

**Shepherd Independent School District**  
**Shepherd Primary School**  
**2018-2019 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.

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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

### ESSA Element 1

Shepherd Elementary School was constructed in 1973 housing 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 551 students being served by 29 teachers, 19 paraprofessionals, 1 counselor, and 2 administrators. Shepherd Primary's population in 2016-2017 was 57.7% White, 4.2% African American and 33.9% Hispanic. 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-two percent of students who attend Shepherd Primary qualify for free or reduced lunch.

The Texas Academic Performance Report (TAPR) 2016 -2017 campus report was used to determine the following data. The overall mobility rate for the campus is approximately 20%. The average daily attendance rate for students is 95.8%. There are a total of 198 discipline referrals. Shepherd Primary serves 124 English Language Learner students. There are 20 students in the Gifted and Talented program, 33 students were served through special education services.

Based on the 2016-2017 TAPR data, 32.1 % 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 27.8 % for the 11-20 year category. We had 3.8% that were beginning teachers and 54.8% of teachers who have between 1-10 year's experience. The average years of teaching experience of teachers at Shepherd Primary School was 9.6 years compared to the state average of 10.9 years. 13 paraprofessionals assisted teachers during the 2016-2017 school year representing 26.4% of the total staff. This compares with the state average of 9.6% percent.

After looking at class rosters, enrollment/registration information, parent surveys and staff concerns the following are needs:

Continue the Bilingual Program

Create a Cohesive transition from Spanish to English

Look at adding a Bilingual RTI program to use for RTI.

Retain Highly Qualified staff members.

Continue to implement CHAMPS/PASS to reduce discipline referrals.

## **Demographics Strengths**

- The 2018-2019 School year the Primary Campus will have 100% Highly Qualified Teachers.
- The Bilingual Program for Spanish to English transition was updated.
- We will have a Bilingual Teacher for each grade level.

## **Problem Statements Identifying Demographics Needs**

**Problem Statement 1:** Enrollment at Shepherd Primary continues to increase. Retaining highly qualified staff and bilingual staff has been a challenge in the past.

# Student Achievement

## Student Achievement Summary

ESSA Element 1 and 2

Kindergarten, First, and Second Grade students are administered Curriculum Based Assessments (CBA's). Students are assessed in Reading through Read Well, Writing Rubrics, TPRI, Tejas Lee, BAS, and Reading CBA's based on the TEKS Resource Scope and Sequence student expectations. Eighty-five percent of Kindergarten students met their End of Year Reading CBA standards. The Bilingual Kindergarten class had 100% meet the End Of Year CBA Reading standards. Eighty percent of first grade students and seventy-six percent of second grade students met their end of year goals for reading. In math students are assessed using CBA data, ESTAR, and AIMSweb. End of the year Math scores reflect, ninety-four percent of kindergarten students, seventy-eight percent of first grade students, and seventy-seven of second grade students met their End of Year math standards. 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.

Summary of Identified Needs:

Continue to have quarterly lesson planning days for Math.

Implement the new writing curriculum.

Staff development for effective teaching strategies, differentiated instruction, second language acquisition, and classroom management.

ELA teachers will meet quarterly to map out curriculum and teaching strategies.

Increase classroom libraries and individualized reading.

## Student Achievement Strengths

Summary of Achievement Strengths:

- Teachers are meeting with students to discuss quarterly goals.
- The Student Success Team meets 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.

- Math teachers met to improve curriculum and teaching strategies.

### **Problem Statements Identifying Student Achievement Needs**

**Problem Statement 1:** Teachers need to consistently and accurately use current data sources to plan, implement, and effectively monitor instruction.



# School Culture and Climate

## School Culture and Climate Summary

ESSA Elements 2 and 3

With the help of administration, Shepherd Primary School develops moral order that binding 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. Teacher surveys show that teachers would like to attend additional professional development on differentiation and teaching children from poverty. Parent surveys showed that parents feel invited to the attend school functions and students are in a safe environment. For the 2017-2018 school year there was a total of 75 discipline referrals resulting in an ISS placement. This is a decrease from previous years. There were 133 bus code violations which was also a decrease from the 2016-2017 school year. The assistant principal is implementing positive behavior incentive programs as well as behavior contracts for students as needed.

