

Waxahachie Independent School District

Shackelford Elementary

2018-2019 Campus Improvement Plan

Accountability Rating: Met Standard

Distinction Designations:

Academic Achievement in Mathematics

Top 25 Percent: Comparative Closing the Gaps



Board Approval Date: November 12, 2018
Public Presentation Date: November 12, 2018

Mission Statement

District Mission:

Continuing our tradition of "Excellence in Education," the mission of the Waxahachie Independent School District is to develop through a cooperative effort with the home and community, well-educated, responsible citizens who can excel in a complex world.

District Motto:

"Excellence in Education"

Campus Motto:

"We are Smart, Kind, and Fearless... We are Braves!"

Vision

Campus Vision Statement:

We are inspired to be independent, compassionate learners who will be exceptional citizens.

District Vision Statement:

Waxahachie ISD will support and empower our community of learners for success in the 21st century.

Decision Making Belief Statement

We believe all decisions should be consistent with our mission and goals, data based, anchored in sound theory and practice, and focused on what is best for the short and long term interests of all students.

Value Statement

We believe:

- In the worth and dignity of each individual, both student and staff. We will constantly strive to assure the right of each student to receive the best education possible in a warm and caring atmosphere.
- Every child can learn, although not always at the same speed and not always in the same manner, and we are dedicated to providing the best possible education for every child in this district.
- Involved parents and community, a focused mission, strong instructional leadership, high expectations for students and staff, a safe and orderly environment, and effective evaluations of district progress in these areas are necessary to ensure educational growth.
- Training is an essential benefit. We are committed to staff development that provides opportunities for our staff to continually grow and learn. It is Waxahachie Independent School District Generated by Plan4Learning.com 2 of 57 District #070912 September 22, 2016 12:13 pm critical that campus plans include the staff development and training time needed to make the transitions and changes desired.
- All programs can improve and we are committed to success for all students. We are committed to constant improvement and to the effective planning for that improvement and will provide the resources and time necessary to ensure that appropriate planning takes place. We believe that stressing quality and accountability is the one true method to achieve that end.
- The function of the board is to set goals and expectations and that the means to achieve these goals must be developed by the professional staff of this district with the aid and support of the community.
- Decisions should be based on thorough research, programs should be tracked, and status reports should be provided on a regular basis.
- Great school systems are built and maintained because of qualified and caring staff in all areas.
- Teachers are not just responsible for dispensing information, but also for ensuring that students are actually learning and are the central focus of the learning experience.

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Comprehensive Needs Assessment

Revised/Approved: October 08, 2018

Demographics

Demographics Summary

Shackelford is a 30 year old, K-5th grade campus in Waxahachie ISD. Student enrollment is growing steadily. The 2016-17 Texas Academic Performance Report shows an enrollment of 611 students. The student population is comprised of the following ethnic groups: 6.1% (37) African American, 32.6% (199) Hispanic, 55.5% (339) Caucasian, 0.7% (4) Asian, 0.5% (3) American Indian, 0.2% (1) Pacific Islander, and 4.6% (28) two or more races.

The attendance rate is 96.1%. The campus is served by 7 bus routes. Shackelford Elementary's student groups include 29.3% (179) economically disadvantaged, 29.8% (182) at-risk, 12.4% (76) students are served through special education, 2.8% (17) gifted and talented, 2.1% (13) students are identified as limited English proficient.

"An empowered organization is one in which individuals have the knowledge, skill, desire, and opportunity to personally succeed in a way that leads to collective organizational success." - Stephen Covey

Shackelford has a historically low staff turnover rate. New staff were hired early in May and June. Administrators focus on hiring experienced, high quality teaching staff. All new teachers hired for the 2018-19 school year are experienced teachers. Administrators seek to hire paraprofessionals with education experience, a degree in education, and certification.

Demographics Strengths

- Shackelford Elementary's student body population demographics consistently mirrors the demographics in our special student populations in the following areas: discipline, special education, at risk, RTI, and attendance.
- Our STAAR students demographics match our overall student body demographics as well.
- Shackelford has a mentor/mentee program in place to help new teachers to Shackelford for their first 2 years on campus.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Disciplinary referrals seem to be repeated for the same students. **Root Cause:** Often, these students have been identified as having a behavioral problem or diagnosis making interpersonal relationships or compliant behavior a challenge.

Problem Statement 2: Unexcused absences saw an increase this school year and were 42% of all absences. **Root Cause:** Parents/guardians do not always send a note explaining an absence once their student returns to school .

Problem Statement 3: Anticipated changes in demographics for the 2018-19 school year. **Root Cause:** Rezoning of WISD.

Student Academic Achievement

Student Academic Achievement Summary

Shackelford students scored well on state and local assessments. Strong growth occurred in 3rd grade reading and math scores. 5th grade reading continues to be a strength with passing rates in the mid to upper 90's. Improvement is needed in 4th grade reading as well as 5th Science. Shackelford met 27 out of 28 State System Safeguards.

