making adequate progress.
- Teachers worked with coaches to develop action plans for low SE's .

Student Achievement Needs

Summary of Identified Needs:

- Lesson planning process will be implemented using consistent procedures.
- Planning in teams will occur weekly with the instructional coaches.
- Staff development for effective teaching strategies, differentiated instruction, second language acquisition, and classroom management.
- Set activities for Tier 1 students.

School Culture and Climate

School Culture and Climate Summary

With the help of administration, Shepherd Primary School develops moral order that bind the people around them together. Administrators work diligently to infuse various ideas, beliefs, values, theories and decision making into their school. Collaborative discourse is a powerful tool used to facilitate the process of developing school culture and climate. Shepherd Primary school works hard towards building their school community. The administration recognizes that educators, who work together, achieve a collective purpose resulting from their collegiality, which is critical in establishing a successful school.

Educators and parents have multiple options to enhance school climate and students' overall educational experience. In order to enhance school culture and climate, the committee reviewed campus plan and needs assessment, parent and staff surveys, discipline data, and sign-in sheets from parental involvement activities. Two areas of need indicated on the staff surveys are the need for scheduled planning times and peer observations. Parent surveys showed that parents feel invited to the attend school functions and students are in a safe environment. For the 2015-2016 school year there was a total of 313 discipline referrals this includes 193 bus code violations. This is an increase from the 2014-2015 school year due to bus referrals. The assistant principal is implementing school bus safety and a reward system through extracurricular classroom.

The following is a list of possible interventions to ensure school-community relations:

- Increased parent and community involvement
- Character Education Program
- Use of violence-prevention and conflict-resolution-curricula
- Peer mediation
- Prevention of acts of bullying
- Provide a safe environment for staff and students

School Culture and Climate Strengths

Summary of Strengths:

- Peer/Teacher Observation
- Additional PLC Planning Time and 1/2 Day Planning each quarter
- Recognizing staff (Luncheons, Teacher and Para of the Month, Birthdays, Tokens of Appreciation)
- Pirate of the Week Lunch with Principal
- Spin to Win Lunch Room Award
- Fun Runs Parents/Students/Community Members
- Texas Public School Week
- Family Fun Nights
- Academic/Behavior Awards Ceremonies

School Culture and Climate Needs

Summary of Needs:

- Increased participation on parent survey (open lab/paper copy)
- RTI for Discipline (More training on CHAMPS)
- Parent Volunteer Program (PTA/PTO)

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

1. Staff Quality, Recruitment and Retention

With the selection of teachers, a very critical facet of Shepherd Primary School hiring process is to ensure that teachers are highly-qualified and highly-trained. State law requires teachers will have a degree and be certified in the area(s) to which they are assigned. With this in mind, we, at Shepherd Primary, always try to hire highly-qualified and highly-trained staff members who are committed to excellence. We also continue to provide high-quality professional development that will address student success for our teachers.

Shepherd Primary School began offering a Bilingual program in Pre-Kindergarten at the beginning of the 2010-2011 school year based on an increase in ELL population. SPS will add a Bilingual teacher at each grade level until each grade has at least one Bilingual teacher.

All employees are either required or encouraged to continue with professional development training. On Shepherd Primary campus, ALL classroom teachers will obtain their ESL certification and/or attend ESL workshops through the Region VI Education Service Center and sustain trainings in balanced literacy programs and differentiated instruction. Currently 64% or 21 out of 33 teachers have their ESL certification. In order to accommodate our GT students, ten classrooms are certified with GT teachers. In addition, all staff are afforded opportunities to attend regional and state professional development offerings either through in-service, workshops, conferences or seminars. Reviewing PDAS Teacher Self Reports, Eduphoria evaluations and walkthrough analysis and Region VI registered participant's rosters the data indicated teachers are attending workshops requested and that are needed. A conscientious effort is made to ensure all low-income students and minority students are afforded the same educational opportunities as every student on the campus and that a "highly qualified" teacher instructs each student.

Each year, new teachers to Shepherd Primary School are paired with an experienced teacher to help mentor them their first year on campus. The campus mentor program focuses on improving the instructional practice of new teachers, emergency credentialed teachers, and veteran teachers new to an assignment. The master teachers, who serve as peer mentors, add benefit results. Mentor teachers themselves experience valuable professional growth as they engage their colleagues in reflection on practice and demonstrations of quality teaching. In order to recruit highly qualified teachers, we advertise through job fair attendance, district website, TASANET and Region VI website. The past five years Shepherd Primary School had to hire about ten teachers each year, however; the 15-16 school year six new teachers were hired. This is decrease from the previous school year. After reviewing staff surveys and in order to maintain staff quality and moral, the campus committee identified the following needs.

