

Luling Independent School District
Shanklin Elementary
2018-2019 Campus Improvement Plan

Accountability Rating: Met Standard



Mission Statement

Provide a challenging, rigorous curriculum that develops citizens that are prepared, empowered, and inspired to make positive contributions in our communities.

Vision

Educate Every Child, Every Day

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Comprehensive Needs Assessment

Revised/Approved: September 11, 2018

Demographics

Demographics Summary

Shanklin Elementary is located along Highway 183 in Luling, Texas. Housing in the Shanklin attendance area is a combination of apartments, rental houses, Section 8 Federal Housing properties, and family owned residences. Shanklin serves students in second through fifth grade. Our current student enrollment for 2018-2019 is 423 students. The charts below detail additional demographic and special programs information based off the 16-17 TAPR.

Percent of Enrollment

Economically Disadvantaged 74.3%

English Language Learners 17.5%

Special Education 7.7%

Ethnicity Percent of Enrollment

Hispanic 67.5%

White 25.5%

African American 4.8%

The average daily attendance rate for students is 96.5% per the 2016-2017 Texas Academic Performance Report (TAPR). The TSDS PEIMS

Superintendent's Report of Student Attendance for the summer 2017-2018 submission indicates that Shanklin's attendance was 96.3%.

Demographics Strengths

The small student population supports a positive community and high levels of participation of all students.

Shanklin students represent several cultural and ethnic groups and demonstrate tolerance and respect for differences.

Shanklin students are adaptable/resilient to frequent change.

Identification of students in special programs across ethnicity, at risk, and economic status are representative of total enrollment.

Student Achievement

Student Achievement Summary

The Shanklin 2017-2018 Accountability Summary indicates that Shanklin Elementary Met Standard and is no longer in Improvement Required status. Although Met Standard was achieved due to students making gains and closing performance gaps, only 57% of all students were at the approaches grade level standard in all subjects. This was an increase of 6% from the 2016-2017 school year. Shanklin needs to continue to close gaps but put plans in place to move students from Approaches Grade Level Standard to Met Grade Level Standard.

24% of all students were at the meets grade level standard or above in all subjects. This compares with 21% of all students in 2016-2017.

10% of all students were at the masters level standard in all subjects. This compares with 10% of all students were at masters level standard in all subjects in 2016-2017.

All Students Data 2017-2018:

ELA/Reading - 58% of all students were at approaches grade level standard or above. (47% in 2016-2017)

ELA/Reading - 24% of all students were at meets grade level standard or above. (25% in 2016-2017)

ELA/Reading - 11% of all students were at masters grade level standards. (11% in 2016-2017)

Math - 66% of all students were at approaches grade level standard or above. (61% in 2016-2017)

Math - 31% of all students were at meets grade level standard or above. (29% in 2016-2017)

Math - 13% of all students were at masters grade level standards. (13% in 2016-2017)

Writing - 32% of all students were at approaches grade level standard or above. (35% in 2016-2017)

Writing - 11% of all students were at meets grade level standard or above. (11% in 2016-2017)

Writing - 0% of all students were at masters grade level standards. (No results available in 2016-2017.)

Science - 50% of all students were at approaches grade level standard or above. (53% in 2016-2017)

Science - 18% of all students were at meets grade level standard or above. (23% in 2016-2017)

Science - 7% of all students were at masters grade level standards. (6% in 2016-2017)

Student Achievement Strengths

Shanklin Elementary met accountability for the 2017-2018 school year. Met Standard was achieved by students making gains and closing performance gaps. The greatest gains were made in reading and math. Student movement was noted from Did Not Meet Grade Level to Approaches Grade Level.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: The campus made accountability due to student progress in closing instructional gaps; however, students are not meeting or mastering STAAR standards.. **Root Cause:** Lack of solid Tier 1 instruction at the Primary and Elementary campuses. Ineffective instructional strategies used by teachers for Tier II and Tier III students. Lack of enrichment opportunities for gifted and talented students.

School Culture and Climate

School Culture and Climate Summary

There has been an improvement in school culture and climate at Shanklin Elementary. Newly hired personnel and returning staff have merged together as a unified team to accomplish goals and expectations to improve student performance. They are committed to working together to plan and prepare lessons that will challenge advanced learners and differentiate instruction for students with special needs or those who have learning difficulties. Teacher/student relationships on campus have improved with the implementation of Emergent Tree training.