Summary of Needs:

- Increased parent and community involvement
- Continue Character Education Program (Purchase a social skill building/coping skills curriculum) Continue to implement CHAMPS
- Use of violence-prevention and conflict-resolution-curricula

## School Culture and Climate Strengths

Summary of Strengths:

- Peer/Teacher Observation

- Additional PLC Planning Time
- Additional Planning days for Math and ELAR
- Recognizing staff (Luncheons, Teacher and Para of the Month, Birthdays, Tokens of Appreciation, and Attendance Awards)
- Pirate of the Week Lunch with Assistant Principal
- Fun Runs Parents/Students/Community Members
- Texas Public School Week
- Family Fun Nights
- Academic/Behavior Awards Ceremonies
- One Book One School Reading Program
- Teachers are utilized Second Step Program to teach students social skills
- Behavior incentives

### **Problem Statements Identifying School Culture and Climate Needs**

**Problem Statement 1:** CHAMPS and Fundamental Five strategies to review and adjust procedures, classroom management, and instructional strategies centered around student needs has not been fully implemented by staff members.

# Staff Quality, Recruitment, and Retention

## Staff Quality, Recruitment, and Retention Summary

### ESSA Element 2

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. This year the district approved a two-thousand dollar pay increase for all teachers and a 2% pay raise for all other staff members.

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. Each grade level at the Primary now has a Bilingual classroom.

All employees are either required or encouraged to continue with professional development training. On Shepherd Primary campus, ALL classroom teachers are encouraged to 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 17 out of 32 teachers have their ESL certification. 20 teachers are GT certified. Additional staff members were given an opportunity to obtain their GT certification this summer. In addition, all staff are afforded opportunities to attend regional and state professional development offerings either through in-service, workshops, conferences or seminars. Reviewing T-TESS End of Year conferences, 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. After reviewing staff surveys and in order to maintain staff quality and moral, the campus committee identified the following needs.

### Summary of Needs:

Continue to strengthen mentor program.

Retain staff members from year to year.

Continue to offer professional development training to paraprofessionals

Provide opportunities for staff to get their GT and/or ESL Certification

### **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
- Pride Coach to assist New Teachers

### **Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs**

**Problem Statement 1:** New teachers do not get adequate training of existing programs.

# Curriculum, Instruction, and Assessment

## Curriculum, Instruction, and Assessment Summary

ESSA Elements 1, 2, and 3

SISD utilizes TEKS Resource/IFD's to drive instruction. Its primary focus is to impact instructional practices in the classroom to improve student performance, and align the curriculum across all grade levels. 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 encourage all staff to attend professional development and planning throughout the year. This is individualized based on teacher goals and student needs. Kindergarten, 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. After reviewing 3rd grade Reading and Math STAAR scores and 4th grade writing scores, SPS has implemented an RtI program, created a daily writing block 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 level.

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 PLC times, administrators will meet with grade levels to analyze student data and provide feedback to teams and individual teachers. This positively affects the quality of instruction being provided for our students and maximize teacher opportunities to be fully prepared for instruction 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.

Summary of Needs:

- Continue to hold data talks with staff.
- Continue to build bilingual intervention program.
- Implement new writing curriculum.
- Additional training for differentiated instruction.

## Curriculum, Instruction, and Assessment Strengths

Summary of Strengths:

- Student Success Team will meet each quarter to discuss student progress and RtI
- Purchase bilingual materials.
- Teachers are provided with common planning times daily and one additional planning period a week for PLC's.
- All grade levels will have a Bilingual Teacher.
- An additional Bilingual paraprofessional will be added to intervention.
- Continue to identify GT students using the Naglieri and OLSAT assessments.

### **Problem Statements Identifying Curriculum, Instruction, and Assessment Needs**

**Problem Statement 1:** Teachers need to consistently and accurately use current data sources to differentiate instruction for students to meet individualized needs.

