

# Lake Dallas Independent School District

## Shady Shores Elementary School

### 2019-2020 Campus Improvement Plan



# Table of Contents

Comprehensive Needs Assessment .....	3
Demographics .....	3
Student Academic Achievement .....	4
School Processes & Programs .....	5
Perceptions .....	6
Priority Problem Statements .....	7
Comprehensive Needs Assessment Data Documentation .....	8
Goals .....	10
Goal 1: Collaborate with and involve our diverse community and educational partners to support LDISD students and staff .....	10
Goal 2: Provide the consistent delivery of an innovative curriculum that motivates and meets the needs of all students and fosters the love of lifelong learning. ....	13
Goal 3: Recruit and retain staff that advances the art and science of teaching .....	19
Goal 4: Provide quality and safe facilities .....	22
Title I Schoolwide Elements .....	27
ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA) .....	27
1.1: Comprehensive Needs Assessment .....	27
ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP) .....	27
2.1: Campus Improvement Plan developed with appropriate stakeholders .....	27
2.2: Regular monitoring and revision .....	28
2.3: Available to parents and community in an understandable format and language .....	28
2.4: Opportunities for all children to meet State standards .....	28
2.5: Increased learning time and well-rounded education .....	29
2.6: Address needs of all students, particularly at-risk .....	29
ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE) .....	30
3.1: Develop and distribute Parent and Family Engagement Policy .....	30
3.2: Offer flexible number of parent involvement meetings .....	30
Title I Personnel .....	31
Campus Funding Summary .....	32

# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

There were approximately 560 students enrolled at SSE. The mobility rate has remained at 8%. Economically Disadvantaged has hovered at 40% for the past 8 years. The ELL population has slightly decreased from 13% to 12%. The special education population has remained steady at 17%. The attendance rate was 97%.

### Demographics Strengths

Though the mobility rate has increased slightly over the last few years, it remains low at 8%. Racial and ethnic diversity remains fairly constant. SSE continues to have low teacher to student ratios that are below the state ratio of 1:22.

### Problem Statements Identifying Demographics Needs

**Problem Statement 1:** The majority of the mobile student population is not on grade level in reading and/or math, and is Economically Disadvantaged. Less than half of these students enroll with documentation of RtI paperwork from their previous school. **Root Cause:** Students' multiple years of moving is causing gaps in their foundation of reading and/or math.

# Student Academic Achievement

## Student Academic Achievement Summary

The campus utilized a variety of researched based data sources in order to monitor student progress and draw conclusions regarding student achievement. In grades K-2, the campus has utilized Fountas and Pinnell for the Texas required reading inventory. The RtI Team continued to focus on student success for students in the RTI process by making recommendations for a multitude of interventions. Most tier 2 and tier 3 interventions were put in place during Falcon Time, allowing full access to curriculum, and included the use of a Title I instructional assistant for support. Before and after school tutorials, and summer schools were also offered and highly attended. Falcon Time also allowed academically high students to receive individualized instruction. The campus continues to meet the needs of Gifted and Talented students through GT certified classroom teachers and the EXCEL program. Many opportunities such as the spelling bee and UIL events give students opportunities to advance and excel in academics. Shady Shores Elementary is following the district's TAIS plan.

## Student Academic Achievement Strengths

Fountas and Pinnell end of year literacy screening showed 84% of second grade students were At or Above level. The RtI committee has addressed 35 students' academic and behavioral needs throughout the year with successful Tier II and Tier III interventions. Referrals were made to Special Education, Dyslexia, or 504 through the RtI committee. Students in third grade scored higher than the state average on STAAR reading. Fifth grade students scored higher than the state average on STAAR math, STAAR reading, and STAAR science.

## Problem Statements Identifying Student Academic Achievement Needs

**Problem Statement 1:** Fountas and Pinnell EOY literacy screening showed 61% of first grade students and 62% of kindergarten students were At or Above level. These percentages are not the standard SSE strives to achieve. Continued focus and rigor will be toward daily guided reading groups and pull out reading groups ie: Title I Reading, ESL, and Early Literacy Intervention. **Root Cause:** Students are beginning school with limited academic skills.