School Culture and Climate Strengths

- 100% Highly Qualified
- Learner-centered instruction
- Meet the Teacher participation
- Emergent Tree implementation
- Attendance incentives
- Additional instructional support - Reading Interventionist, Instructional Coaches (ICs)
- Opportunity for extended planning
- Opportunity for Professional Development - Lead4ward, Guided Reading & Math, STEMscopes, Foundations-Phonics, Emergent Tree (School-Wide Expectations/Systems), Teaching with Poverty in Mind

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Shanklin Elementary staff is 100% highly qualified. Teacher performance is measured by campus administrators utilizing the new state evaluation system: T-TESS.

T-TESS strives to capture the holistic nature of teaching – the idea that a constant feedback loop exists between teachers and students, and gauging the effectiveness of teachers requires a consistent focus on how students respond to their teacher’s instructional practices. For those reasons, each of the observable domains in T-TESS focuses on teachers and students rather than separating them out into separate domains. Ultimately, T-TESS is a process that seeks to develop habits of continuous improvement, and the process itself best leads to that outcome when appraisers and teachers focus on evidence-based feedback and professional development decisions based on that feedback through ongoing dialogue and collaboration.

T-TESS includes three components:

- *Goal-setting and professional development plan*
- *The evaluation cycle (including: pre-conference, observation, post-conference)*
- *Student growth measure*

Campus administrators attend job fairs to recruit teachers in needed areas.

Retention is accomplished by ensuring teachers have the tools and knowledge needed to be successful in their classroom. Professional development is brought to the teachers and they are given the tools and the time to plan for implementation of new strategies and techniques. Stipends are provided in high-needs teaching areas.

Staff Quality, Recruitment, and Retention Strengths

- 100% Highly qualified staff
- Campus level administrators attend job fairs.
- Professional development provided in areas of concern.
- Professional Learning Communities implemented to augment teacher collaboration and lesson planning.
- Teachers are provided with instructional coaching and engage in a coaching cycle to identify action steps to increase performance.
- Mentoring program for new teachers implemented in fall of 2016.
- Provide opportunity for peer observations and debriefing.
- Stipends provided in high needs teaching areas.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Luling ISD uses the scope and sequence from TRS. Lessons are designed by teachers, using the Year at A Glance from TRS. Unit tests are administered at the end of each unit for data analysis purposes. campus and district benchmarks, unit tests, Universal Screeners and released STAAR tests will be used to assess specific student needs based on the TEKS. Teams meet in collaborative Professional Learning Communities (PLC) to plan instruction twice a week. Teams collaborate outside of the PLC meeting to lesson plan via google docs which are available to all team members, Special Education staff and administrators. The RtI process is currently being revamped to determine which students are in need of additional academic intervention. Teachers provide students rigorous instruction to ensure that academic goals can be met. Classroom walkthroughs are conducted daily to ensure student learning is at high level of rigor.

Curriculum, Instruction, and Assessment Strengths

District adopted curriculum is aligned to TEKS and vertically aligned along the grade levels.

Luling ISD has an adopted and aligned curriculum that includes unit exams.

Benchmark exams are administered once a year to measure progress and give data for areas of concern to target prior to state assessment.

Classroom walkthroughs and T-TESS evaluations indicate fidelity in curriculum implementation.

Teachers plan weekly to develop formative and summative assessments based on student data and lesson plans aligned wit the scope and sequence.

Teachers engage in weekly in Professional Learning Communities.

Teachers disaggregate and use data from Universal Screeners, Unit Tests, and STAAR to inform their instruction.

STEMscopes has been purchased and implemented with training for teachers for the entire campus to ensure hands-on science instruction in all classrooms.

Parent and Community Engagement

Parent and Community Engagement Summary

Participation by parent(s)/guardians in school activities has continued to improve. Our parents have demonstrated their commitment to their child's education by attending the opening "Meet the Teacher" event and attending the first six weeks' parent conference. Regular communication is provided to parents and community through a variety of resources including website, social media, newsletters, Class Dojo, and local newspaper coverage of events. PTB is active at a basic level at Shanklin Elementary.

