

Shepherd Independent School District

Shepherd Intermediate School

2019-2020

Mission Statement

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

Vision

Inspiring Success Through Passion and P.R.I.D.E.

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Comprehensive Needs Assessment

Needs Assessment Overview

Comprehensive Needs Assessment: A formal needs assessment was completed for the 2019-2020 school year. The assessment incorporated data from the following sources: TAPR, TIP , BAS, HQ Report, Staff Surveys, Student Surveys, Parental Involvement Surveys, Minutes from Committee Meetings, Discipline Reports, TELPAS Reports, PDAS Reports, Administrative Walk-through Reports, Sign-in Sheets, and Benchmark Reports.

Throughout the year, committees made up of campus principals, teachers, paraprofessionals, parents and community members were formed to look at each individual area. Our Campus Leadership Team compiled a Comprehensive Needs Assessment based on program data and input from members.

Practices utilized this year and recommended for next year include: Guided Instruction, 1:1 Chromebooks to support a blend learning environment, and Love and Logic.

Demographics

Demographics Summary

Staff Information 17-18

Campus Count/Average Percent District State

Total Staff 45.6

Professional Staff: **33.3/73.0%** 58.2%64.1%

Teachers **26.5/58.0%** 46.1%50.1% Professional Support **3.7/8.1%** 6.3%9.8% Campus Administration (School Leadership) **3.1/6.9%** 5.0%3.0%

Educational Aides: **12.3/27.0%** 15.7%10.1%

Librarians & Counselors (Headcount):

Counselors Full-time **1.0** n/a 3.0 12,131.0

Total Minority Staff: **6.0/13.1%** 20.5% 49.9%

Teachers by Ethnicity and Sex:

African American 2.07 6.6%8.1%10.4% Hispanic 1.03 8.8%8.4%27.2% White 23.58 8.7%82.8%58.9% American Indian 0.00 0.0%0.0%0.3%
Asian 0.00 0.0%0.0%1.6% Pacific Islander 0.00 0.0%0.0%0.4% Two or More Races 0.00 0.0%0.8%1.1% Males 4.01 5.1%27.1%23.7%
Females 22.58 4.9%72.9%76.3%

Teachers by Highest Degree Held:

No Degree 0.00 0.0%0.0%1.4% Bachelors 21.58 1.1%76.9%74.1% Masters 5.01 8.9%23.1%23.8% Doctorate 0.00 0.0%0.0%0.7%

Teachers by Years of Experience:

Beginning Teachers **3.5 /13.1%** 8.7%8.2% 1-5 Years Experience **7.0/26.4%** 30.7%29.1% 6-10 Years Experience **4.0/15.1%** 19.4%19.1% 11-20 Years Experience **9.0/34.0%** 25.5%28.2% Over 20 Years Experience **3.0/11.3%** 15.7%15.3%

Number of Students per Teacher **18.3 n/a** 15.415.1

Average Years Experience of Teachers:	10.0	10.4	10.9
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Teachers by Program (population served):				
Bilingual/ESL Education	2.7	10.2%	4.9%	6.1%
Career & Technical Education	0.0	0.0%	10.9%	4.7%
Compensatory Education	0.0	0.0%	2.6%	2.8%
Gifted & Talented Education	0.0	0.0%	0.4%	1.8%
Regular Education	20.7	78.3%	70.9%	72.3%
Special Education	3.0	11.5%	8.3%	9.0%
Other	0.0	0.0%	1.9%	3.4%

Student Enrollment by Program:				
Bilingual/ESL Education	97	20.0%	15.4%	18.9%
Career & Technical Education	0	0.0%	31.9%	25.8%
Gifted & Talented Education	25	5.2%	3.9%	7.9%
Special Education	40	8.2%	7.6%	9.1%

Grade 3	170	35.1%	8.4%	7.6%
Grade 4	168	34.6%	8.3%	7.7%
Grade 5	147	30.3%	7.3%	7.7%
Ethnic Distribution:				
African American	25	5.2%	5.9%	12.6%
Hispanic	161	33.2%	33.2%	52.4%
White	270	55.7%	57.3%	27.8%
American Indian	1	0.2%	0.3%	0.4%
Asian	2	0.4%	0.2%	4.4%
Pacific Islander	0	0.0%	0.0%	0.1%
Two or More Races	26	5.4%	3.0%	2.3%
Economically Disadvantaged	277	57.1%	51.4%	58.8%
Non-Educationally Disadvantaged	208	42.9%	48.6%	41.2%
English Learners (EL)	97	20.0%	15.8%	18.8%
Students w/ Disciplinary Placements (2016-17)	3	0.6%	2.0%	1.3%