Staff Quality, Recruitment, and Retention Strengths

Summary of Strengths:

- 100% Highly Qualified Teachers
- Bilingual Teacher for each grade level
- Compensation for attending Professional Development
- Para Professionals were given opportunities to attend Professional Development
- Staff motivation and recognition
- Classroom support and guidance
- Peer Observation

Staff Quality, Recruitment, and Retention Needs

Summary of Needs:

- Continue to strengthen mentor program
- Continue to offer professional development training to paraprofessionals

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

SISD curriculum is the curriculum used at Shepherd Primary School. Its primary focus is to impact instructional practices in the classroom to improve student performance. With this implementation, and based on administrative/teacher surveys, administrators and teachers must be provided on-going training to fully understand the technology involved. The campus continues to accommodate the need for staff development and planning throughout the year as indicated by the nine weeks curriculum based assessments. First and second grade review the assessments before the beginning of the nine weeks. Our teachers have found at the K-2nd grade level that additional materials must be added in order to assess students at the appropriate level in ELA. The assessment scores reflect the curriculum is aligned vertically and horizontally. After reviewing 3rd grade Reading and Math TAKS scores and 4th grade Writing scores, SPS has implemented Read Well, increased weekly writing time and implemented a rubric for grading Writing samples. Students will have Writing portfolios that will move with them as they advance to the next grade.

Since planning time has always been viewed as a concern among teachers, Shepherd Primary teachers are provided with a common planning period. Time for planning and securing materials has been a tremendous challenge for teachers. During conference times, administrators will meet with grade levels to analyze student data and provide feedback to teams and individual teachers. This, in itself, should positively affect the quality of instruction being provided for our students and maximize teacher opportunities to be fully prepared for the day's teaching as well as meeting with administration, lead teachers or for parent conferences. Region VI participants roster indicates all teachers are provided with ample opportunities to participate in high-quality and appropriate professional development. In many instances, teachers are given the opportunity to engage in any requested professional development as long as the budget allows it, and they are required to come back and share the information with the rest of the staff. Substitutes are always provided by the district so teachers can be released during normal school hours.

Curriculum, Instruction, and Assessment Strengths

Summary of Strengths:

- Teaming each quarter to discuss student progress and RTI and additional planning time to implement strategies.
- Purchase bilingual materials
- Teachers are provided with common planning times dailey and one additoinal planning period a week for PLC's.
- All grade levels will have a Bilingual Teacher.

Curriculum, Instruction, and Assessment Needs

Summary of Needs:

- Continue to have data talks with staff
- Continue to build bilingual materials
- New teacher orientation. (Materials for Instruction, Grading System, Eduphoria, Smart Board)
- Parent awareness of Kindergarten promotion standards.

Family and Community Involvement

Family and Community Involvement Summary

Shepherd, which is located in San Jacinto County, is a community that has a strong sense of pride in a "small town" atmosphere. Most parents of our students attended school at Shepherd Primary. Businesses, as a rule, support our school by providing merchandise for various incentives and fund raising activities when called upon to do so.

At Shepherd Primary School, we encourage parents to become involved in our campus. The parenting center and coordinator supports the campus through volunteers who will work one on one with At-Risk and subgroup populations to improve reading, writing, math, social studies and science skills. The center also schedules monthly reading activities (Pirateers) for students not in school yet to enjoy reading activities. The parent coordinator organizes "Box tops" program to raise funds for our students.

The campus conducts Family Nights throughout the school year to educate and involve parents in students' education. Parents are encouraged to volunteer to assist in school programs. Parents are involved in the production of the Patriotic Assembly, Christmas program, Kindergarten Graduation and other school events. Over the last two years, sign-in sheets indicate an average of 150 parents/guardians attended various school functions. The 15-16 school year average is higher. Meet the teacher was a success we handed out over 300 books for students to take home. Grandparents Day we celebrated with 241 Grandparents and Parents. In October we sponsored a Family Fun Night and had 192 parents/guardians sign in. We served almost 600 meals that night. In order to determine school programs/activities for the upcoming year, the staff reviews activity sign-in sheets (participation), staff and parent surveys along with student needs indicated on various reports (demographics, CBA scores and 3rd grade STAAR results). Parent and staff surveys and school demographics indicated the need for LEP/Bilingual support.

Shepherd Primary is taking part in the "One Book One School" literacy program. This program helps to bond families and schools together through reading. The entire student population receives the same book in their home language to take home and read. The program guides families through the book and helps to strengthen and spark reading. Reading is supported at school through book talks and morning announcements. Its a great way to get everyone reading and talking about what they learned.

Parent orientations will again be held at the beginning of the school year and parents are encouraged to meet their child's teachers and discuss both classroom and campus policies and procedures. On the Shepherd Primary Campus, parents are viewed as a multi-faceted component of our education process.