Parent and Community Engagement Strengths

- Shanklin Elementary has many programs that encourage parental involvement. These activities include: Curriculum Night, extra-curricular performances, a monthly evening community event, PTB meetings, field day activities, and family event nights.
- Parent/Teacher Boosters and partnership with administration to involve more teachers and parents.
- Luling ISD/Shanklin Elementary website and individual teacher websites relay vital parental information.
- Annual Title 1 meeting for parents is conducted each September.
- Class Dojo is used by all classroom teachers and provides daily parent communication.

School Context and Organization

School Context and Organization Summary

Shanklin Elementary School is staffed with a principal, two assistant principals, counselor, campus secretary, attendance clerk, dyslexia teacher, two special education teachers, reading interventionist, 21 highly qualified classroom teachers, 11 paraprofessionals, shared P.E. teacher, shared music teacher, shared art teacher, and shared nurse with Luling Primary School.

Faculty or committee meetings, Campus Advisory Team meetings, or professional development sessions are held every Thursday after school. Teachers meet in Professional Learning Community meetings during the school day twice a week to collaborate and plan with campus administrators and ICs.

Classroom schedules are designed to maximize the amount of time spent in instruction insuring common planning periods and enrichment/intervention times for each grade level. Common planning time allows for grade level review of student data with focus on planning for instruction to meet the needs of all learners. The campus leadership has been designated to provide for shared responsibility and input.

The Campus Advisory Team is represented by grade level leaders, administration, counselor and parent and community members. Members are responsible for guiding the development and implementation of new procedures, programs, budgeting and climate needs of the campus.

School Context and Organization Strengths

- Intervention and enrichment times are built within the school day.
- Eduphoria is utilized for student data and intervention planning.
- Twice Weekly team meetings with instructional coaches and assistant principals.

Technology

Technology Summary

Computers are checked out to all teachers.

Ipads and chrome books are available for classroom use.

Three computer labs (1 CEI, 1 Study Island and 1 classroom teacher sign-up) are utilized.

Administration personnel, the campus nurse, office staff members, as well as paraprofessionals who provide 1:1 student support are equipped with walkie-talkies. Additional walkie-talkies have been requested to ensure one is available for each grade level to utilize during crisis events, recess supervision, etc.

Technology Strengths

There are multiple iPad carts available for checkout from campus administrators.

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
- Effective Schools Framework data
- Targeted support Identification data

Student Data: Assessments

- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR Released Test Questions
- Texas English Language Proficiency Assessment System (TELPAS) results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student Success Initiative (SSI) data for Grades 5 and 8
- Local benchmark or common assessments data
- Student failure and/or retention rates
- Running Records results

Student Data: Student Groups

- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- Section 504 data
- Gifted and talented data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records

Employee Data

- Staff surveys and/or other feedback
- State certified and high quality staff data
- Campus department and/or faculty meeting discussions and data
- TTESS data

Parent/Community Data

- Parent surveys and/or other feedback

Goals





Revised/Approved: September 11, 2018

Goal 1: All campuses will meet or exceed the state accountability standards.

Performance Objective 1: The percent of students reading on grade level will increase by 2 percentage points in 2018-19.


Evaluation Data Source(s) 1: 2: iStation (EOY Target = increase from 64% to 66% at or above grade level)
3-5: STAAR (EOY Target = increase from 58% to 60% at or above grade level)