Economically Disadvantaged	277	57.1%	51.4%	58.8%
At-Risk	342	70.5%	61.1%	50.8%

Students with Disabilities by Type of Primary Disability: Total Students with Disabilities	40			
By Type of Primary Disability Students with Intellectual Disabilities	27	67.5%	49.4%	43.3%
Students with Physical Disabilities	6	15.0%	25.3%	21.9%
Students with Autism	*	*	**	13.2%
Students with Behavioral Disabilities	**	**	15.6%	20.3%
Students with Non-Categorical Early Childhood	0	0.0%	*	1.4%

Mobility (2016-17): Total Mobile Students	84	16.7%	16.9%	16.0%
By Ethnicity: African American	6	1.2%		
Hispanic	22	4.4%		
White	51	10.1%		
American Indian	0	0.0%		
Asian	0	0.0%		
Pacific Islander	0	0.0%		
Two or More Races	5	1.0%		

Retention Rates by Grade:	-	0.0%	1.8%	-	0.0%	6.9%
Kindergarten						
Grade 1	-	4.1%	3.4%	-	0.0%	6.2%
Grade 2	-	0.0%	2.1%	-	0.0%	2.6%
Grade 3	1.3%	1.3%	1.3%	0.0%	0.0%	1.0%
Grade 4	0.0%	0.0%	0.6%	0.0%	0.0%	0.5%
Grade 5	0.7%	0.7%	0.7%	0.0%	0.0%	0.6%

Class Size Averages by Grade and Subject (Derived from teacher responsibility records):	-	21.5	18.7
Elementary: Kindergarten			
Grade 1	-	20.3	18.8

Class Size Averages by Grade and Subject (Derived from teacher responsibility records):	-	21.5	18.7
Elementary: Kindergarten			
Grade 2	-	18.3	18.8
Grade 3	20.7	20.7	19.0
Grade 4	20.5	20.5	19.2
Grade 5	24.0	24.0	21.2
Grade 6	-	20.3	20.3

Attendance Rate: 15-16 96.1, 16-17 96.3, 17-18

Demographics Strengths

Student Academic Achievement

Student Academic Achievement Summary

Academic Achievement (Percent at Meets Grade Level or Above)

All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EL (Current & Monitored)+	Special Ed (Current			
Reading Target		44%	32%	37%		60%	43%	74%	45%	56%	33%	29%	19%
2017		21%/N	-	11%/N		26%/N	-	-	-	-	17%/N	3%/N	17%/N
2018		22%/N	-	17%/N		26%/N	-	-	-	-	17%/N	9%/N	4%/N
2019		19%/N	-	13%/N		24%/N	-	-	-	24%/N	16%/N	13%/N	8%/N
Mathematics Target		46%	31%	40%		59%	45%	82%	50%	54%	36%	40%	23%
2017		30%/N	-	30%/N		32%/N	-	-	-	-	26%/N	22%/N	13%/N
2018		26%/N	-	28%/N		27%/N	-	-	-	-	19%/N	24%/N	3%/N
2019		25%/N	-	27%/N		25%/N	-	-	-	28%/N	24%/N	29%/N	13%/N

Growth (Academic Growth)

Reading Target	66	62	65	69	67	77	67	68	64	64	59
2017	64/N	-	66/Y	63/N	-	-	-	-	62/N	57/N	-
2018	61/N	-	57/N	62/N	-	-	-	-	60/N	54/N	-
2019	59/N	-	59/N	61/N	-	-	-	-	59/N	61/N	63/Y
Mathematics Target	71	67	69	74	71	86	74	73	68	68	61
2017	71/Y	-	74/Y	69/N	-	-	-	-	71/Y	67/N	-
2018	61/N	-	58/N	65/N	-	-	-	-	59/N	64/N	-
2019	61/N	-	58/N	64/N	-	-	-	-	62/N	62/N	55/N

Student Success (Student Achievement Domain Score (STAAR Component Only))

Target	47	36	41	58	46	73	48	55	38	37	23
2017	29/N	28/N	25/N	32/N	-	-	-	33/N	26/N	19/N	13/N
2018	29/N	16/N	26/N	31/N	-	-	-	35/N	24/N	21/N	8/N
2019	27/N	17/N	27/N	28/N	-	-	-	35/N	25/N	27/N	11/N

* Student groups must meet the minimum size requirements in order to be considered when evaluating for targeted support and improvement identification.