**Problem Statement 2:** Third and fourth grade students scored lower than the state average on STAAR math (2019). **Root Cause:** The rigor within the math curriculum and the students' lack of fundamentals

**Problem Statement 3:** Fourth grade students scored lower than the state average on STAAR reading (2019). **Root Cause:** Students are lacking foundational writing skills.

# School Processes & Programs

## School Processes & Programs Summary

The district/campus continued the use of the TEKS Resource System for the 2018-2019 school year. Practice STAAR assessments were given to students in all tested areas in grades 3-5. All students are leveled in their reading using the Fountas and Pinnell system at BOY, MOY and EOY.

Plans to increase technology significantly on campus are in place for 2019-2020.

The district encourages principals to attend local teacher job fairs. These job fairs not only have many brand new teachers but also those with experience. Teams are made across the entire campus. There has been little turnover in the teachers and staff at SSE. There has been turnover in classroom teacher positions due to retirements and promotions. Teachers participated in Falcon Flight Academy through the Enage 2 Learn coaching model. Teachers completed learning walks to focus on continuous improvement and self-reflection.

## School Processes & Programs Strengths

Math, Reading, Science, and Social Studies curriculum are aligned with the TEKS through the TEKS Resource System. Teachers collaborate to meet the needs of all students. Falcon Time is being utilized for reteaching and small group instruction. PLC meetings allow for time to discuss assessments, analyze data, and make appropriate plans for intervention.

School wide implementation of support structures through scheduling to enhance learning and increasing student achievement is a strength. Specific focus on instructional improvement is aligned and effectively guided. School wide strategies are used to support effective classroom management across all content areas. School wide evaluation and implementation of assessments are analyzed and used to continuously improve and focus on student success. High expectations for student learning and staff performance are a focus at SSE. Most of this work occurs in PLC and after school staff meetings.

SSE continues to have low teacher-student ratio. SSE has a high staff retention rate with a variety of teachers possessing differing years of experience. SSE teachers all hold the 30 hour GT endorsement. 100% of the SSE staff are highly qualified teachers and paraprofessionals.

## Problem Statements Identifying School Processes & Programs Needs

**Problem Statement 1:** According to the discipline data from the 17-18 and 18-19 school year, kindergarten students struggled with using self regulating skills. **Root Cause:** Students are beginning school with limited self regulating skills.

# Perceptions

## Perceptions Summary

SSE continues to have a low mobility rate of 8%. High expectations for meaningful programs that contribute to student success are a strength. SSE staff's willingness to share power and decision-making with family and community members through PTA and Title 1 committee is a strength. PTA membership has held steady from 2015 to 2018. SSE staff coordinate student support with community-based health and social services through Denton County MHMR Center and other community based non profit organizations. SSE has a Community Room available to volunteers and those needing parenting resources, wanting to volunteer, etc. SSE has a weekly Story Time offered to children, ages birth to 5, in the community not yet enrolled in school. There has been a significant increase in the amount of families at Story Time. School communication is provided to meet the needs of the Spanish speaking population. SSE provides a variety of methods of communication with families - Peachjar, marquee, Twitter, monthly school newsletters, Remind 101, and the campus website. SSE held family nights that included a literacy night, Milk and Bookies, and a STEAM night, Talk Like a Pirate. SSE partnered with PTA to host Reindeer Games. SSE partners with NCTC to bring regular mentors to SSE students.

## Perceptions Strengths

School wide traditions (fire department visits, college days, career day, etc) will continue. Counseling groups, KC club, Unity Day, Red Ribbon Week will continue to keep an emphasis on kind words and actions and healthy lifestyle habits. The first year of The Leader In Me program and The 7 Habits of Happy Kids was implemented. Students received lessons during the Leadership Block. Leadership jobs were held by students throughout the year, including welcoming students and staff in the mornings. Staff participated in Winter Olympic events and a Staff Circus for students to enjoy. The staff put on a STAAR pep rally with students to encourage students in a fun, spirited way.

SSE has a Community Room available to volunteers and those needing parenting resources, wanting to volunteer, etc. SSE has a weekly Story Time offered to children, ages birth to 5, in the community not yet enrolled in school. There has been a significant increase in the amount of families at Story Time.

## Problem Statements Identifying Perceptions Needs

**Problem Statement 1:** When a family educational night occurs, not all SSE families are attending. **Root Cause:** Conflict with other community activities on the same nights.