These scores result in Shackelford Elementary receiving a **Texas Accountability Met Standard Rating**. The campus also earned **two Distinctions**:

Academic Achievement in Mathematics

Academic Achievement in Comparative Closing the Gaps

Student Academic Achievement Strengths

Intervention programs are proving to be successful campus wide because all students are receiving differentiated instruction in a small group setting. Interventions include:

- Small group intervention in reading, math, and science
- BRAVE Time
- IStation
- Education Galaxy
- LLI
- Small group instruction within the classroom
- Reading Recovery
- Consistent Response to Intervention and Student Success Team Meetings including parents when possible.

According to STAAR data, over the last 5 years, 3rd grade has improved scores by 10%, 4th grade has improved 10% in math and 5% in reading, 5th grade has shown a 4% improvement in scores for all tested subjects.

The campus earned 2 distinctions for the 2017 STAAR testing: Top 25% in Math, Top 25% in Closing the Gaps.

Approximately 1/3 of the students on campus earn Master's level on STAAR tests.

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: STAAR Writing and Science scores declined. **Root Cause:** Changes are being implemented in staffing, curriculum, planning, and instruction.

School Processes & Programs

School Processes & Programs Summary

The district and campus expects staff use technology in classrooms to advance student learning. Instructional specialists introduced the Tech Badge system this year to motivate staff to try new or keep using different technology tools in classrooms. This has helped some of the staff to try new apps/programs and collaborate with other teachers to learn from them. Teachers are provided with devices and computer lab settings where they use the technology and integrate it into daily lessons.

Teachers who use websites, apps or programs are adding to their traditional instruction. Teachers use programs such as Istation and Education Galaxy for intervention, to review skills already taught in the classroom, and assessments. Websites like Brainpop, Discovery Education, or YouTube give students more knowledge in an engaging way.

School Processes & Programs Strengths

- The campus communicates regularly with parent and stakeholders through various methods: school messenger, social media, class dojo/seesaw/remind.
- The campus is focused on improving student academic achievement. The campus has constant access to data and consistently uses relevant student data to inform instruction.
- Teachers feel that they have a voice in the decision making and school practices. The campus uses committees, grade level leader meetings, and informal communication with administration to take part in decision making.
- A variety of programs such as safety patrol, flag patrol, tutoring, destination imagination, Ladies First, and UIL are available to enhance and extend student learning and leadership.
- The district technology and instructional technology teams are helpful and quick to respond to problems.
- Camp INation and Tech Badges helped with teacher training this year.
- All staff received new ipads at the beginning of the school year. These have helped teachers integrate technology more frequently into their classrooms.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Multiple applications for communication from different grade levels lead to parent confusion and frustration. **Root Cause:** Each grade level uses a different application for communicating with families such as Remind, Bloomz, Class Dojo, and SeeSaw. Families with multiple children may have multiple programs to use for information. Using one application could alleviate this problem.

Problem Statement 2: Teachers would like to use Google apps with students more during lessons. . **Root Cause:** This application is not utilized more due to long login times and lack of knowledge of the Google programs.

Problem Statement 3: Lunchroom guidelines should be more specific and clearly communicated. **Root Cause:** Overall lunchroom procedures should be adjusted to allow for better staffing, noise reduction, emergency practices, and clear PBIS implementation.

Problem Statement 4: Teachers would like more access to training on new and innovative technologies. **Root Cause:** Lack of teacher training is the main factor for teachers not using more technology.

Perceptions

Perceptions Summary

Shackelford offers many different opportunities for the community to be involved with the school. For example, the following events have occurred this year and have had a great number of parents and community members in attendance:

- Dads at the Door
- Donuts with Dad
- DEAR Day
- Muffins with Mom
- Book Fairs
- STEAM Night
- SAGU Volunteers
- Community churches donating supplies, food bags, and needed materials
- Mission 75165 organized and supported campus events such as an Easter Egg Hunt for the community to attend
- Fall Festival
- Grade level music programs

These events are inclusive of all our students, their parents, and community members. The events have activities that are academically based and fun! The parents are able to participate with their child in learning new games and activities while meeting with others in the community and getting to know the teachers and staff at Shackelford. With the additional intervention of volunteers from SAGU, our student's reading levels have improved. Our community events are always well attended. We appreciate the support we receive from our parents and community.

Shackelford has a positive school climate and culture. The positive atmosphere on campus is supported by: Positive Behavior Interventions and Supports (PBIS), academic success, parent involvement and added building security.

Perceptions Strengths

- 89% of parents report feeling welcome at Shackelford.
- Shackelford has strong community partnerships with local churches and businesses.
- Student discipline referrals are down in comparison to the previous year. We get good results with our PBIS programming and strong counseling support for repeat offenders. Brave Rallies, lunch recess, Brave Bucks with rewards are effective for rewarding student behavior.
- Campus activities promote wide spread student participation. Students are encouraged to become involved in activities throughout the campus. The campus instituted Clubs to help enrich and encourage student involvement.