Student Academic Achievement Strengths

Priority Problem Statements

Problem Statement 1: DOMAIN Student Achievement: The overall component score for Domain I is a 27= 53 Scaled Score. On the STAAR Reading exam, fifty-two percent of students in grades 3rd-5th Grade Approached Grade Level; nineteen percent Met Grade Level, and six percent Mastered Grade Level. Overall, twenty-seven percent met standard on the Reading STAAR. On the Math STAAR tests, fifty-seven percent of students in grades 3-5 Approached Grade Level; twenty-five percent percent of students Met Grade Level and nine percent of students Mastered Grade level. Overall, thirty percent of our students met standard. In order to meet standard in Domain I, the campus must earn a component score of a 35.

Root Cause 1: The campus needs structures and systems that allow leadership and teachers to consistently and accurately use current data sources to plan, implement, and effectively monitor instruction that results in student growth.

Problem Statement 1 Areas: Student Achievement

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus Performance Objectives Summative Review from previous year
- 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
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Federal Report Card 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 EL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Student Success Initiative (SSI) data for Grades 5 and 8
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Student failure and/or retention rates
- State-developed online interim assessments

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- 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 and participation data
- Special education/non-special education population including discipline, progress and participation data

- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, and gender data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Student surveys and/or other feedback
- Class size averages by grade and subject

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- TTESS data

Parent/Community Data

- Parent surveys and/or other feedback
- 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

Goals

Goal 1: SISD will ensure that an instructional focus is the priority.

Performance Objective 1: Each six weeks, SISD will implement, monitor and evaluate an aligned Literacy (Reading and Writing) and Mathematics curriculum and assessment program that is rigorous, data-driven and supported by professional development.

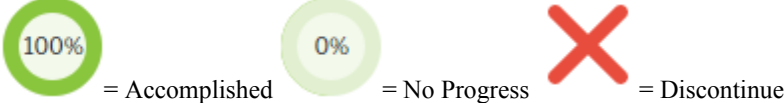
Evaluation Data Source(s) 1: Local Assessment Data: Fountas and Pinnell Benchmark Data in grades K-5, Math Screener, CBA/Checkpoint.

STATE DATA: STAAR/EOC, TAPR, PBMAS, TELPAS

Summative Evaluation 1:

Targeted or ESF High Priority

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Apr
<p>Comprehensive Support Strategy</p> <p>Targeted Support Strategy</p> <p>TEA Priorities</p> <p>Recruit, support, retain teachers and principals Build a foundation of reading and math Improve low-performing schools</p> <p>1) Literacy Consultant: Stephanie Edgar will provide job-embedded professional development directly related to implementing the Balanced Literacy Framework for Reader's and Writer's Workshop. She will meet on each campus twice per month. She will model lessons for teachers during class; observe and provide feedback on all components, and she will meet with teachers to facilitate PLC learning for ELAR teachers.</p>	2.4, 2.5, 2.6	Campus Leadership Teams: Principal, AP, Instructional Coaches, and teachers, DCSI, SIL	100 percent of our classrooms will implement Reader's and Writer's Workshop.			
<p>Funding Sources: IMA Funds - 0.00, 211 - Title I, Part A - 0.00</p>						

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Apr
Comprehensive Support Strategy TEA Priorities Recruit, support, retain teachers and principals Improve low-performing schools 2) Math Consultant: The Teacher's Teacher will provide job-embedded professional development directly related to implementing Guided Math.	2.4	CLT, CIT	100% of all math teachers will implement Guided Math.			
TEA Priorities Improve low-performing schools ESF Levers Lever 5: Effective Instruction 3) Students will use an integrated approach to learning that incorporates and integrates creative design with science, technology, engineering, arts and/or math.	2.4	Campus Leadership Teams: Principal, AP, Instructional Coaches, and teachers, DCSI, SIL				
						

Goal 1: SISD will ensure that an instructional focus is the priority.