# Parent and Community Engagement

## Parent and Community Engagement Summary

Essa Element 1, 2, and 3

Shepherd, which is located in San Jacinto County, is a community that has a strong sense of pride in a "small town" atmosphere. Many 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 on our campus. The parent center and coordinator support 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 three years, sign-in sheets indicate an average of 125 parents/guardians attended various school functions. Meet the Teacher was a success we handed out over 300 books for students to take home. On Grandparents Day we celebrated with 241 grandparents and parents. In November we sponsored a Family Fun Night and had 126 parents/guardians sign in. We served almost 300 meals that night. During Texas Public School week the Primary held a second family night. 300 parents and students attended this event. Students invited their parents, and grandparents to join us during Texas Public School week for breakfast. We served breakfast to 135 family members. In order to determine school programs/activities for the upcoming year, the staff review 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. In May we hosted a Kindergarten and Pre-Kindergarten Round Up. A little over 50 parents attend and registered their children for the upcoming school year.

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 helps to strengthen and spark reading by providing families with questions to think about and respond to. 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.

## Summary of Needs:

- Continue to offer bilingual support.
- Continue making parental involvement a key factor at Shepherd Primary.
- Utilize the call-out system and REMIND 101, and Facebook to contact parents.
- Parent Conferences to share student strengths and needs.
- Establish a PTO/PTA.

## Parent and Community Engagement Strengths

### Summary of Strengths:

- Parent/Teacher Family Fun Nights
- Bilingual Family Night
- Texas Public Schools Week
- One Book One School
- Positive Parent Contacts each grading period
- Provide all forms of communication in Spanish and English
- Family Latino Literacy Program

## Problem Statements Identifying Parent and Community Engagement Needs

**Problem Statement 1:** Increase and vary opportunities for parents to be involved at school.



# School Context and Organization

## School Context and Organization Summary

ESSA Element 1 and 2

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 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 a fifty minute conference period this year to allow for organized grade level planning and meetings. Teachers will also receive an additional forty-five minute PLC period once a week for professional development and data talks.

Summary of Needs:

- Continue to strengthen the RTI Program
- Purchase items for small group intervention
- Fountas and Pinnell Implementation

## School Context and Organization Strengths

Summary of Strengths:

- RTI Program for Tier II and III students
- LLI will be used to support students in intervention.
- Continue use of Moby Max, Lonestar Learning, and Ticket to Read to help close gaps
- Fountas and Pinnell /Estrellita for Bilingual
- Differentiation Professional Development
- Think Tank Professional Development

### **Problem Statements Identifying School Context and Organization Needs**

**Problem Statement 1:** Ensure quality instruction is a priority with an emphasis on accelerating learning at the appropriate level and rigor.

# Technology

## Technology Summary

ESSA Element 1, 2, and 3

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 classroom computers, 2 computer labs, an open access lab for classrooms to utilize, data projectors, 33 Sound Field Systems, 230 Elmos, 2 interactive student response systems, 32 interactive Whiteboards, 71 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. Data projectors and smart boards are now located the Math Lab, Music room, 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.

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.

Student software will be utilized and or purchased to help integrate technology into our classrooms while using the Open Access lab. Ticket to Read, Lonestar Learning, and Moby Max are 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 and Discovery Education will be used in the classroom to help build prior knowledge and enhance learning.

Summary of Needs:

- Website Training
- Additional Chromebooks
- Electronic Sign for Car Rider area
- Repair Kindergarten and Outdoor speakers
- Add an additional camera in the gym and cafeteria

## Technology Strengths

Summary of Strengths:

- RTI programs (Ticket to Read, Moby Max, Lonestar Learning, Brainpop, and Discovery Ed)

- Quaver Music Program
- Smartboards
- Additional Chromebooks, Ebeam interactive TV's, and Projectors
- ELMO's for Prekindergarten rooms

### **Problem Statements Identifying Technology Needs**

**Problem Statement 1:** Shepherd Primary offers many digital programs for teachers to use as enrichment, intervention, and as instructional supports. Teachers need additional training on how to effectively use these systems and accurately track student data.

# Priority Problem Statements

# 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
- 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 EL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Running Records results
- Observation Survey results

## Student Data: Student 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, 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.