Family and Community Involvement Strengths

Summary of Strengths:

- Parent/Teacher Family Fun Nights
- Texas Public Schools Week
- One Book One School
- Parent Contacts each grading period

Family and Community Involvement Needs

Summary of Identified Needs:

- Offer more Bilingual support.
- Continue making parental involvement a key factor at Shepherd Primary School.
- Continue sending information home in English and Spanish.
- Establish a PTO/PTA

School Context and Organization

School Context and Organization Summary

The site-based decision making team, is an integral part of Shepherd Primary Schools planning and operation. The process used at Shepherd Primary for decentralizing decisions is to improve the educational outcome at our school campus through a collaborative effort by which principals, campus staff, parents and community representatives assess educational outcomes of all students, determine goals and strategies, and ensure strategies are implemented and adjusted to improve student achievement. In order to achieve good collaboration within the campus, grade level team leaders meet weekly with administration to discuss grade level and/or campus needs. The committee felt consistency among guidelines for programs must be a priority for grade levels.

The Campus-Wide Title staff will provide intervention for At-Risk students in reading and math. The campus will continue to provide English as a second language (ESL), Dyslexia and Special Education instruction for qualifying students and Academic Support Labs. In compliance with the Three Tier Instructional Model, students will be provided accommodations through the regular classroom instructional setting and accelerated instruction will occur through Title and At-Risk intervention programs. Only after exhausting these avenues will a student be considered for special education services. Gifted and Talented students will continue to be served by highly qualified staff.

Organizing the schedule is one of the most challenging aspects of a principal. Our daily schedule provides blocks of time to enable children to concentrate on integrated, active, engaged learning experiences. It provides a balance of large group, small group, and individual activities, and has time allocated for physical movement and outdoor activities. Research says that students learn best in the mornings, so most of our CORE subject areas are taught first thing in the morning. Our campus schedule revolves around our scheduled lunch times, which; is from 10:30 a.m. to 1:10 p.m. and our pirate times (activity/conference periods). Grade level teachers will have an forty-five minute conference period this year to allow for organized grade level planning and meetings. The committee identified the following needs.

School Context and Organization Strengths

Summary of Strengths:

- RTI Program for Tier II and III students
- Read Well Intervention Program for Reading
- Purchase of Moby Max, Lonestar Learning, and Ticket to Read to help close gaps.

School Context and Organization Needs

Summary of Needs:

- Continue to strengthen the RTI Program
- Purchase items for small group intervention

Technology

Technology Summary

Shepherd Primary continues to make technology a priority to ensure staff is up to date with technological advances to meet the needs of our students.

Shepherd Primary technology inventory includes 100 classroom computers, 2 computer labs, an open access lab for classrooms to utilize, 35 data projectors, 33 Sound Field Systems, 24 Elmos, 2 interactive student response systems, 31 interactive Whiteboards, 47 Chromebooks, 7 iPads and 18 Nexus tablets. The campus will continue to purchase the latest available technology resources and provide training for all staff in the use of technology during instruction. At the end of the 2011-2012 school year all classrooms were equipped with data projectors. Throughout the 2011-2012 school year Interactive Whiteboards and Elmos were purchased for utilization in classroom instruction. Additional data projectors need to be ordered for Math Lab and Art classroom. Staff training will continue in the areas of incorporating technology into instruction, the use of interactive student response systems and the use of Interactive Whiteboards and Elmos. The campus will continue to update inventory of technology devices to ensure that each classroom has a data projector, interactive Whiteboard, an Elmo and a Sound field system.

Shepherd Primary school continues to have teacher develop websites to help keep parents informed about happenings at school and in the classrooms. The committee felt website standards for teacher websites would ensure consistency among grade level websites. Parent surveys indicated more than half of our parents utilize the internet to find information including browsing district and campus websites.

The District Technology Specialist will continue to provide instruction, training, and resources to facilitate the use of technology in the classroom which will increase staff and student use and knowledge about technology. The specialist will coordinate staff development with team leaders to meet grade level needs. Student software will be utilized and or purchased to help integrate technology into our classrooms while using the Open Access lab. Ticket to Read and Moby Max are two of the programs that students are using in both intervention and the classroom. The specialist will also coordinate lessons using new software with classroom teachers to utilize the open access lab. Brain Pop will be used in the classroom to help build prior knowledge and enhance learning.

Technology Strengths

Summary of Strengths:

- RTI programs (Ticket to Read, Moby Max, Lonestar Learning)
- Pre-K Grant

- Quaver Music Program

Technology Needs

Summary of Needs:

- Website Training
- Additional Chrome Books
- Additional Smart Boards and ELMO's for classrooms without
- Brain Pop to help build prior knowledge for lessons and enhance learning.