Performance Objective 2: 80% of students will show a minimum of one year's growth on state assessments each year as measured by Domain: Student Growth on STAAR. The district will progress monitor the growth of students each six weeks. Students are expected to grow every local assessment taken.




Evaluation Data Source(s) 2: Local Assessment Data: Fountas and Pinnell Benchmark Data in grades K-5, Math Screener, CBA/Checkpoint.

STATE DATA: STAAR/EOC, TAPR, PBMAS

Summative Evaluation 2:

Targeted or ESF High Priority

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Apr
<p>Comprehensive Support Strategy TEA Priorities Build a foundation of reading and math Improve low-performing schools</p> <p>1) Teachers are planning and implementing instructional strategies that produce evidence that all students are performing on the approaches, meets or masters grade level as evidenced by: Eduphoria, Google Classroom, BAS Data, Universal Screeners, Sibme feedback.</p>	2.4, 2.5, 2.6	Campus Leadership Team, District Leadership Team. SIP	Thirty-seven percent of students in grades 3-5 will meet standard and above on local, EOY assessments, and all STAAR Assessments.			
Funding Sources: 199 - General Fund - 0.00						
<p>Comprehensive Support Strategy TEA Priorities Improve low-performing schools</p> <p>2) Teachers will set professional goals for themselves, and they will set goals for their students. In addition, teachers will work with students to set attainable goals.</p>		Campus Leaders, Campus Teachers and students, SIL	100% of our teachers will set professional goals, and 100% of students will set goals with their teacher's guidance.			
<p>Comprehensive Support Strategy TEA Priorities Improve low-performing schools</p> <p>3) Students will attend at least one field trip per year that supports the academic curriculum but also builds real world experiences and connections for students</p>		CLT	Students will attend at least one field trip per year that supports the academic curriculum but also builds real world experiences and connections for students			

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Apr
	 = Accomplished	 = No Progress	 = Discontinue			

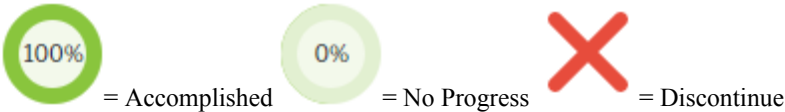
Goal 1: SISD will ensure that an instructional focus is the priority.

Performance Objective 3: All ELs will show a minimum of one year's proficiency-level growth on TELPAS as required.

Evaluation Data Source(s) 3: TELPAS, teacher formative assessment

Summative Evaluation 3:

Targeted or ESF High Priority

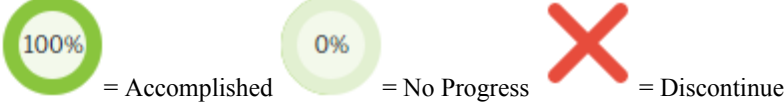
Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Apr
Comprehensive Support Strategy TEA Priorities Improve low-performing schools 1) We will implement the 7 Steps to a Language Rich Classroom.	2.4, 2.6	CLT, CIT	100% of our classrooms will be using the The 7 Steps... 1. Teach students what to say when they don't know what to say 2. Have students speak in complete sentences 3. Randomize & Rotate when calling on students 4. Use total response signals 5. Use visuals and vocabulary strategies that support your objective 6. Have students participate in structured conversations 7. Have students participate in structured reading/writing activities			
Comprehensive Support Strategy TEA Priorities Improve low-performing schools 2) Students will utilize technology to assist in developing language acquisition skills.		CLT, CIT, District Administration	Students will use a variety of computer based programs to build language acquisition skills. These could include Rosetta Stone, Flipgrid, Read&Write, etc.			
						

Goal 1: SISD will ensure that an instructional focus is the priority.

Performance Objective 4: SISD campus and district administration will take an active role in daily classroom monitoring by completing a minimum of five classroom walk-throughs per week.

Evaluation Data Source(s) 4: Walk-through Data in Eduphoria Strive

Summative Evaluation 4:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Apr
1) Campus Admin, teachers, and students will track student progress using common data tools. This data will be used as a part of the Student Success Team RtI process to ensure all student success.	2.4, 2.6	Campus Leaders, teachers, students	In Reading and Math, we will increase the percentages of students who Approach Grade Level on local, EOY assessments, and STAAR tests by 10%; we will increase the number of students who Meet grade level by 5%, and we will increase the number of students who Master by 5%.			
						

Goal 1: SISD will ensure that an instructional focus is the priority.