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Apr	June
<p>Comprehensive Support Strategy Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 7</p> <p>1) Supplemental instructional staff and campus administrators will be utilized in lesson development, instructional modeling, and data assessment in order to increase student engagement in the classroom.</p>	2.4	Campus Principal, Campus Leadership Team, Grade Level Teachers, Special Education Teachers	Feedback, input and constructive criticism from supplemental instructional staff will result in increased instructional effectiveness. Evidence: Lesson plan and unit mapping feedback provided by administrators on Goggle Drive documents; WICOR strategies evident in lesson plans and classroom observations; Teacher attendance and participation in PLCs as documented in IC and other logs; Unit Assessment, Benchmark, and STAAR data.				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
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				Nov	Jan	Apr	June
<p>Comprehensive Support Strategy Critical Success Factors CSF 1 CSF 2</p> <p>2) Analyze BOY, MOY and EOY Universal Screening data, Benchmarks, and Unit Assessments to identify students at risk for academic difficulties and low performing standards in order to plan for instruction and remediation.</p>	2.6	Campus Principal, Campus Leadership Team, Grade Level Teachers, Special Education Teachers	<p>Students quintiled and provided with evidence-based interventions.</p> <p>Evidence: Universal Screener, Benchmark, and STAAR data; Documentation of data disaggregation; Documentation of intervention groups; Documentation noting teachers utilizing screener lessons/interventions outside of BOY, MOY, and EOY windows.</p>				
<p>Comprehensive Support Strategy Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>3) Provide all students (including 504, dyslexia, SPED, and ELL) with accelerated instruction through small group instruction, intervention, and after school tutoring.</p>	2.4, 2.6	Campus Principal, Campus Leadership Team, Grade Level Teachers, Special Education Teachers	<p>Students quintiled and provided evidence-based interventions.</p> <p>Evidence: Documentation of small group, intervention, and after school tutorial groups; Universal Screener, Benchmark, and STAAR data</p>				
<p>Critical Success Factors CSF 1 CSF 2 CSF 7</p> <p>4) Effective supplemental instructional materials and data-driven professional development will be provided in the area of guided reading.</p>	2.4, 2.6	Campus Principal, Campus Leadership Team, Reading Interventionist, Director of Elementary Curriculum	<p>Targeted instruction resulting from data analysis will increase student performance.</p> <p>Evidence: Sign-in documentation of training; Inventory of reading materials; Guided Reading Binders; Documentation of IC team planning, training, co-teaching, and/or video modeling guided reading; Universal Screener, Benchmark, and STAAR data.</p>				
<p>Critical Success Factors CSF 1 CSF 4</p> <p>5) The Accelerated Reader program will be implemented as an individualized reading resource program that students may access at school.</p>	2.4, 2.5, 2.6	Campus Principal, Campus Leadership Team, Grade Level Teachers, Special Education Teachers, Reading Interventionist	<p>Students will be motivated to read and earn points. This will result in additional time spent in practicing reading skills.</p> <p>Evidence: Library circulation data; AR point levels; STAAR scores</p>				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Apr	June
<p>Critical Success Factors CSF 1</p> <p>6) Gifted and talented students will be offered extended lessons in the classroom and during enrichment times.</p>	2.4	Campus Principal, Campus Leadership Team, Grade Level Teachers	<p>Gifted and talented students will have opportunities to accelerate their learning to advanced levels.</p> <p>Evidence: Lesson plans, STAAR Masters grade level percentages; Student products from the Texas Performance Standards Project</p>				
<p>Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 7</p> <p>7) A Response to Intervention (RtI) system will be implemented to structure Tier 2 and Tier 3 interventions. Expectations regarding frequency of intervention support, maximum intervention group size, and progress monitoring will be included.</p>	2.4, 2.5, 2.6	Campus Principal, Campus Leadership Team, Grade Level Teachers, Special Education Teachers, Reading Interventionist	<p>Interventions with precision will result in increased student academic achievement.</p> <p>Evidence: Intervention documentation; Universal Screener, Benchmark, and STAAR data</p>				
<p>Critical Success Factors CSF 1 CSF 7</p> <p>8) Inventory current materials of instruction available to teachers and secure additional items for teachers to enhance student support/individualization of instruction.</p>	2.4, 2.6	Campus Principal, Campus Leadership Team	<p>An inventory of current materials of instruction will result in sound fiscal decisions by campus leadership. Securing additional materials of instruction based on teacher needs noted during planning meetings will result in increased student academic achievement.</p> <p>Evidence: Shanklin Elementary Inventory; Universal Screener, Benchmark, and STAAR data</p>				
<p>Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 7</p> <p>9) Appropriate accommodations, modifications, and differentiation will occur in the general education setting for students receiving 504, dyslexia, special education, and ELL services.</p>	2.4, 2.5, 2.6	Campus Principal, Campus Leadership Team, Grade Level Teachers, Special Education Teachers	<p>Teachers will receive frequent observations and feedback from campus administration that will translate into students receiving improved instructional adjustments.</p> <p>Evidence: Lesson plan feedback; Walkthrough documentation</p>				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Apr	June
							

Goal 1: All campuses will meet or exceed the state accountability standards.