- Section 504 data
- Gifted and talented data
- Dyslexia Data

### **Student Data: Behavior and Other Indicators**

- Attendance data
- Discipline records
- 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
- 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.

**Evaluation Data Source(s) 1:** 3rd Grade STAAR, 4th Grade Writing STAAR, TPRI, Tejas Lee, BAS, and TAPR

### Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Jan	Apr
<p><b>Comprehensive Support Strategy</b>  <b>Targeted Support Strategy</b>                      1) ELL students will be served by Bilingual and/or ESL Certified Teachers.</p>	Administrators ESL Specialist ESL Certified Teachers Bilingual Certified Teachers	ELL students served by certified Bilingual and/or ESL teachers Check Rosters and TxEIS			
<b>Funding Sources:</b> 255 - Title II, Part A - 0.00					
<p><b>Comprehensive Support Strategy</b>  <b>Targeted Support Strategy</b>                      2) Summer school will be offered for all ELL students in grades PK and K.</p>	Administrators ESL Specialist Bilingual/ESL Teachers	Enrollment and Attendance in Summer School			
<b>Funding Sources:</b> 211 - Title I, Part A - 0.00					
<p><b>Comprehensive Support Strategy</b>  <b>Targeted Support Strategy</b>  <b>Critical Success Factors</b>                      CSF 1                      3) Dyslexic students will be served after being identified following district procedures.</p>	Administrators Reading Coach Teachers	Reading Coach Diagnostician Student Folders			
<b>Funding Sources:</b> 199 - SCE - PIC 24, 26, 28, 30, 34 - 0.00					
<p><b>Critical Success Factors</b>                      CSF 1                      4) SST will be utilized to screen students prior to referral/assessment.</p>	Administrators Counselor Teachers	Current grades RTI, Student Folders			
<b>Funding Sources:</b> 211 - Title I, Part A - 0.00					



<p><b>Comprehensive Support Strategy</b>  <b>Targeted Support Strategy</b>  <b>Critical Success Factors</b>  CSF 1</p> <p>5) Utilize TPRI, Tejas Lee, and BAS data to provide targeted intervention with aligned resources in the area of Reading and Math (classroom/pull-out programs)</p>	Administrators Teachers Coaches	TPRI Tejas Lee BAS			
<p><b>Critical Success Factors</b>  CSF 1</p> <p>6) Bilingual materials will be purchased for ELL classrooms.</p>	Administrators Bilingual teachers ELL Specialist	Purchase Order ELL students will have materials in English and Spanish			
<p><b>Critical Success Factors</b>  CSF 7</p> <p>7) LEP Teachers and Instructional Paraprofessionals will receive/attend professional development training to strengthen instructional practices.</p>	Administrators ESL Specialist Reading/Math Coaches	Sign In Sheets			
<p>8) SPED teachers will be provided additional professional development and will change their instructional practices to meet the rigor of the state assessment.</p>	Administrators Reading/Math Coaches SPED Teachers	Sign in Sheets			
<p><b>Critical Success Factors</b>  CSF 1</p> <p>9) SPS will offer tutorials to students during school.</p>	Administrators Teachers Coaches	CBA Data TPRI/Tejas Lee Data BAS			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>= Accomplished</p> </div> <div style="text-align: center;">  <p>= No Progress</p> </div> <div style="text-align: center;">  <p>= Discontinue</p> </div> </div>					




**Goal 1:** SPS will improve student Achievement.

**Performance Objective 2:** By May 2019, 60% of all students participating in Reading, Math and Writing STAAR assessment will meet or exceed expectations.