Performance Objective 5: Shepherd ISD will increase instructional technology support to build the technology literacy of our teachers so that they can better integrate technology tools/resources/TEKS into the classroom learning environment.

Evaluation Data Source(s) 5: Help Desk Tickets, Implementation of technology in the classroom to promote student learning (as observed in classroom walkthroughs and T-TESS Observations, professional development sessions/attendance. This will be measured by the number of professional development opportunities teacher participate in related to technology.

Summative Evaluation 5:

Goal 1: SISD will ensure that an instructional focus is the priority.

Performance Objective 6: The district will host district and campus improvement meetings every other month throughout the year (September, November, January, March and May).

Evaluation Data Source(s) 6: Sign In Sheets and agendas

Summative Evaluation 6:

Goal 1: SISD will ensure that an instructional focus is the priority.

Performance Objective 7: The District Leadership Team: Curriculum and Instruction, Special Programs and Special Education will collaborate with campus leadership teams on a monthly basis to improve student academic performance across the district.

Evaluation Data Source(s) 7: Sign in sheets and agendas; increase in student achievement data




Summative Evaluation 7:

Goal 1: SISD will ensure that an instructional focus is the priority.

Performance Objective 8: The district will implement an Inclusion model.

Evaluation Data Source(s) 8: Student IEP/LRE reports, STAAR/EOC, local assessment data (CBAs, checkpoints), Universal Screeners and Special Education assessments

Summative Evaluation 8:

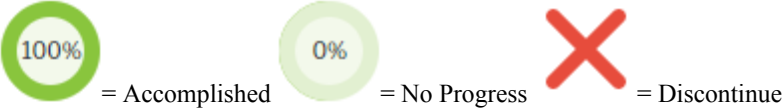
Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Apr
Comprehensive Support Strategy TEA Priorities Recruit, support, retain teachers and principals Improve low-performing schools 1) We will provide in class support with Special Education Paraprofessionals and inclusion support with a Special Education Lead Teacher.	2.4	CLT, CIT	Continuous improvement among our students receiving special education services.			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>100% = Accomplished</p> </div> <div style="text-align: center;">  <p>0% = No Progress</p> </div> <div style="text-align: center;">  <p>= Discontinue</p> </div> </div>						

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

Performance Objective 1: SISD will achieve highly qualified status among 100% of all classroom teachers and paraprofessionals serving in highly qualified areas annually.

Evaluation Data Source(s) 1: Highly Qualified Report, Personnel Folders

Summative Evaluation 1:

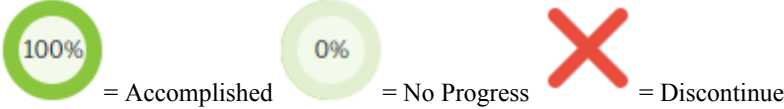
Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Apr
Comprehensive Support Strategy TEA Priorities Recruit, support, retain teachers and principals 1) Encourage our teachers to earn an ESL certification.		CLT, CIT, District Administration	100% of our ELAR staff will be ESL certified.			
						

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

Performance Objective 2: SISD will implement staff development to improve the quality of instruction weekly based on data collected through classroom monitoring. In addition, this professional development will be aimed at helping SISD to retain 75% of our highly qualified staff annually.

Evaluation Data Source(s) 2: Planning and evidence of attendance.

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Apr
Comprehensive Support Strategy TEA Priorities Recruit, support, retain teachers and principals Improve low-performing schools 1) We will provide PLCs focused on the Big Three: Data, Collaboration and Learning.	2.5	CLT, CIT	100% of staff will receive training necessary to implement campus expectations. We will retain a minimum of 75% of our staff.			
Comprehensive Support Strategy TEA Priorities Recruit, support, retain teachers and principals Improve low-performing schools 2) We will implement The Energy Bus campaign to help create a positive work and learning environment.		CLT, CIT	Our campus will be known as a positive work and learning environment.			
						

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

Performance Objective 3: Implement and monitor the Accident Prevention Plan

Evaluation Data Source(s) 3: TASB Resources, Workers Compensation Reports

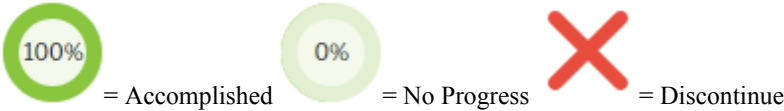
Summative Evaluation 3:

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

Performance Objective 4: SISD will implement best practices to recognize and support all staff.