Performance Objective 2: The percent of students on grade level in math will increase by 2 percentage points in 2018-19.

Evaluation Data Source(s) 2: 2: TEMI (EOY Target = 70% at or above grade level)

3-5: STAAR (EOY Target = increase from 66% to 68% at or above grade level)

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Apr	June
<p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 7</p> <p>1) Supplemental instructional staff and campus administrators will be utilized in lesson development, instructional modeling, and data assessment in order to increase student engagement in the classroom.</p>	2.4	Campus Principal, Campus Leadership Team, Grade Level Teachers, Special Education Teachers	Feedback, input and constructive criticism from supplemental instructional staff will result in increased instructional effectiveness. Evidence: Lesson plan and unit mapping feedback provided by administrators on Goggle Drive documents; WICOR strategies evident in lesson plans and classroom observations; Teacher attendance and participation in PLCs as documented in IC and other logs; Unit Assessment, Benchmark, and STAAR data.				
<p>Critical Success Factors CSF 1 CSF 2</p> <p>2) Analyze BOY, MOY and EOY Universal Screening data, Benchmarks, and Unit Assessments to identify students at risk for academic difficulties and low performing standards in order to plan for instruction and remediation.</p>	2.6	Campus Principal, Campus Leadership Team, Grade Level Teachers, Special Education Teachers	Students quintiled and provided with evidence-based interventions. Evidence: Universal Screener, Benchmark, and STAAR data; Documentation of data disaggregation; Documentation of intervention groups; Documentation noting teachers utilizing screener lessons/interventions outside of BOY, MOY, and EOY windows.				
<p>Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>3) Provide all students (including 504, dyslexia, SPED, and ELL) with accelerated instruction through small group instruction, intervention, and after school tutoring.</p>	2.4, 2.6	Campus Principal, Campus Leadership Team, Grade Level Teachers, Special Education Teachers	Students quintiled and provided evidence-based interventions. Evidence: Documentation of small group, intervention, and after school tutorial groups; Universal Screener, Benchmark, and STAAR data				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
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				Nov	Jan	Apr	June
Comprehensive Support Strategy Critical Success Factors CSF 1 CSF 4 4) Implement Formative Loop.		Campus Principal, Classroom Teachers	Weekly reports indicate completion and growth.				
Critical Success Factors CSF 1 5) Gifted and talented students will be offered extended lessons in the classroom and during enrichment times.	2.4	Campus Principal, Campus Leadership Team, Grade Level Teachers	Gifted and talented students will have opportunities to accelerate their learning to advanced levels. Evidence: Lesson plans, STAAR Masters grade level percentages; Student products from the Texas Performance Standards Project				
Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 7 6) A Response to Intervention (RtI) system will be implemented to structure Tier 2 and Tier 3 interventions. Expectations regarding frequency of intervention support, maximum intervention group size, and progress monitoring will be included.	2.4, 2.5, 2.6	Campus Principal, Campus Leadership Team, Grade Level Teachers, Special Education Teachers, Reading Interventionist	Interventions with precision will result in increased student academic achievement. Evidence: Intervention documentation; Universal Screener, Benchmark, and STAAR data				
Critical Success Factors CSF 1 CSF 7 7) Inventory current materials of instruction available to teachers and secure additional items for teachers to enhance student support/individualization of instruction.	2.4, 2.6	Campus Principal, Campus Leadership Team	An inventory of current materials of instruction will result in sound fiscal decisions by campus leadership. Securing additional materials of instruction based on teacher needs noted during planning meetings will result in increased student academic achievement. Evidence: Shanklin Elementary Inventory; Universal Screener, Benchmark, and STAAR data				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Apr	June
Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 7 8) Appropriate accommodations, modifications, and differentiation will occur in the general education setting for students receiving 504, dyslexia, special education, and ELL services.	2.4, 2.5, 2.6	Campus Principal, Campus Leadership Team, Grade Level Teachers, Special Education Teachers	Teachers will receive frequent observations and feedback from campus administration that will translate into students receiving improved instructional adjustments. Evidence: Lesson plan feedback; Walkthrough documentation				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> = Accomplished </div> <div style="text-align: center;"> = Continue/Modify </div> <div style="text-align: center;"> = No Progress </div> <div style="text-align: center;"> = Discontinue </div> </div>							

















Goal 1: All campuses will meet or exceed the state accountability standards.