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

- District goals
- Campus goals
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Performance Index Framework Data: Index 1 - Student Achievement
- Performance Index Framework Data: Index 2 - Student Progress
- Performance Index Framework Data: Index 3 - Closing Performance Gaps
- Performance Index Framework Data: Index 4 - Postsecondary Readiness
- System Safeguards and Texas Accountability Intervention System (TAIS) data
- Federal Report Card Data
- PBMAS data
- Community and student engagement rating data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- Progress of prior year STAAR failures
- STAAR ELL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Local benchmark or common assessments data
- Student failure and/or retention rates
- Running Records results
- Observation Survey results

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Number of students assigned to each special program, including analysis of academic achievement, race, ethnicity, gender, etc
- Economically Disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance and participation data
- Special education population, including performance, discipline, attendance, and mobility
- Migrant population, including performance, discipline, attendance and mobility
- At-Risk population, including performance, discipline, attendance and mobility
- ELL or LEP data, including academic achievement, support and accommodation needs, race, ethnicity, gender, etc
- Section 504 data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Class size averages by grade and subject

Employee Data

- Professional Learning Communities (PLC) data
- Staff surveys and/or other feedback
- Highly qualified staff data
- Teacher/Student Ratio
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- PDAS and/or T-TESS

Parent/Community Data

- Parent surveys and/or other feedback
- Parent Involvement Rate
- Community surveys and/or other feedback

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data

- Budgets/entitlements and expenditures data
- Study of best practices
- Other additional data






Goals

Goal 1: SPS will improve student Achievement.

Performance Objective 1: All students in special programs will meet or exceed academic expectations on all state tests.

Summative Evaluation: 3rd Grade STAAR, 4th Grade Writing STAAR, AIMSweb, and TAPR

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Apr
1) Gifted and Talented teachers will teach identified students with in the regular education classroom.		Administrators GT Certified Teachers	GT students served by certified GT Teachers with projects being integrated in the classroom			
Funding Sources: G/T Fund						
State System Safeguard Strategy Federal System Safeguard Strategy 2) ELL students will be served by Bilingual and/or ESL Certified Teachers.	3	Administrators ESL Specialist ESL Certified Teachers Bilingual Certified Teachers	ELL students served by certified Bilingual and/or ESL teachers Check Rosters and TxEIS			
Funding Sources: 255 - Title II, Part A						
State System Safeguard Strategy Federal System Safeguard Strategy 3) Summer school will be offered for all ELL students in grades PK and K.	1, 3	Administrators ESL Specialist Bilingual/ESL Teachers	Enrollment and Attendance in Summer School			
Funding Sources: 211 - Title I, Part A						
State System Safeguard Strategy Federal System Safeguard Strategy Critical Success Factors CSF 1 4) Dyslexic students will be served after being identified following district procedures.		Administrators Reading Coach Teachers	Reading Coach class roster Diagnostician Student Folders			
Funding Sources: SCE						
Critical Success Factors CSF 1 5) CORE Team will be utilized to screen students prior to referral/assessment.	8, 9	Administrators Counselor Teachers	Nine weeks grades RTI, Student Folders			
Funding Sources: 211 - Title I, Part A						

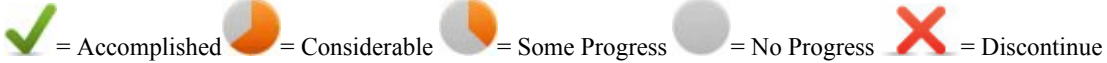
<p align="center">State System Safeguard Strategy Federal System Safeguard Strategy Critical Success Factors CSF 1</p>	8	Administrators Teachers Coaches	AIMSweb data Read Well data Reading Levels			
6) Utilize AIMSweb and Read Well data to provide targeted intervention with aligned resources in the area of Reading and Math (classroom/pull-out programs)		Funding Sources: 211 - Title I, Part A				
<p align="center">State System Safeguard Strategy Federal System Safeguard Strategy Critical Success Factors CSF 1 CSF 7</p>	3, 10	Administrators Teachers	TELPAS OLPT			
7) Continue Bilingual Program (starting at PK level)		Funding Sources: SCE				
<p align="center">Critical Success Factors CSF 1</p>	1	Administrators Bilingual teachers ELL Specialist	Purchase Order ELL students will have materials in English and Spanish			
8) Bilingual materials will be purchased for ELL classrooms.		Funding Sources: 211 - Title I, Part A				
<p align="center">Critical Success Factors CSF 7</p>	2	Administrators ESL Specialist Reading/Math Coaches	Sign In Sheets			
9) LEP Teachers and Instructional Paraprofessionals will receive/attend professional development training to strengthen instructional practices.		Funding Sources: 255 - Title II, Part A				
<p align="center">Critical Success Factors CSF 1</p>		Administrators Reading/Math Coaches SPED Teachers	Sign in Sheets			
10) SPED teachers will be provided additional professional development and will change their instructional practices to meet the rigor of the state assessment.		Funding Sources: SCE				
<p align="center">Critical Success Factors CSF 1</p>		Administrators Teachers Coaches	CBA Data Aims Web Data Read Well Data			
11) SPS will offer tutorials to all students during school.		Funding Sources: SCE				
<p align="center">  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>						

Goal 1: SPS will improve student Achievement.