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
- Domain 1 - Student Achievement
- Domain 2 - Student Progress
- Domain 3 - Closing the Gaps
- System Safeguards and Texas Accountability Intervention System (TAIS) data
- Critical Success Factor(s) data
- Accountability Distinction Designations
- Federal Report Card Data
- PBMAS 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
- STAAR Released Test Questions
- STAAR EL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Postsecondary college, career or military-ready graduates data
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- SAT and/or ACT assessment data
- Student Success Initiative (SSI) data for Grades 5 and 8
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- Running Records results

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress for each group
- Special Programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data,
- Male / Female performance, progress, and participation data
- Special education population, including performance, discipline, progress, and participation data
- Migrant population, including performance, progress, discipline, attendance, and mobility
- At-Risk population, including performance, progress, discipline, attendance, and mobility
- EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- Career and Technical Education (CTE) data, including academic achievement, progress, program growth, race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data
- Student surveys and/or other feedback
- School safety data

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- State certified and high quality 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
- 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
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices

Goals

Goal 1: Shackelford Elementary will empower students to achieve academic growth and success through strategically designed curriculum and dynamic instruction.



Shackelford Elementary will increase the overall Campus Report Card from a score of 92 to 97 by August 2023.









Targets: 2019 - 93, 2020 - 94, 2021 - 95, 2022 - 96, 2023 - 97


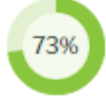




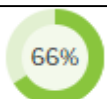
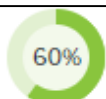
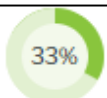
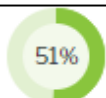







Performance Objective 1: By June 2019, 93% of all students and each student group will score "Approaches Grade Level," on all sections of the state assessment (STARR) and the African American, Hispanic, Economically Disadvantaged, and Special Education student groups will show at least 5% growth.
















Evaluation Data Source(s) 1: State Index Calculation Reports and Summary Tables, District Common Assessments Data Points

Summative Evaluation 1: Some progress made toward meeting Performance Objective

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Continue use of the 5E model in an online lesson planning system for individual and team planning: Eduphoria Forethought.	Campus Administrators Assistant Principal Campus Staff PLC Team Curriculum and Instruction Department	Use of the same model will allow teams to be consistent in planning.				

2) Teachers will use DCA data and W-Lab meetings to increase the percent of students meeting and exceeding state curriculum standards in all tested content areas on the Texas Statewide Assessment Program.	Campus Administrators Assistant Principal Campus Staff PLC Team RTI Team Curriculum and Instruction Department	Increased STAAR scores will result from quality data studies.				
3) Teachers will review DCA data to decrease the gap in STAAR achievement between student groups in all subject areas.	Campus Administrators Assistant Principal Campus Staff PLC Team Curriculum and Instruction Department	Data studies will show areas of need allowing teachers to target instruction to address the needs.				
4) Increase staff satisfaction and awareness with real-time access to disaggregated STAAR and other assessment data for improvement of instruction and learning.	Campus Administrators Assistant Principal PLC Team Curriculum and Instruction Department Technology Lead	Teachers will use Eduphoria: Aware data for each district common assessment and STAAR test to analyze strengths and weaknesses.				
5) Through targeted instruction decrease the percent of students retained at the Student Success Initiative (SSI) grade level 5.	Principal Assistant Principal SSI Committee PLC Team 5th grade teachers Curriculum and Instruction Department	Fewer students will be retained for the student success initiative.				
6) Teacher will utilize Leveled Literacy Instruction to increase the percentage of students scoring "developing as expected" or higher on the K-3 reading assessment.	Campus Administrators Reading Recovery Teacher Campus PLC Team SAGU Reading Partners Curriculum and Instruction Department	Students will increase by a minimum of one grade level in reading ability by the end of the school year.				
Funding Sources: SCE - 0.00						

7) Through targeted instruction increase the percent of LEP students earning the Advanced High proficiency rating.	Campus Administrators ESL teachers PLC Team LEP Coordinator	TELPAS scores will show an increase.				
8) Through targeted instruction increase percent of LEP students who improve by one or more proficiency levels.	Campus Administrators ESL teachers PLC Team LEP Coordinator	TELPAS scores will show an increase in proficiency level.				
9) Through targeted instruction increase the percent of students who meet exit requirements from the bilingual and ESL program within three years of entry.	Campus Administrators ESL teachers PLC Team Bilingual/ESL Coordinator	Fewer students in the ESL program and decreased number of years in the program.				
10) Develop and implement a plan to ensure the appropriate identification of students by all student groups in the Gifted/Talented program.	Campus Administrators Grade level teachers PLC Team G/T Coordinator G/T Specialists	New testing and identification methods will show increased participation in the G/T program.				
11) Ensure that all teachers are committed to working collaboratively in ongoing processes of collective inquiry and action research to achieve better results for the students they serve.	Campus Administrators Counselor PLC Team RTI Team	Teams will maintain documentation of professional learning communities.				
12) All students identified with dyslexia will receive instruction in the Scottish Rite "Take Flight" program for a minimum of 50 minutes a day.	Dyslexia teacher, principal	Attendance sheets will show that students achieved the minimum of 50 minutes of instruction.				
13) A career fair will be hosted by the campus and district to introduce students to a variety of careers.	Counselor, principal, CAT team	Students will be exposed to the 16 career clusters prior to entering junior high school.				
Comprehensive Support Strategy 14) Increase student opportunities for creative writing and written research projects across all content areas and grade levels.	Principal Assistant Principal Grade level teachers PLC Team Curriculum and Instruction Department CAT team	There will be an increase in the overall 4th grade Writing scores on the STAAR test. Students will practice writing at all grade levels and enter 4th grade more prepared for writing.				