Evaluation Data Source(s) 4: District Staff Surveys

Summative Evaluation 4:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Apr
Comprehensive Support Strategy TEA Priorities Recruit, support, retain teachers and principals 1) We will create and implement "microstations" for staff to have efficient access to needed materials to ensure student success.		CLT, CIT, Office Staff	All staff will have resources needed to meet campus expectations and maximize time and student outcomes.			
						

Goal 3: SISD will encourage parental involvement at all campuses in academic and extracurricular activities.

Performance Objective 1: SISD will increase parent and community involvement.

Evaluation Data Source(s) 1: Parent Surveys, Parent Involvement Activity Sign In Sheets

Summative Evaluation 1:

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

Performance Objective 1: SISD will implement processes that require monthly safety drills and annual safety audits to ensure the safety of all students and faculty.

Evaluation Data Source(s) 1: Safety Audit Reports.

Summative Evaluation 1:

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

Performance Objective 2: SISD will maintain police officers on campus.

Evaluation Data Source(s) 2: Attendance records.

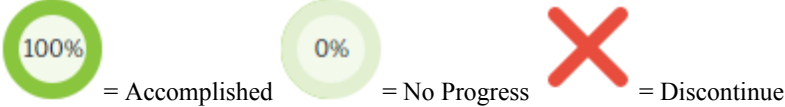
Summative Evaluation 2:

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

Performance Objective 3: SISD will have all external entrances evaluated for the structural integrity and safety.

Evaluation Data Source(s) 3:

Summative Evaluation 3:

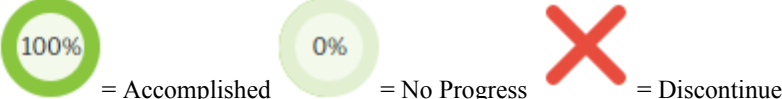
Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Apr
1) Appropriate signage will be investigated and considered to allow for faster response time for emergence personnel.		CLT, Campus Police, CIT	We will raise funds to purchase appropriate signs to help showcase and locate our campus.			
						

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

Performance Objective 4: SISD will provide a comprehensive community involvement that supports student success on campus.

Evaluation Data Source(s) 4: Parent/Community Surveys, Staff/Student Surveys

Summative Evaluation 4:




Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Apr
Comprehensive Support Strategy TEA Priorities Recruit, support, retain teachers and principals Improve low-performing schools 1) We will provide consistent discipline for disruptive students along with higher "in class" support for social/emotional needs.	2.5, 2.6	Campus Administration, Counselor	We will see an increase in Love and Logic responses to student behavior allowing students to independently problem solve in the learning environment.			
Comprehensive Support Strategy TEA Priorities Improve low-performing schools 2) We will design and implement opportunities for parents and families to engage in the learning process with our students.	2.6	Campus Leadership Team, CIT	We will realize an increase in family engagement on campus through social media platforms, family nights, student activities, and on campus events.			
						

Goal 5: SISD will implement and monitor well-designed processes, including long-range planning and budgeting, to address changing student needs, and the maintenance of effective and efficient operations.

Performance Objective 1: SISD will use the annual facility audit to identify needed facility updates and maintenance issues that should be monitored and completed.

Evaluation Data Source(s) 1: Eduphoria Help Desk Reports

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Apr
<p>TEA Priorities Recruit, support, retain teachers and principals Improve low-performing schools</p> <p>1) Continuous improvement will drive ongoing collaboration to study and develop effective practices, follow through with solutions to problems, and evaluate "next steps" that will improve instruction, student learning, and the learning climate on campus for teachers and for leaders in the district by consistently evaluating classroom physical needs.</p>		CLT, CIT	Improved student outcomes as the result improved learning environments.			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>100% = Accomplished</p> </div> <div style="text-align: center;">  <p>0% = No Progress</p> </div> <div style="text-align: center;">  <p>= Discontinue</p> </div> </div>						

Goal 5: SISD will implement and monitor well-designed processes, including long-range planning and budgeting, to address changing student needs, and the maintenance of effective and efficient operations.

Performance Objective 2: Implement new processes and procedures for the management of activity accounts. Train personnel and provide oversight to ensure compliance with state guidelines.