**Evaluation Data Source(s) 2:** 3rd Grade STAAR, 4th Grade Writing STAAR, TPRI, Tejas Lee, BAS, and TAPR

**Summative Evaluation 2:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Jan	Apr
<p><b>Critical Success Factors</b> CSF 1</p> <p>1) The SST will meet to review student Response to Intervention (RTI) data. Bilingual students will also receive RTI support in their native language.</p>	Administrators, Coaches, Teachers, Counselor	Grades, CBA Data, TPRI, Tejas Lee, BAS, Estrellitas, Performance Goals			
<p><b>Critical Success Factors</b> CSF 1 CSF 2</p> <p>2) Teachers will administer 9 week CBA's to monitor instruction and student progress and track student reading levels.</p>	Administrators Teachers	3rd grade STAAR 4th grade Writing STAAR BAS CBA Data			
<p><b>Comprehensive Support Strategy</b> <b>Targeted Support Strategy</b> <b>Critical Success Factors</b> CSF 1 CSF 5 CSF 6</p> <p>3) One Book One School Literacy Program</p>	Teachers Administrators Counselors	Book Talks Morning Announcements Family Nights			
		<b>Funding Sources:</b> 211 - Title I, Part A - 0.00			
<p><b>Critical Success Factors</b> CSF 1 CSF 4</p> <p>4) SPS will offer an effective full day Pre-Kindergarten program.</p>	Administrators PK Teachers	Nine Week Standards Based Report Card			
		<b>Funding Sources:</b> 294 - Pre-K Grant - 0.00			
<p><b>Critical Success Factors</b> CSF 1</p> <p>5) Writing Workshop (PK-2)</p>	Administrators Teachers	Completed Checklist Rubrics Lucy Calkins			
		<b>Funding Sources:</b> 199 - SCE - PIC 24, 26, 28, 30, 34 - 0.00			




<p><b>Comprehensive Support Strategy</b>  <b>Targeted Support Strategy</b>  <b>Critical Success Factors</b>  CSF 1</p> <p>6) BAS will be utilized to monitor student reading levels and fluency.</p>	Administrators Reading Specialist Teachers	BAS Reading Level			
<p><b>Comprehensive Support Strategy</b>  <b>Targeted Support Strategy</b>  <b>Critical Success Factors</b>  CSF 1 CSF 5 CSF 6</p> <p>7) Comprehensive Needs Assessment will be conducted to determine strategies for new school year.</p>	Administrators Teachers	Completed Comprehensive Assessment			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>= Accomplished</p> </div> <div style="text-align: center;">  <p>= No Progress</p> </div> <div style="text-align: center;">  <p>= Discontinue</p> </div> </div>					

**Goal 1:** SPS will improve student Achievement.

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

**Evaluation Data Source(s) 3:** T-TESS, Walkthroughs, Eduphoria Reports, Agenda/Sign In sheets, and PLC meetings.

**Summative Evaluation 3:**

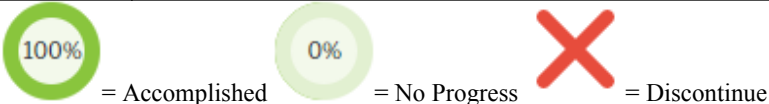
Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Jan	Apr
<p><b>Critical Success Factors</b> CSF 3</p> <p>1) Administrators will conduct walkthroughs and T-TESS appraisals to ensure that TEKS Resource System, higher order thinking skills and instructional strategies are implemented into daily lessons.</p>	Administrators Teachers Coaches	Euphoria Report Google Classroom Evidence SST Data			
<b>Funding Sources:</b> 199 - SCE - PIC 24, 26, 28, 30, 34 - 0.00					
<p><b>Critical Success Factors</b> 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			
<b>Funding Sources:</b> 199 - SCE - PIC 24, 26, 28, 30, 34 - 0.00					
<p><b>Critical Success Factors</b> CSF 1 CSF 2</p> <p>3) Generate TPRI, Tejas Lee, BAS, and Eduphoria reports to monitor student academic and developmental progress.</p>	Administrators Teachers Coaches	Eduphoria Reports Tejas Lee Reports TPRI Reports BAS			
<p><b>Critical Success Factors</b> CSF 1 CSF 7</p> <p>4) Administrators/Coaches will attend grade level meetings.</p>	Administrators Teachers	Agendas Sign in sheets			
 = Accomplished  = No Progress  = Discontinue					