<p>Comprehensive Support Strategy</p> <p>15) Implement Response to Intervention three-tiered model of support</p> <ul style="list-style-type: none"> *Research of Dr. Andrea Ogonosky *Literacy and Mathematics Framework *First Steps and M-STAR *Fountas and Pinnell Leveled Literacy Intervention *Reading Recovery *Leveled Literacy Intervention 	<p>Campus Administrators SST Committee PLC Team RTI Team Curriculum and Instruction Department</p>	<p>The campus will use a structured and consistent Response to Intervention process.</p>				
<p>Funding Sources: SCE - 0.00</p>						
<p>Comprehensive Support Strategy</p> <p>16) Ensure that feedback is gathered from all teachers regarding the creation and implementation of all local benchmarks and curriculum checks.</p>	<p>Campus Administrators PLC Team RTI Team Curriculum and Instruction Department CAT team</p>	<p>Feedback from teachers will be gathered through campus surveys, Tribal Council, and other means which will show areas of strength and need.</p>				
<p>Comprehensive Support Strategy</p> <p>17) Through targeted instruction increase the percentage of economically disadvantaged students who improve by one or more proficiency levels in writing.</p>	<p>Teachers Administrators Curriculum staff</p>	<p>Students will increase proficiency in writing and writing scores.</p>				
<p>18) All 5th graders will take a career interest survey.</p>	<p>Administrator Counselor Teacher</p>	<p>Students will be exposed to all 16 career clusters prior to leaving elementary school.</p>				
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Goal 1: Shackelford Elementary will empower students to achieve academic growth and success through strategically designed curriculum and dynamic instruction.

Shackelford Elementary will increase the overall Campus Report Card from a score of 92 to 97 by August 2023.
 Targets: 2019 - 93, 2020 - 94, 2021 - 95, 2022 - 96, 2023 - 97

Performance Objective 2: By June 2019, 93% of special education students will meet Level II satisfactory on all sections of the state assessment (STARR).

Evaluation Data Source(s) 2: Time records, Inclusion

Summative Evaluation 2: Some progress made toward meeting Performance Objective

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Shackelford Elementary will increase the amount of time special education students are serviced with inclusion in order to gain more access to grade level content.	Grade Level teachers Special Education teachers Inclusion Aides	Improvement on DCA's throughout the year. Increase number of special education students achieving Level II on STARR.				
= Accomplished = Continue/Modify = No Progress = Discontinue						

Goal 1: Shackelford Elementary will empower students to achieve academic growth and success through strategically designed curriculum and dynamic instruction.

Shackelford Elementary will increase the overall Campus Report Card from a score of 92 to 97 by August 2023.
 Targets: 2019 - 93, 2020 - 94, 2021 - 95, 2022 - 96, 2023 - 97

Performance Objective 3: By June 2019, 93% African American and Hispanic students will close the achievement gap in the STARR tested areas of Mathematics and Writing.

Evaluation Data Source(s) 3: STAAR Accountability Summary, Data points for class grades, STAAR, and DCAs.

Summative Evaluation 3: Some progress made toward meeting Performance Objective

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Sheltered Instruction strategies will be implemented in classrooms to increase achievement of all students.	Classroom Teachers	African American and Hispanic students will achieve at "Meets Grade Level" on STARR at the same or higher rate than white students.				
2) Shackelford will utilize in-school tutors to target areas of weakness. Tutors will work with students in 3rd-5th grade beginning in January through the testing dates.	Principal, classroom teachers	District common assessments and STAAR will show improved performance.				
3) Shackelford Elementary will utilize a classroom aide to provide in-school tutoring for struggling students beginning in September.	Principal, teachers and classroom aide.	Use of the instructional aide will help students in all grade levels improve performance.				
4) Utilize Reading Recovery to provide intensive interventions to struggling readers.	Principal Assistant Principal Reading Recovery Teacher	An increase will be seen in students who read at grade level in 1st and 2nd grade.				
Funding Sources: SCE - 300.00						
Comprehensive Support Strategy 5) Implement a writing camp in the spring for 4th graders.	Principal, 4th grade teachers	Improvement will be seen on DCA and STAAR writing tests.				
Comprehensive Support Strategy 6) Data Analysis sessions will focus on strategies for improving economically disadvantaged student performance on DCA's.	Principal, Assistant Principal, Grade Level teachers, counselor	Economically Disadvantaged students will achieve a "Meets Grade Level" score similar to non-economically Disadvantaged students.				

 = Accomplished  = Continue/Modify  = No Progress  = Discontinue

Goal 1: Shackelford Elementary will empower students to achieve academic growth and success through strategically designed curriculum and dynamic instruction.