Evaluation Data Source(s) 2: Financial Accountability System Resource Guide, Texas Education Code

Summative Evaluation 2:

Goal 5: SISD will implement and monitor well-designed processes, including long-range planning and budgeting, to address changing student needs, and the maintenance of effective and efficient operations.

Performance Objective 3: Implement and Monitor Fiscal Policies and Procedures

Evaluation Data Source(s) 3: Fiscal Policies and Procedures Manual

Summative Evaluation 3:

Goal 5: SISD will implement and monitor well-designed processes, including long-range planning and budgeting, to address changing student needs, and the maintenance of effective and efficient operations.

Performance Objective 4: SISD will evaluate all programs annually.

Evaluation Data Source(s) 4: Campus Needs Assessment

Summative Evaluation 4:

Comprehensive Support Strategies

Goal	Objective	Strategy	Description
1	1	1	Literacy Consultant: Stephanie Edgar will provide job-embedded professional development directly related to implementing the Balanced Literacy Framework for Reader's and Writer's Workshop. She will meet on each campus twice per month. She will model lessons for teachers during class; observe and provide feedback on all components, and she will meet with teachers to facilitate PLC learning for ELAR teachers.
1	1	2	Math Consultant: The Teacher's Teacher will provide job-embedded professional development directly related to implementing Guided Math.
1	2	1	Teachers are planning and implementing instructional strategies that produce evidence that all students are performing on the approaches, meets or masters grade level as evidenced by: Eduphoria, Google Classroom, BAS Data, Universal Screeners, Sibme feedback.
1	2	2	Teachers will set professional goals for themselves, and they will set goals for their students. In addition, teachers will work with students to set attainable goals.
1	2	3	Students will attend at least one field trip per year that supports the academic curriculum but also builds real world experiences and connections for students
1	3	1	We will implement the 7 Steps to a Language Rich Classroom.
1	3	2	Students will utilize technology to assist in developing language acquisition skills.
1	8	1	We will provide in class support with Special Education Paraprofessionals and inclusion support with a Special Education Lead Teacher.
2	1	1	Encourage our teachers to earn an ESL certification.
2	2	1	We will provide PLCs focused on the Big Three: Data, Collaboration and Learning.
2	2	2	We will implement The Energy Bus campaign to help create a positive work and learning environment.
2	4	1	We will create and implement "microstations" for staff to have efficient access to needed materials to ensure student success.
4	4	1	We will provide consistent discipline for disruptive students along with higher "in class" support for social/emotional needs.
4	4	2	We will design and implement opportunities for parents and families to engage in the learning process with our students.

Campus Leadership Team

Committee Role	Name	Position
Administrator	Ronnie Seagroves	Principal
Administrator	Christine Peters	Assistant Principal
Non-classroom Professional	Jamie Dean	Math IC
Non-classroom Professional	Patricia Owens	ELAR IC
Non-classroom Professional	Cassie Hooper	SpEd IC
Non-classroom Professional	Michelle Coker	Counselor

Campus Improvement Team

Committee Role	Name	Position
Parent	Kristen Herrod	
Parent	Daney Estrada	
Parent	Karla Luna	
Community Representative	Tracie Syracuse	
Business Representative	Shelley Cutia	
Business Representative	Jeri Bailey	
Classroom Teacher	Nancy Smith	
Classroom Teacher	Christin Wright	
Classroom Teacher	Kendrick Morris	
Paraprofessional	Elena Rodriguez	
Paraprofessional	Luz Lemus	
Paraprofessional	Beth Johnson	
Non-classroom Professional	Cassie Hooper	
Administrator	Christine Peters	
Non-classroom Professional	Jamie Dean	
Non-classroom Professional	Patricia Owens	
Administrator	Ronnie Seagroves	
District-level Professional	Alisa Lott	
Non-classroom Professional	Michelle Coker	

Campus Funding Summary

199 - General Fund					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	1	Tracking and Evaluation tools (Eduphoria, Google Classroom, BAS Data, Universal Screeners, Sibme)		\$0.00
Sub-Total					\$0.00
211 - Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Student learning center materials (ie. center construction materials: lamination, scissors, cardstock, etc.)		\$0.00
1	1	1	Literacy Consultant	Comprehensive Grant	\$0.00
Sub-Total					\$0.00
IMA Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Fountas an Pinnell System materials		\$0.00
Sub-Total					\$0.00
Grand Total					\$0.00