Performance Objective 2: By May 2017, 60% of all students participating in Reading, Math and Writing STAAR assessment will meet or exceed expectations.

Summative Evaluation: 3rd Grade STAAR, 4th Grade Writing STAAR, AIMSweb, and TAPR






Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Apr
<p>Critical Success Factors CSF 1</p> <p>1) Response to Intervention (RTI) will continue to be a priority Reading/Math Coaches and Reading Lab .</p>	1	Administrators, Coaches, Teachers, Counselor	Nine Week Grades, CBA Data, AimsWeb Data, Performance Goals			
Funding Sources: SCE						
<p>Critical Success Factors CSF 1 CSF 2</p> <p>2) Teachers will administer 9 week CBA's to monitor instruction and student progress.</p>		Administrators Teachers	3rd grade STAAR 4th grade Writing STAAR AIMSweb TAPR			
Funding Sources: SCE						
<p>Critical Success Factors CSF 7</p> <p>3) Additional bilingual paraprofessionals will be provided for instructional support.</p>	2, 3	Administrators Bilingual Teachers	CBA's OLPT			
Funding Sources: 255 - Title II, Part A						
<p>State System Safeguard Strategy Federal System Safeguard Strategy</p> <p>Critical Success Factors CSF 1 CSF 5 CSF 6</p> <p>4) One Book One School Literacy Program</p>	1, 6	Teachers Administrators Counselors	Book Talks Morning Announcements Family Nights			
Funding Sources: 211 - Title I, Part A						
<p>Critical Success Factors CSF 1 CSF 4</p> <p>5) SPS will offer an effective full day Pre-Kindergarten program.</p>		Administrators PK Teachers	Nine Week Standards Based Report Card			
Funding Sources: Pre-K Grant						
<p>Critical Success Factors CSF 1</p> <p>6) Writing Workshop (PK-2)</p>		Administrators Teachers	Completed Checklist Rubrics			
Funding Sources: SCE						

State System Safeguard Strategy Federal System Safeguard Strategy Critical Success Factors CSF 1 7) Read Well will be utilized to monitor student reading levels and fluency.	1	Administrators Reading Specialist Teachers	Nine week grades CBA data			
	Funding Sources: 211 - Title I, Part A					
State System Safeguard Strategy Federal System Safeguard Strategy Critical Success Factors CSF 1 CSF 5 CSF 6 8) Comprehensive Needs Assessment will be conducted to determine strategies for new school year.		Administrators Teachers	Completed Comprehensive Assessment			
	Funding Sources: SCE					
						

Goal 1: SPS will improve student Achievement.

Performance Objective 3: Administration will take an active role in daily classroom interaction.


Summative Evaluation: T-TESS, Walkthroughs, Eduphoria Reports, Agenda/Sign In sheets, and PLC meetings.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Apr
<p>Critical Success Factors CSF 3</p> <p>1) Administrators will conduct walkthroughs and T-TESS appraisals to ensure that TEKS Resource System, higher order thinking skills and RTI strategies are implemented into daily lessons.</p>	6, 9	Administrators Teachers Coaches	Euphoria Report			
Funding Sources: SCE						
<p>Critical Success Factors CSF 2</p> <p>2) Evaluate effective utilization of curriculum by observing alignment between lesson plans, grades, and assessments</p>		Administrators Coaches	Lesson Plans CBA Scores Alignment of grades			
Funding Sources: SCE						
<p>Critical Success Factors CSF 1 CSF 2</p> <p>3) Generate Aimsweb and Eduphoria reports to monitor student academic and developmental progress.</p>	6	Administrators Teachers Coaches	AIMSweb and Eduphoria Reports			
Funding Sources: SCE						
<p>Critical Success Factors CSF 1 CSF 2</p> <p>4) Benchmark campus plan strategies throughout the school year.</p>		Administrators Teachers Coaches	Agendas Sign in sheets			
<p>Critical Success Factors CSF 1 CSF 7</p> <p>5) Administrators will attend grade level meetings.</p>		Administrators Teachers	Agendas Sign in sheets			
Funding Sources: SCE						
<p>  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>						

Goal 1: SPS will improve student Achievement.