Shackelford Elementary will increase the overall Campus Report Card from a score of 92 to 97 by August 2023.
 Targets: 2019 - 93, 2020 - 94, 2021 - 95, 2022 - 96, 2023 - 97

Performance Objective 4: By June 2019, Economically Disadvantaged students will achieve a passing rate at or above 93% on all STARR assessments

Evaluation Data Source(s) 4: Campus data points: STAAR, DCA, grades

Summative Evaluation 4: Some progress made toward meeting Performance Objective

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
Comprehensive Support Strategy 1) Shackelford will utilize a classroom aide who is Leveled Literacy Intervention (LLI) trained to provide in-school tutoring for struggling students beginning in September.	Principal, teachers and classroom aide.	Improvement will be seen on DCA's, class grades and STARR testing.				
Comprehensive Support Strategy 2) Shackelford will utilize in-school tutors, who are retired, highly qualified teachers, to target areas of weakness. Tutors will work with students in 3rd-5th grade beginning in January through the testing dates.	Principal, classroom teachers	Struggling students will improve performance for the spring STAAR tests.				
Comprehensive Support Strategy 3) Shackelford's Response to Intervention process will generate new strategies to address struggling students.	Principal, Assistant Principal, Classroom teachers, Counselor, Reading Recovery Teacher, Special Education teachers.	An increase will be seen in classroom and achievement on assessments.				
Funding Sources: SCE - 0.00						
= Accomplished = Continue/Modify = No Progress = Discontinue						

Goal 1: Shackelford Elementary will empower students to achieve academic growth and success through strategically designed curriculum and dynamic instruction.

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Targets: 2019 - 93, 2020 - 94, 2021 - 95, 2022 - 96, 2023 - 97


Performance Objective 5: During the 2018-19 school year, 100% of students will participate in activities that promote healthy relationships and fitness in a safe environment.











Evaluation Data Source(s) 5: Fitnessgram









Counselor lesson & activity plans


Summative Evaluation 5:













Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Review and implement the district approved CATCH health program and district guidelines at Prekindergarten through grade 8.	Superintendent, Assistant Superintendent, Health and PE teachers, School Health Advisory Committee (SHAC), Curriculum and Instruction Department	The campus will use CATCH materials and SHAC information to improve the CATCH health program.				
2) Provide training and campus-based programs promoting good character traits and respect--PBIS and Random Acts of Kindness Programs (K-5), kindness clubs, and ladies first.	Campus Administrators Campus Counselor Campus PLC SHAC Committee	Sign in sheets will indicate staff participation of PBIS opportunities during the school year.				

3) Design and implement district policy, awareness education program, and training for staff members in the following areas: (a). Bullying and Cyber-bullying	Superintendent, Assistant Superintendent, Health and PE teachers, School Health Advisory Committee (SHAC), Counselors, Curriculum and Instruction Department Counselor	Reports of bullying or cyberbullying will decrease. Lessons will be implemented through Google classroom by the campus counselor.				
4) (i). Implement Bullying Policy as required under TEC 37.0832,	Superintendent, Assistant Superintendent, Health and PE teachers, School Health Advisory Committee (SHAC), Counselors, Curriculum and Instruction Department	Discipline records will show a decrease in bullying incidents. A peer mediation program will be implemented to assist with reduction of bullying.				
5) (ii). Provide training for staff and students on the new Bullying Policy	Superintendent, Assistant Superintendent, Health and PE teachers, School Health Advisory Committee (SHAC), Counselors, Curriculum and Instruction Department	Staff will be more aware and able to identify and stop bullying.				
6) (iii). Schedule anti-bullying activities, and	Superintendent, Assistant Superintendent, Health and PE teachers, School Health Advisory Committee (SHAC), Counselors, Curriculum and Instruction Department	Bullying awareness events will be scheduled in the fall and spring along with classroom guidance lessons. Examples of programs include: School wide programs, guidance lessons, parent training each 9 weeks, and google classroom.				

7) (iv). Create online bully reporting plan.	Superintendent, Assistant Superintendent, Health and PE teachers, School Health Advisory Committee (SHAC), Counselors, Curriculum and Instruction Department	Students and parents will be able to report bullying easily through online forms.				
8) Design and implement district policy, awareness education program, and training for staff members in the following areas: sexting	Superintendent, Assistant Superintendent, Health and PE teachers, School Health Advisory Committee (SHAC), Counselors, Curriculum and Instruction Department	Staff will be able to recognize and report incidences of sexting. Students will be exposed to the NetSmartz curriculum.				
9) Design and implement district policy, awareness education program, and training for staff members in the area of child abuse.	Superintendent, Assistant Superintendent, Health and PE teachers, School Health Advisory Committee (SHAC), Counselors, Curriculum and Instruction Department	Staff will be able to recognize and report incidences of suspected child abuse in a timely manner.				
10) Design and implement district policy, awareness education program, and training for staff members in the following area: Dating violence, including enforcement of protective orders,	Superintendent, Assistant Superintendent, Health and PE teachers, School Health Advisory Committee (SHAC), Counselors, Curriculum and Instruction Department	Staff members will be able to recognize and report incidences of dating violence, including the enforcement of protective orders.				