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

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

**Evaluation Data Source(s) 1:** Job posting, Teacher Certifications, and Retain Teachers

**Summative Evaluation 1:**




Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Jan	Apr
<p><b>Critical Success Factors</b> CSF 6 CSF 7</p> <p>1) SPS will recruit Highly Qualified Teachers.</p>	Administrators Interview Committee	Teacher Certifications			
<b>Funding Sources:</b> 255 - Title II, Part A - 0.00					
<p><b>Critical Success Factors</b> 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>	Administrators ESL Specialist Math/Reading Specialist	Sign In Sheets and Agenda Walkthroughs T-TESS			
<b>Funding Sources:</b> 255 - Title II, Part A - 0.00					
<p><b>Critical Success Factors</b> CSF 6 CSF 7</p> <p>3) Beginning teachers will be assigned a highly qualified teacher mentor.</p>	Administrators Mentor Teachers Instructional Coaches	Mentor meeting minutes Playlists			
<b>Funding Sources:</b> 199 - SCE - PIC 24, 26, 28, 30, 34 - 0.00					
					

**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.

**Evaluation Data Source(s) 2:** Staff sign-in sheets and lesson plans will be monitored to check for implementation.

**Summative Evaluation 2:**

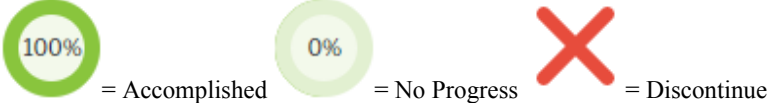
Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Jan	Apr
<p><b>Critical Success Factors</b> CSF 1 CSF 3 CSF 4 CSF 6</p> <p>1) Teachers will attend/implement CHAMPS/PASS Training to help lower student misbehavior.</p>	Administrators Teachers	Evidence of CHAMPS 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. Follow PASS expectations for those in PASS.			
<p><b>Critical Success Factors</b> CSF 3 CSF 7</p> <p>2) New teachers will be trained on guidelines for report cards, Student Success Team, RtI, etc.</p>	Administrators Counselor Team Leaders Instructional Coaches	Streamlined information on student achievement. Sign-in sheets and agendas.			
<p><b>Critical Success Factors</b> CSF 1 CSF 3 CSF 6 CSF 7</p> <p>3) Peer Teacher observations will be scheduled.</p>	Administrators Teachers	Teachers will discuss strategies to implement in classrooms. Walkthrough Forms			
<p><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 4 CSF 7</p> <p>4) New technology equipment will be purchased to increase technology integration.</p>	Administrators Teachers	Teachers will integrate technology in the classroom and walkthroughs.			
<p><b>Funding Sources:</b> 211 - Title I, Part A - 0.00</p>					
<p>  = Accomplished                = No Progress                = Discontinue         </p>					

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

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

**Evaluation Data Source(s) 3:** Staff Surveys, Certifications, District Pay Scale, and Incentives

**Summative Evaluation 3:**

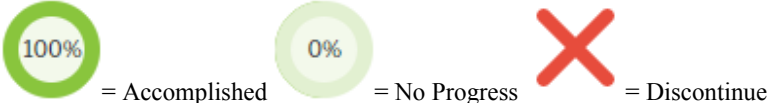
Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Jan	Apr
<p><b>Critical Success Factors</b> CSF 7</p> <p>1) Recognize staff members throughout the school</p>	Administrators	<p>Increase in staff moral and retention. Teacher and Paraprofessional of the month. Monthly luncheons. Small tokens of appreciation. Campus Challenges</p>			
<p><b>Critical Success Factors</b> CSF 1 CSF 3 CSF 7</p> <p>2) SPS will participate in the End of the Year Awards Celebration.</p>	Administrators	<p>100% of staff participation in end of year celebration Attendance Sheets</p>			
<b>Funding Sources:</b> 255 - Title II, Part A - 0.00					
<p>3) SPS will recognize staff members with good attendance.</p>	Administrators	<p>Increase in staff attendance Absent from duty reports. Monthly drawings for teachers.</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.