Performance Objective 4: All classroom teachers will integrate technology to enhance instruction.






Summative Evaluation: Certifications, Technology Inventory, STAR Reports, T-TESS, and Lab Schedules.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Apr
Critical Success Factors CSF 1 CSF 7 1) SPS staff will be trained and evaluated on technology standards.	6	Administrators Technology Specialist SPS staff	Sign in sheets			
Funding Sources: 211 - Title I, Part A						
Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 7 2) Classroom teachers will be provided a variety of classroom technology		Administrators Teachers	Lesson Plans			
Funding Sources: 211 - Title I, Part A						
Critical Success Factors CSF 1 CSF 4 CSF 7 3) Open Access Lab will be utilized for teachers to integrate technology into lessons.		Administrators Teachers	Lesson Plans			
Funding Sources: SCE						
Critical Success Factors CSF 1 4) Purchase and utilize software and adaptive technology devices in the classrooms.		Administrators Technology Specialist Teachers	Lesson Plans Walkthroughs			
Funding Sources: SCE						
Critical Success Factors CSF 1 5) Increase computer skills during Pirate Time		Administrators Computer Lab Paraprofessional	Walkthroughs			
Funding Sources: SCE						
						

Goal 2: SPS will recruit, hire and retain highly qualified staff.

Performance Objective 1: All teachers and paraprofessionals will be highly qualified.


Summative Evaluation: Job posting, Teacher Certifications, and Retain Teachers

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Apr
<p>Critical Success Factors CSF 6 CSF 7</p> <p>1) SPS will recruit Highly Qualified Teachers.</p>	3	Administrators Interview Committee	Teacher Certifications			
Funding Sources: 255 - Title II, Part A						
<p>Critical Success Factors CSF 1 CSF 3 CSF 4 CSF 6 CSF 7</p> <p>2) Provide effective training and resources for teachers to support classroom instruction with at strong focus on ESL/Bilingual teachers/classrooms (Academic Vocabulary, ELPS, Sheltered Instruction, Hands on Science Activities and an increase of Instructional time.</p>	4	Administrators ESL Specialist Math/Reading Specialist	Sign In Sheets and Agenda Walkthroughs T-TESS			
Funding Sources: 255 - Title II, Part A						
<p>Critical Success Factors CSF 6 CSF 7</p> <p>3) Beginning teachers will be assigned a highly qualified teacher mentor.</p>		Administrators Mentor Teachers	Mentor meeting minutes			
Funding Sources: SCE						
<p>  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>						

Goal 2: SPS will recruit, hire and retain highly qualified staff.

Performance Objective 2: All teachers and staff will attend professional development to help increase student achievement.






Summative Evaluation: Staff sign-in sheets and lesson plans will be monitored to check for implementation.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Apr
<p>Critical Success Factors CSF 7</p> <p>1) Complete technology training modules to demonstrate technology competencies.</p>	6	Administrators Technology Specialist SPS Staff members	Staff members will be competent in demonstrating technology skills. Certification certificates will be turned in.			
Funding Sources: 211 - Title I, Part A						
<p>Critical Success Factors CSF 1 CSF 3 CSF 4 CSF 6</p> <p>2) Teachers will attend CHAMPS Training to help lower student misbehavior.</p>	1, 4, 10	Administrators Teachers	Evidence of CHAMPS will be visual in the classroom. Teachers will be seen using CHAMPS in their classrooms and hallways. Students will be able to share CHAMPS expectations.			
Funding Sources: SCE						
<p>Critical Success Factors CSF 3 CSF 7</p> <p>3) New teachers will be trained on guidelines for report cards, CORE Team, RtI, AIMSweb, etc.</p>	4	Administrators Counselor Team Leaders Instructional Coaches	Streamlined information on student achievement. Sign-in sheets and agendas.			
<p>Critical Success Factors CSF 1 CSF 3 CSF 6 CSF 7</p> <p>4) Peer Teacher observations will be scheduled.</p>	7	Administrators Teachers	Teachers will discuss strategies to implement in classrooms. Walkthrough Forms			
<p>Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 7</p> <p>5) New technology equipment will be purchased to increase technology integration.</p>	1	Administrators Teachers	Teachers will integrate technology in the classroom and walkthroughs.			
Funding Sources: 211 - Title I, Part A						
						

Goal 2: SPS will recruit, hire and retain highly qualified staff.

Performance Objective 3: SPS will retain 90% highly qualified personnel.