Performance Objective 3: Student achievement on the STAAR assessment in the All students, All Subjects category at Meets or Above will increase from 29% to 31% for Luling ISD by the end of the 2018-19 school year.

Evaluation Data Source(s) 3: TEA Accountability Summary

Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Apr	June
<p>Comprehensive Support Strategy Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 7</p> <p>1) Writing teachers will implement research-based practices from The Writing Academy, including teacher coaching, instructional walks, and professional development.</p>	2.4, 2.5, 2.6	Campus Principal, Campus Leadership Team, ELAR Classroom Teachers	<p>The research-based strategies will result in improved STAAR writing scores.</p> <p>Evidence: STAAR data</p>				
<p>Comprehensive Support Strategy Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 7</p> <p>2) Supplemental instructional staff and campus administrators will be utilized in lesson development, instructional modeling, and data assessment in order to increase student engagement in writing and science classrooms.</p>	2.4	Campus Principal, Campus Leadership Team, Grade Level Teachers, Special Education Teachers	<p>Feedback, input and constructive criticism from supplemental instructional staff will result in increased instructional effectiveness.</p> <p>Evidence: Lesson plan and unit mapping feedback provided by administrators on Goggle Drive documents; WICOR strategies evident in lesson plans and classroom observations; Teacher attendance and participation in PLCs as documented in IC and other logs; Unit Assessment, Benchmark, and STAAR data.</p>				
<p>Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 7</p> <p>3) Science instruction will utilize a vertically aligned TEKS-based resource (STEMscopes) in grades 2-5.</p>	2.5, 2.6	Campus Principal, Campus Leadership Team, Classroom Science Teachers	<p>Student understanding of scientific concepts will increase.</p> <p>Evidence: Lesson plans and Walkthrough documentation noting utilization of STEMscopes lessons and kits; STAAR data</p>				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Apr	June
<p>Critical Success Factors CSF 1 CSF 7</p> <p>4) Inventory current materials of instruction available to teachers and secure additional items for teachers to enhance student support/individualization of instruction.</p>	2.4, 2.6	Campus Principal, Campus Leadership Team	<p>An inventory of current materials of instruction will result in sound fiscal decisions by campus leadership. Securing additional materials of instruction based on teacher needs noted during planning meetings will result in increased student academic achievement.</p> <p>Evidence: Shanklin Elementary Inventory; Universal Screener, Benchmark, and STAAR data</p>				
<p>Critical Success Factors CSF 4 CSF 6</p> <p>5) Campus leaders will work with campus staff to develop school-wide behavioral expectations.</p>	2.5, 2.6	Campus Principal, Campus Leadership Team	<p>Improved behavioral intervention strategies fused with increased positive reinforcements/acknowledgements will promote a reduction in the number of referrals and increase classroom learning time.</p> <p>Evidence: Referral data. Power Board Quilt</p>				
<p>Critical Success Factors CSF 1 CSF 4 CSF 5 CSF 6</p> <p>6) A rewards program for student attendance will be implemented. Communication with parents and students regarding the importance of school attendance will occur through multiple avenues, including phone calls, notices, attendance hearings, and home visits.</p>	2.4, 2.5, 2.6	Campus Principal, Campus Leadership Team	<p>Improved attendance rates enables students to adequately access instructional opportunities.</p> <p>Evidence: Attendance data; Awards announcements; Eduphoria journal entries; Attendance hearing documentation</p>				
<p>Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 7</p> <p>7) Appropriate accommodations, modifications, and differentiation will occur in the general education setting for students receiving 504, dyslexia, special education, and ELL services.</p>	2.4, 2.5, 2.6	Campus Principal, Campus Leadership Team, Grade Level Teachers, Special Education Teachers	<p>Teachers will receive frequent observations and feedback from campus administration that will translate into students receiving improved instructional adjustments.</p> <p>Evidence: Lesson plan feedback; Walkthrough documentation</p>				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Apr	June
<p>Critical Success Factors CSF 1 CSF 4 CSF 6</p> <p>8) Student writing achievement will be celebrated through publishing parties.</p>	2.4, 2.5, 2.6	Campus Principal, Campus Leadership Team, Grade Level Teachers, Special Education Teachers, Reading Interventionist	<p>Student understanding of the writing process will increase.</p> <p>Evidence: Published student writing; STAAR data</p>				
<p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 6 CSF 7</p> <p>9) A comprehensive professional development plan based on specific campus needs will be developed and delivered. The plan will include instructional development as well as topics including suicide prevention, conflict resolution, violence prevention, dyslexia strategies, bullying prevention, and child abuse recognition.</p>	2.4, 2.5, 2.6	Campus Principal, Campus Leadership Team, Director of Elementary Curriculum	<p>Teachers and campus administrators will increase their personal knowledge basis and skill sets, thus enabling them to play an enhanced role in the delivery of quality effective instruction.</p> <p>Campus students and staff will participate in school-wide No Place for Hate activities in order to establish and maintain good relationships.</p> <p>Evidence: Professional development sign-in sheets and other workshop documentation; No Place for Hate Banner</p>				
<p>Critical Success Factors CSF 5 CSF 6</p> <p>10) Parents will be encouraged to be active partners in the educational process. Involvement opportunities will include Meet the Teacher, parent-teacher conferences, Curriculum Night, Literacy Night, Grandparents Day, Career Day, special performances and campus events, committee service, and volunteer programs. The campus will communicate with parents via newsletters, social media, Class Dojo, newspaper articles, and the campus website.</p>	2.5, 2.6, 3.2	Campus Principal	<p>Multiple communication avenues will result in increased parental involvement.</p> <p>Evidence: Communication documentation</p>				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Apr	June
Critical Success Factors CSF 4 11) The campus will assess students in grades 3-5 with the FitnessGram to comply with the Physical Fitness Assessment Initiative.	2.5	Campus Principal, Physical Education Teacher	Student data will improve by 2% at the end of the year. Evidence: FitnessGram data				
Critical Success Factors CSF 1 CSF 6 CSF 7 12) The campus will hire teachers with the necessary certifications for posted positions. Lead and/or mentor teachers will be utilized on the campus to support staff.	2.5	Campus Principal, Campus Leadership Team, Professional Learning Coordinator	Effectiveness of teaching teams will increase through systemic collaboration efforts. Evidence: Effective staff retention rates; Documentation of teaching credentials; STAAR data				
= Accomplished = Continue/Modify = No Progress = Discontinue							