11) Design and implement district policy, awareness education program, and training for staff members in the following area: suicide prevention	Superintendent, Assistant Superintendent, Health and PE teachers, School Health Advisory Committee (SHAC), Counselors, Curriculum and Instruction Department	Staff members will be able to recognize and report incidences of suicide prevention.				
12) Design and implement district policy, awareness education program, and training for staff members in the following area: Binge Drinking,	Superintendent, Assistant Superintendent, Health and PE teachers, School Health Advisory Committee (SHAC), Counselors, Curriculum and Instruction Department	Staff members will be able to recognize and report incidences of binge drinking. IMPACT Waxahachie will partner with Shackelford Elementary to bring parent education to the campus.				
13) Design and implement district policy, awareness education program, and training for staff members in the following area: Childhood obesity	Superintendent, Assistant Superintendent, Health and PE teachers, School Health Advisory Committee (SHAC), Counselors, Curriculum and Instruction Department	Staff members will be able to recognize childhood obesity.				
14) Design and implement district policy, awareness education program, and training for staff members in the following area: P.A.P.A program	Superintendent, Assistant Superintendent, Health and PE teachers, School Health Advisory Committee (SHAC), Counselors, Curriculum and Instruction Department	Staff members will have awareness of the P.A.P.A. program.				

15) Implement a coordinated school health program in grades K-5.	Campus Administrators Campus Counselor Campus PLC CATCH Team SHAC	Students will recognize and practice healthy habits.				
16) Increase the number of students participating in community and/or peer mentoring and tutoring programs.	Campus Administrators Campus Counselor Campus PLC SHAC	Participation in mentoring and tutoring programs will show an increase. Programs offered will include student ambassadors and peer mediators.				
17) Collaboratively work with security team to implement security measures established by the district Safety Audit Report.	Campus Administrators Campus Crisis Team Campus Staff Executive Director of Human Resources Director of Security Board of Trustees	Security measures will be documented.				
18) Increase student academic honesty through character education programs and review/revision of policies.	Campus Administrators Campus Counselor Campus PLC	Reduction in office referrals for academic honesty and good character. Students will use Google Classroom in guidance lessons.				
19) Increase student support via advisory program (grades K through 5), group counseling, and family services; Targeting: *Suicide prevention *Conflict resolution *Violence prevention *Bullying *Sexual harassment.	Campus Administrators Campus Counselor Campus PLC SHAC	Reduction in Safety Alert forms for bullying. Reduction in office referrals and conflict resolution referrals. Students will use Google Classroom and peer mediation.				
20) Assist students in increasing their awareness of maintaining a healthy lifestyle Health Fair and health newsletter, (Nuggets).	Campus Administrators CATCH Team SHAC Child Nutrition Nurse	Students will make healthier lunch choices.				
21) Implement the district's Human Sexuality curriculum in grades 4-5.	Campus Administrators Campus Counselor CATCH Team Campus PLC SHAC	Students will be aware of health habits and bodily changes.				

22) Continue implementation of the Region X Positive Behavior Supports (PBS) program.	Campus Administrators Campus Counselor Campus PBS Team Campus PLC	A reduction will be seen in office referrals and safety alert forms. Improved behavior in hallways and classrooms will be observed.				
23) Continue implementation of a comprehensive guidance and counseling curriculum (grades K through 5).	Campus Administrators Campus Counselor Deputy Superintendent Lead Counselor	Students will learn interpersonal skills needed to be successful students. Guidance lessons will include technology such as lessons in Google Classroom, NetSmartz, Paws in Jobland.				
24) Implement a transition plan for the following areas: *Headstart and PPCD to Kindergarten *Grade 5 to Grade 6.	Deputy Superintendent Campus Administrators Campus Counselors Curriculum and Instruction Department	The transition from one school to the next will be assisted by the transition team. Staff at receiving campus will have a broad view of student needs.				
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue						


Goal 2: Shackelford Elementary will encourage, promote and increase engagement and awareness through effective communication among all stakeholders.

Performance Objective 1: Shackelford Elementary will utilize collaborative communication tools to encourage input and participation from stakeholders.

Evaluation Data Source(s) 1: *District surveys

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Regularly revise and update campus and teacher websites.	Campus administrators District webmaster Teachers	Parents and community members will have updated information about Shackelford Elementary.				
2) Organize and promote Shackelford and WISD Parent Education sessions each 9 weeks throughout the school year.	Campus Administrators, Counselor	Shackelford & WISD Parent Education Agendas/Flyers and Parent Education Attendance Reports (Sign-in Sheets) will show increased attendance.				
3) Ensure parent involvement and volunteer service is being promoted, documented, and recognized via: *Partners in Education (PIE) *Go Van Gogh *D.E.A.R. Day *Adopt a Classroom *Parent Teacher Organizations *Student Mentoring Programs *PBIS	Campus Administrators Campus PLC PIE Coordinator Adopt A Class Representative PIE Director PIE Volunteers	Sign in sheets will indicate attendance and show an increase in the number of volunteers on campus.				
4) Utilize School Messenger as the tool for campus emergency news and updates.	Campus Administrators Campus Secretary Principal	Parents will receive information consistently from the same communication system.				
5) Provide opportunities for the community to see student work and performances.	Campus Administrators Campus PLC PR Director	Parent sign in sheets will be provided to track attendance at each of the following types of events: Open house Parent orientation Music performances by grade level Art Show STEAM night				