Summative Evaluation: Staff Surveys, Certifications, District Pay Scale, and Incentives

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Apr
<p>Critical Success Factors CSF 7</p> <p>1) Recognize staff members throughout the school</p>	5	Administrators	Increase in staff moral and retention. Teacher and Paraprofessional of the month. Monthly luncheons. Small tokens of appreciation.			
<p>Critical Success Factors CSF 1 CSF 3 CSF 7</p> <p>2) SPS will participate in the End of the Year Awards Celebration.</p>	2	Administrators	100% of staff participation in end of year celebration Attendance Sheets			
Funding Sources: 255 - Title II, Part A						
<p>3) SPS will recognize staff members with good attendance.</p>		Administrators	Increase in staff attendance Absent from duty reports. Monthly drawings for teachers.			
<p>  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>						

Goal 3: SPS will encourage parental involvement at all campuses.

Performance Objective 1: SPS will increase parent and community involvement by 5% in academic and extracurricular activities.


Summative Evaluation: Parent sign in sheets and surveys will be utilized.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Apr
<p>Critical Success Factors CSF 5 CSF 6</p> <p>1) SPS will host a Meet the Teacher Night.</p>	1	Administrators Teachers Paraprofessionals	Parents and students will bring supplies and meet teachers. Sign-In Sheets			
Funding Sources: 211 - Title I, Part A						
<p>Critical Success Factors CSF 5 CSF 6</p> <p>2) Continue to increase Parental Involvement to support academic programs and student achievement.</p>	1, 6	Administrators Parental Involvement Coordinator	Parental involvement information and activities for families. Sign-In Sheets			
Funding Sources: 211 - Title I, Part A						
<p>Critical Success Factors CSF 5</p> <p>3) Parental Involvement activities will be scheduled each semester.</p>	6	Administrators Teachers Paraprofessionals	Increase of parent participation at each scheduled event.			
<p>Critical Success Factors CSF 5</p> <p>4) SPS will utilize Global Connect call out communication system.</p>		Administrators	Information distributed in a timely manner and call logs			
<p>Critical Success Factors CSF 5</p> <p>5) Promote District Parent ESL classes.</p>	3	Administrators	Increase parent understanding of English language.			
Funding Sources: 211 - Title I, Part A						
						

Goal 4: SPS will provide a safe and secure learning environment.

Performance Objective 1: District will have security devices and utilize personal identification systems (School Check-In) with all facilities.






Summative Evaluation: Check School Check-In Report
Monitor video footage

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Apr
<p>Critical Success Factors CSF 6</p> <p>1) SPS will utilize campus security cameras and systems.</p>		Administrators Technology Specialist	Campus will be secured by recorded video.			
<p>Critical Success Factors CSF 6</p> <p>2) SPS will scan Driver's License using School Check-in System.</p>		Administrators Technology Specialist Secretaries	Campus will be secured by requiring all visitors driver's licenses scanned			
<p>Critical Success Factors CSF 6</p> <p>3) SPS will ensure safety by utilizing District Police Officer at school activities.</p>		Administrators District Police Officer	Campus activities will be secured by all in attendance. Police reports will be reviewed if applicable.			
<p>Critical Success Factors CSF 6</p> <p>4) Staff will be required to wear district ID badges during the school day and/or school events.</p>		Administrators SPS Staff	ID badges worn by all staff members to distinguish staff members from visitors.			
						

Goal 4: SPS will provide a safe and secure learning environment.

Performance Objective 2: Zero incidents involving drugs/weapons and accidents will decrease by 5%.






Summative Evaluation: TxEIS Reports, Scheduled and Confirmed Activities, Lesson Plans, Guidance Counselor Schedule, and Committee Recommendations, Agenda/Sign-In.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Apr
<p>Critical Success Factors CSF 1 CSF 4 CSF 6</p> <p>1) SPS will implement programs to prevent bullying and anti-violence.</p>	10	Administrators Counselor Teachers	Decrease in discipline referrals TxEIS Reports			
<p>Critical Success Factors CSF 6</p> <p>2) SPS will celebrate Red Ribbon Week to promote drug prevention.</p>		Administrators Counselor Teachers	Students participating in Red Ribbons week activities.			
<p>Critical Success Factors CSF 6</p> <p>3) SPS will continue Character Education program.</p>		Administrators Counselor Teachers	Teachers and counselor working together with Character Education program. Lesson Plans			
<p>Critical Success Factors CSF 6</p> <p>4) SPS staff will participate in the District Safety Committee.</p>		Administrators Safety Committee Members	Committee ensuring that campus is safe and secure. Sign-In Sheets			
<p>  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>						

Goal 5: SPS will provide and maintain quality facilities.

Performance Objective 1: Planned facility updates will be monitored and completed.