**Evaluation Data Source(s) 1:** Parent sign in sheets and surveys will be utilized.

**Summative Evaluation 1:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Jan	Apr
<b>Critical Success Factors</b> CSF 5 CSF 6 1) SPS will host a Meet the Teacher Night.	Administrators Teachers Paraprofessionals	Parents and students will bring supplies and meet teachers. Sign-In Sheets			
<b>Funding Sources:</b> 211 - Title I, Part A - 0.00					
<b>Critical Success Factors</b> CSF 5 CSF 6 2) Continue to increase Parental Involvement to support academic programs and student achievement.	Administrators Parental Involvement Coordinator	Parental involvement information and activities for families. Sign-In Sheets			
<b>Funding Sources:</b> 211 - Title I, Part A - 0.00					
<b>Critical Success Factors</b> CSF 5 3) Parental Involvement activities will be scheduled each semester.	Administrators Teachers Paraprofessionals	Increase of parent participation at each scheduled event.			
<b>Critical Success Factors</b> CSF 5 4) SPS will utilize Global Connect call out communication system and maintain a Facebook Page.	Administrators	Information distributed in a timely manner and call logs			
					

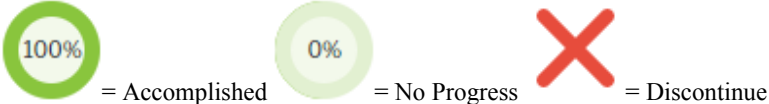


# Goal 4: SPS will provide a safe and secure learning environment.

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

**Evaluation Data Source(s) 1:** Check School Check-In Report  
Monitor video footage

**Summative Evaluation 1:**

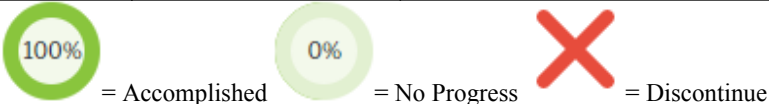
Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Jan	Apr
<p><b>Critical Success Factors</b> CSF 6</p> <p>1) SPS will utilize campus security cameras and systems.</p>	Administrators Technology Specialist	Campus will be secured by recorded video.			
<p><b>Critical Success Factors</b> 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><b>Critical Success Factors</b> 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><b>Critical Success Factors</b> 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%.

**Evaluation Data Source(s) 2:** TxEIS Reports, Scheduled and Confirmed Activities, Lesson Plans, Guidance Counselor Schedule, and Committee Recommendations, Agenda/Sign-In.

**Summative Evaluation 2:**

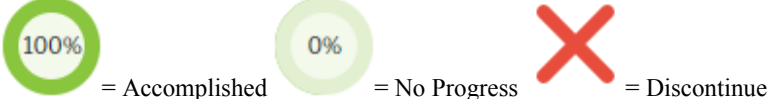
Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Jan	Apr
<p><b>Critical Success Factors</b> CSF 1 CSF 4 CSF 6</p> <p>1) SPS will implement programs to prevent bullying and anti-violence.</p>	Administrators Counselor Teachers	Decrease in discipline referrals TxEIS Reports Second Steps PASS/CHAMPS			
<p><b>Critical Success Factors</b> 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><b>Critical Success Factors</b> CSF 6</p> <p>3) SPS will continue Character Education program.</p>	Administrators Counselor Teachers	Teachers and counselor working together with the Second Step Character program. Lesson Plans			
<p><b>Critical Success Factors</b> 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			
					

# Goal 5: SPS will provide and maintain quality facilities.

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

**Evaluation Data Source(s) 1:** Work orders and purchase orders will be utilized to maintain facilities.

**Summative Evaluation 1:**




Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Jan	Apr
<b>Critical Success Factors</b> CSF 6 1) SPS will monitor facility needs for staff and students.	Administrators Maintenance staff	Up to date facilities for students and staff. Work orders Surveys Inspections			
2) Conduct a facilities study to address the car rider pick up and drop off locations	Administrators, Teachers, Parents, Maintenance, and Community Members	Smooth transitions during drop off and pick up times.			
					