Comprehensive Support Strategies

Goal	Objective	Strategy	Description
1	1	1	Supplemental instructional staff and campus administrators will be utilized in lesson development, instructional modeling, and data assessment in order to increase student engagement in the classroom.
1	1	2	Analyze BOY, MOY and EOY Universal Screening data, Benchmarks, and Unit Assessments to identify students at risk for academic difficulties and low performing standards in order to plan for instruction and remediation.
1	1	3	Provide all students (including 504, dyslexia, SPED, and ELL) with accelerated instruction through small group instruction, intervention, and after school tutoring.
1	2	4	Implement Formative Loop.
1	3	1	Writing teachers will implement research-based practices from The Writing Academy, including teacher coaching, instructional walks, and professional development.
1	3	2	Supplemental instructional staff and campus administrators will be utilized in lesson development, instructional modeling, and data assessment in order to increase student engagement in writing and science classrooms.

State Compensatory

Personnel for Shanklin Elementary:

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Mendoza, Ruth	Paraprofessional		1.0
Reyes, Rebecca	Paraprofessional		1.0
Riley, Dallas	Paraprofessional		1.0
Watson, Lisa	Paraprofessional		1.0

Campus Advisory Team

Committee Role	Name	Position
Principal	Debby Ewald	
Counselor	Amanda Matthews	
Classroom Teacher	Judy Magallanez	
Classroom Teacher	Brittney Parrott	
Classroom Teacher	Josh Scott	
Classroom Teacher	Jillian Powell	
Classroom Teacher	Natali Hartman	
Classroom Teacher	Brady Hand	
Parent	Jobi Pardo	PTB
Community Representative	Pastor Bill Knobles	First United Methodist Church
Community Representative	Gordon Barnett	Retired
Business Representative	Tina Sabala	HEB
Parent	Roxanne Cruz	
Parent	Griselda Castanon	
Business Representative	Pam Lenz	Luling Chevrolet