Summative Evaluation: Work orders and purchase orders will be utilized to maintain facilities.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Apr
<p>Critical Success Factors CSF 6</p> <p>1) SPS will monitor facility needs for staff and students.</p>		Administrators Maintenance staff	Up to date facilities for students and staff. Work orders Surveys			
<p>Critical Success Factors CSF 6</p> <p>2) Purchase additional playground equipment and update the exiting equipment to meet current safety requirements.</p>		Administrators Teachers Maintenance Staff	Additional equipment for students. Purchase Orders Parent/Teacher Survey Mulch/Rubber Shavings to meet safety requirements Safety Inspections			
<p>3) Conduct a facilities study to address the car rider pick up and drop off locations</p>		Administrators, Teachers, Parents, Maintenance, and Community Members	Smooth transitions during drop off and pick up times.			
<p>  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>						

Goal 6: SPS will address the culture of low expectations.

Performance Objective 1: All students will meet with their teacher and set quarterly goals for themselves.






Summative Evaluation: CBA Tests, Progress Monitoring, Grades, Read Well Data, AIMSweb data, and Quarterly Goal Setting Parties

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Apr
1) Teachers will meet with students quarterly to review goals and celebrate successes.	9	Teachers Administration Instructional Coaches	Goal Setting Reports AIMSweb Read Well			
						

Goal 6: SPS will address the culture of low expectations.

Performance Objective 2: Students will receive support in RTI to close achievement gaps.






Summative Evaluation: Quarterly teaming reports, Read Well Data, AIMSweb Data, Formative Assessments, Grades

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Apr
<p>Critical Success Factors CSF 1</p> <p>1) Students will attend tiered intervention to help target students with gaps.</p>		<p>Instructional Coaches Administrators Teachers</p>	<p>Quarterly teaming reports, Read Well Data, AimSweb, Formative Assessments, Grades</p>			
<p>  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>						

Goal 6: SPS will address the culture of low expectations.

Performance Objective 3: Students will participate in quarterly award ceremonies to celebrate academic and behavioral successes.

Summative Evaluation: Grades, Awards shared with students, Goals Setting Parties

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Apr
<p>Critical Success Factors CSF 1 CSF 5 CSF 6</p> <p>1) Students will participate in quarterly award ceremonies to celebrate academic and behavioral success.</p>		Teachers, Peims Clerk, Counselor, Administrators	Grades, Awards, Goal Setting Charts			
<p>  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>						

Goal 6: SPS will address the culture of low expectations.

Performance Objective 4: The school counselor will provide character building and guidance classes to all students.

Summative Evaluation: Discipline TxEIS, Weekly Character Celebrations, Pirate of the Week, andPirate Treasures

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Apr
1) The school counselor will provide guidance classes to students weekly.		Counselor	Office Referrals, TxEIS Reports, Novelty Items.			
						

State System Safeguard Strategies

Goal	Objective	Strategy	Description
1	1	2	ELL students will be served by Bilingual and/or ESL Certified Teachers.
1	1	3	Summer school will be offered for all ELL students in grades PK and K.
1	1	4	Dyslexic students will be served after being identified following district procedures.
1	1	6	Utilize AIMSweb and Read Well data to provide targeted intervention with aligned resources in the area of Reading and Math (classroom/pull-out programs)
1	1	7	Continue Bilingual Program (starting at PK level)
1	2	4	One Book One School Literacy Program
1	2	7	Read Well will be utilized to monitor student reading levels and fluency.
1	2	8	Comprehensive Needs Assessment will be conducted to determine strategies for new school year.

Federal System Safeguard Strategies

Goal	Objective	Strategy	Description
1	1	2	ELL students will be served by Bilingual and/or ESL Certified Teachers.
1	1	3	Summer school will be offered for all ELL students in grades PK and K.
1	1	4	Dyslexic students will be served after being identified following district procedures.
1	1	6	Utilize AIMSweb and Read Well data to provide targeted intervention with aligned resources in the area of Reading and Math (classroom/pull-out programs)
1	1	7	Continue Bilingual Program (starting at PK level)
1	2	4	One Book One School Literacy Program
1	2	7	Read Well will be utilized to monitor student reading levels and fluency.
1	2	8	Comprehensive Needs Assessment will be conducted to determine strategies for new school year.

2016-2017 Campus Improvement Committee

Committee Role	Name	Position
Business Representative	Jeri Bailey	Business Representative
Classroom Teacher	Darlene Anderson	1st Grade Teacher
Classroom Teacher	Carolyn Andress	Pre-K Teacher
Classroom Teacher	Lindsey Morgan	Kindergarten Teacher
Classroom Teacher	Patricia Owens	2nd Grade Teacher
Community Representative	Shelley Cutaia	Parent Representative
Community Representative	Misty Lowarance	Parent Representative
Non-classroom Professional	Keli Roberts	Math Instructional Coach
Non-classroom Professional	Lindsey Jander	SPED/Resource Teacher
Non-classroom Professional	Debbie King	Reading Instructional Coach