# 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.

**Evaluation Data Source(s) 1:** CBA Tests, Progress Monitoring, Grades, Read Well Data, and Quarterly Goal Setting Parties

**Summative Evaluation 1:**

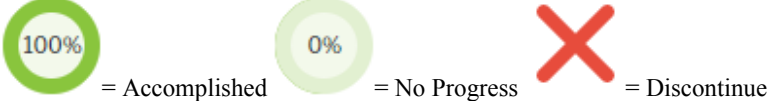
Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Jan	Apr
1) Teachers will meet with students quarterly to review goals and celebrate successes.	Teachers Administration Instructional Coaches	Goal Setting Reports BAS, CBA Data			
 = Accomplished  = No Progress  = Discontinue					

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

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

**Evaluation Data Source(s) 2:** Quarterly teaming reports, BAS, screeners, Formative Assessments, Grades

**Summative Evaluation 2:**

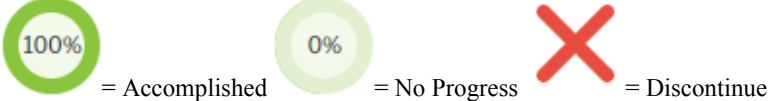
Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Jan	Apr
<p><b>Critical Success Factors</b> CSF 1</p> <p>1) Students will attend tiered intervention to help target students with gaps.</p>	<p>Instructional Coaches Administrators Teachers</p>	<p>Quarterly teaming reports, BAS, TPRI, Tejas Lee, Formative Assessments, Grades</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.

**Evaluation Data Source(s) 3:** Grades, Awards shared with students, Goals Setting Parties

**Summative Evaluation 3:**




Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Jan	Apr
<p><b>Critical Success Factors</b> 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			
					

**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.

**Evaluation Data Source(s) 4:** Discipline TxEIS, Weekly Character Celebrations, Pirate of the Week, and Pirate Treasures

**Summative Evaluation 4:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Jan	Apr
1) The school counselor will provide guidance classes to students weekly.	Counselor	Office Referrals, TxEIS Reports, Novelty Items, Second Step Program, Guidance Lessons.			
 = Accomplished  = No Progress  = Discontinue					

# Comprehensive Support Strategies

Goal	Objective	Strategy	Description
1	1	1	ELL students will be served by Bilingual and/or ESL Certified Teachers.
1	1	2	Summer school will be offered for all ELL students in grades PK and K.
1	1	3	Dyslexic students will be served after being identified following district procedures.
1	1	5	Utilize TPRI, Tejas Lee, and BAS data to provide targeted intervention with aligned resources in the area of Reading and Math (classroom/pull-out programs)
1	2	3	One Book One School Literacy Program
1	2	6	BAS will be utilized to monitor student reading levels and fluency.
1	2	7	Comprehensive Needs Assessment will be conducted to determine strategies for new school year.



# **Title I Schoolwide Elements**

**ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)**

**ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)**

**ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)**

# Campus Funding Summary

<b>211 - Title I, Part A</b>					
<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>
1	1	2	Title 1 Title 3 and SCE		\$0.00
1	1	4	Local Funds		\$0.00
1	1	6	Title Funds and Local Funds		\$0.00
1	2	3	Title 1		\$0.00
2	6	4	Title Funds		\$0.00
3	1	1	Title 1		\$0.00
3	1	2	Title 1 Funds		\$0.00
<b>Sub-Total</b>					\$0.00
<b>255 - Title II, Part A</b>					
<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>
1	1	1	Title III and Local Funds		\$0.00
1	1	7	Title Funds and Local Funds		\$0.00
2	5	1	Title Funds		\$0.00
2	5	2	Title 1 Funds and Title II Funds		\$0.00
2	7	2	Title II		\$0.00
<b>Sub-Total</b>					\$0.00
<b>199 - SCE - PIC 24, 26, 28, 30, 34</b>					
<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>
1	1	3	Local Funds		\$0.00
1	1	8	Local Funds		\$0.00
1	2	5	Local		\$0.00
1	2	7	Local Funds		\$0.00
1	3	1	Title Funds and Local Funds		\$0.00

1	3	2	Local Funds		\$0.00
2	5	3	Local Funds		\$0.00
<b>Sub-Total</b>					\$0.00
<b>294 - Pre-K Grant</b>					
<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>
1	2	4	PreK Grant, SCE Funds, Local Funds		\$0.00
<b>Sub-Total</b>					\$0.00
<b>Grand Total</b>					\$0.00