6) Provide the opportunity for parents to view their child's grades, health record, enrollment information, and attendance online via Skyward's Parent Access.	Campus Administrators Campus Technology Contact Technology Lead Director of Technology	Parent feedback and sign up will be monitored and assistance provided as needed.				
7) Continuously review and update the materials in our parent resource center. Purchase new materials as needed.	Principal, Counselor	Parents will have access to up-to-date resources. Sign in sheets will indicate usage.				
8) Conduct a Kindergarten Round-up for Pre K families to register, tour the school/classrooms and meet staff.	Principal, AP, Counselor, Kindergarten teachers	Parents will have the opportunity to view the campus facilities and become comfortable with Shackelford prior to the first day of school.				
9) Provide a breakfast "Tea and Tissues" for parents of Kindergarten students on the first day of school.	Principal, AP, Counselor	Parents will have the opportunity to meet other kindergarten parents and become a part of the school community from the first day.				
10) Provide musical opportunities outside of the school day. These opportunities will include after school time with instruments as well as evening performances.	Music teacher, Principal	Students will have the opportunity to participate in and showcase talent in the fine arts.				
11) Teachers will use a collaborative communication platform for communication with parents such as SeeSaw, Remind, or Class Dojo.	Campus administrators Teachers	Parents will be connected to their student throughout the school day. Teachers and parents will have an ongoing dialogue.				
12) Counseling staff will survey each student about ideas for campus events and overall safety.	Administrators Counselor	Survey data will generate new ideas about campus events and feelings regarding safety.				
						

Goal 3: Shackelford Elementary will develop and maintain safe, innovative and attractive facilities that will support optimal learning, equitable growth and sustainable development.

Performance Objective 1: Shackelford Elementary will provide exceptional facilities to create a positive learning environment and foster community pride.

Evaluation Data Source(s) 1: *District surveys
*Maintenance requests

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Utilize student enrollment projections to provide appropriate school facilities for student growth.	Assistant Superintendent of Human Resources, HR Department, Director of Support Services	Use of the district demography reports, Long Range Planning committee report, City of Waxahachie Land Use Zone reports, and PEIMS data will assist in planning for student growth in our facility.				
2) Analyze both short and long term needs for school facilities and project the additional costs.	Assistant Superintendent of Human Resources, HR Department, Assistant Superintendent for Finance	Consider district demography reports, Long Range Planning committee report, City of Waxahachie Land Use Zone reports, and PEIMS data to project costs for future facilities needs.				
3) Research and review possible Energy Management strategies to reduce energy consumption by 20%.	Superintendent, Assistant Superintendent, Director of Support Services, Principal	Overall reduction in energy usage and expenditures.				

= Accomplished

= Continue/Modify

= No Progress


= Discontinue

Goal 4: Shackelford Elementary will actively seek, develop and retain highly effective personnel and provide ongoing relevant professional development that translates to student engagement and success.

Performance Objective 1: 100% of teachers and paraprofessionals will be highly qualified.

Evaluation Data Source(s) 1: Certification and professional development records.
 Reduction in employee turnover
 Staff responses on climate and culture survey.

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Analyze all teacher data in the areas of: (a). certification, (b). testing, (c). staff development, and (d). service records to ensure that all meet the highly qualified status	Assistant Superintendent of Human Resources, HR Department	Students will be taught by highly qualified staff members.				
2) Provide incentives for teachers to obtain ESL, Bilingual, and/or GT certification/endorsement.	Principal	The staff will have a higher percentage of staff members with additional certifications and endorsements.				
3) Provide professional development in all components identified in the WISD Framework for Effective Teaching and Learning.	Principal, Assistant Principal, Team Leads	Teachers will have training and skills needed to implement the WISD Framework for Effective Teaching and Learning.				
4) Improve the positive work culture supportive of collegial and collaborative teamwork through Professional Learning Teams: (a). Provide training on meeting norms and protocols, (b). Provide common planning periods on each campus master schedule, and (c). Provide purposeful planning opportunities on the WISD Scholastic Calendar	Principal, Assistant Principal, Team Leads	Teams will have a collaborative culture that allows them to work towards success for all students.				
5) 5) Develop an incentive program to encourage a high staff attendance rate.	Principal Assistant Principal	A quality incentive program will result in fewer staff absences.				
Funding Sources: Professional Salary - 0.00						
						


Goal 5: Shackelford Elementary will leverage the latest technology to provide pathways to academic growth and success in a dynamic world.

Performance Objective 1: By June 2018, 70% or more of Shackelford 5th graders will achieve a passing score on the district technology proficiency exam.


Evaluation Data Source(s) 1: Learning.com assessment

Summative Evaluation 1:


Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Increase student use of technology in the classroom and labs *Increase access to online learning tools that support mastery of the TEKS and credit advancement and recovery *Increase student mastery of Technology Applications TEKS through the academic curriculum.	Principal Assistant Principal Grade Level teachers Computer lab Teachers PLC Team Curriculum and Instruction Department Technology Lead	Increased use of the Technology Applications TEKS will show improvement in 5th grade technology assessment.				
2) Evaluate existing technology hardware and software usage and standards; provide a model for revision.	Principal, Assistant principal	Software and hardware will be continually monitored for usage.				
3) Ensure all federal, state, and district guidelines to are being followed when obtaining technology for the classrooms.	Principal, Assistant principal	Technology will be used appropriately.				




= Accomplished



= Continue/Modify



= No Progress



= Discontinue

Goal 6: Shackelford Elementary will allocate resources to ensure that students, parents, and the community receive optimal educational services.

Performance Objective 1: 100% of the campus resources will be used effectively to have the greatest impact on student achievement.

Evaluation Data Source(s) 1: Budget, audit data

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Ensure all policies, guidelines, and laws are being followed when any federal or state funds are being used to service students or implement new programs.	Principal, Assistant Principal	District guidelines for federal and state funds and audit findings will show that funds are being used to service students and implement new programs.				
2) Evaluate existing programs for all departments based on effectiveness relating to students achievement vs. costs, and then ask the Campus Leadership Team to prioritize student, teacher, and campus needs.	Principal, Assistant principal	Programs will be evaluated for effectiveness annually.				
3) Decrease the number of forms for teachers, staff, and parents and ensure the remaining forms are available online.	Principal, Assistant principal	Reduction in forms will be indicated by the following reports: -Forms in Employee Portal - Paper and Copying Budget Reports - Forms in Eduphoria - Use of Skyward Parent Access				
4) Complete internal textbook audit	Principal Assistant Principal Teachers	Documentation of textbook audit will indicated that the audit is correct and complete.				
5) Complete curriculum resource and materials audit for grades K through 12	Campus Administrators Curriculum and Instruction Department Teachers	Documentation of all curriculum resources and materials.				
6) Transportation will be followed for foster care (if needed) according to district policy.	Assistant Superintendent of Leadership and Finance Assistant Superintendent of Leadership and Academics Foster Care Liaison	Transportation records and budget documents will indicate compliance.				



Comprehensive Support Strategies

Goal	Objective	Strategy	Description
1	1	14	Increase student opportunities for creative writing and written research projects across all content areas and grade levels.
1	1	15	Implement Response to Intervention three-tiered model of support *Research of Dr. Andrea Ogonosky *Literacy and Mathematics Framework *First Steps and M-STAR *Fountas and Pinnell Leveled Literacy Intervention *Reading Recovery *Leveled Literacy Intervention
1	1	16	Ensure that feedback is gathered from all teachers regarding the creation and implementation of all local benchmarks and curriculum checks.
1	1	17	Through targeted instruction increase the percentage of economically disadvantaged students who improve by one or more proficiency levels in writing.
1	3	5	Implement a writing camp in the spring for 4th graders.
1	3	6	Data Analysis sessions will focus on strategies for improving economically disadvantaged student performance on DCA's.
1	4	1	Shackelford will utilize a classroom aide who is Leveled Literacy Intervention (LLI) trained to provide in-school tutoring for struggling students beginning in September.
1	4	2	Shackelford will utilize in-school tutors, who are retired, highly qualified teachers, to target areas of weakness. Tutors will work with students in 3rd-5th grade beginning in January through the testing dates.
1	4	3	Shackelford's Response to Intervention process will generate new strategies to address struggling students.

State Compensatory

Budget for Shackelford Elementary:

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
6200 Professional and Contracted Services		
District Account	6216 Professional Services - Locally Defined	\$5,000.00
	6200 Subtotal:	\$5,000.00

Personnel for Shackelford Elementary:

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Christine Block	Teacher	Reading Recovery	

Campus Advisory Team

Committee Role	Name	Position
Administrator	Theresa Burkhalter	Principal
Administrator	Brittany Griffith	Assistant Principal
Counselor	Monica Taylor	Counselor
Classroom Teacher	Rick Bruce	Teacher
Classroom Teacher	Christine Block	Teacher
Classroom Teacher	Tabitha Russell	Teacher
Classroom Teacher	Kristin McClain	Teacher
Classroom Teacher	Diane Leggett	Teacher
Classroom Teacher	Julie Naizer	Teacher
Classroom Teacher	Elizabeth Shurtleff	Teacher
Classroom Teacher	Laurie Juarez	Teacher
Classroom Teacher	Angie Hill	Teacher
Parent	Elizabeth McIntyre	Parent
Parent	LaShera McElhany	Parent
Parent	Lauretta Hill	Parent
Parent	Jenifer Martin	Parent
Business Representative	Chelsie Andrews	parent

Campus Funding Summary

Professional Salary					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
4	1	5			\$0.00
Sub-Total					\$0.00
SCE					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	6			\$0.00
1	1	15			\$0.00
1	3	4	Training, materials		\$300.00
1	4	3			\$0.00
Sub-Total					\$300.00
Grand Total					\$300.00