# Priority Problem Statements

**Problem Statement 1:** Fountas and Pinnell EOY literacy screening showed 61% of first grade students and 62% of kindergarten students were At or Above level. These percentages are not the standard SSE strives to achieve. Continued focus and rigor will be toward daily guided reading groups and pull out reading groups ie: Title I Reading, ESL, and Early Literacy Intervention.

**Root Cause 1:** Students are beginning school with limited academic skills.

**Problem Statement 1 Areas:** Student Academic Achievement

**Problem Statement 2:** Third and fourth grade students scored lower than the state average on STAAR math (2019).

**Root Cause 2:** The rigor within the math curriculum and the students' lack of fundamentals

**Problem Statement 2 Areas:** Student Academic Achievement

**Problem Statement 3:** Fourth grade students scored lower than the state average on STAAR reading (2019).

**Root Cause 3:** Students are lacking foundational writing skills.

**Problem Statement 3 Areas:** Student Academic 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

- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Accountability Distinction Designations
- 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 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 diagnostic reading assessment data
- Local diagnostic math assessment data

## 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
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data

- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, and gender data
- Career and Technical Education (CTE), including coherent sequence coursework aligned with the industry-based certifications, program growth and student achievement by race, ethnicity, and gender data
- STEM/STEAM data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

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

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Enrollment trends

### **Employee Data**

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- TTESS data

### **Parent/Community Data**

- Parent surveys and/or other feedback
- Parent engagement rate
- Community surveys and/or other feedback

### **Support Systems and Other Data**

- Organizational structure data
- Communications data
- Budgets/entitlements and expenditures data

# Goals

## Goal 1: Collaborate with and involve our diverse community and educational partners to support LDISD students and staff

**Performance Objective 1:** Partner with local community and groups to provide support for campus programs.

**Evaluation Data Source(s) 1:** Campus calendar, fliers, volunteer logs

### Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
1) Increase partnership with city entities to build and promote both campus and city events--fire safety, guest speakers, library, parades, holiday events, etc.		Administrators, Library Media Specialist	Campus and city events will be promoted within the school.			
2) Partner with multiple outside agencies to provide services through Lion's Club, community churches, Spirit of Christmas, etc.		Administrators, Counselor	Students and families will be provided with services to meet their needs.			
3) Partner with an outside agency to provide school supplies and other services to students at the Back to School Health Fair in August.		Administrators	Students will receive school supplies and other health services.			
4) Continue to grow campus PTA and WATCH D.O.G.S. to support ties to the community.	3.2	Administrators	PTA membership and participation in WATCH D.O.G.S. will increase			
5) Host family nights through literacy, math, science, and/or other family activities.	3.2	Administrators, Instructional Coach, Librarian	An increase in family involvement in campus events			
6) Increase family involvement in The Leader in Me program through monthly family newsletters and family nights centered around The Seven Habits of Happy Kids.	2.5, 3.2	Administrators, Lighthouse coordinators, Lighthouse team members	An increase in families' knowledge of The Seven Habits of Happy Kids and an increase in family involvement in The Leader in Me program			

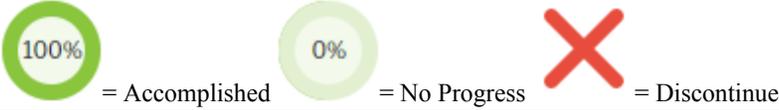
Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
7) Host Leadership Event with community.	3.2	Administrators, Lighthouse Team	Increase in family and community involvement in The Leader in Me program			
<div style="display: flex; justify-content: 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 1:** Collaborate with and involve our diverse community and educational partners to support LDISD students and staff

**Performance Objective 2:** Communicate effectively with parents about campus events, classroom activities, and student performance.

**Evaluation Data Source(s) 2:** Website, Twitter, marquee, student agendas or daily folders

**Summative Evaluation 2:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
1) Use of campus website, Twitter, Remind, school newsletter, Peachjar, and the marquee to effectively communicate campus events and successes.		Principal, Office Manager	Campus events and successes will be communicated through multiple means to reach more stakeholders.			
2) Increased focus on classroom teacher communication with parents through phone calls, email, parent conferences, Peachjar, newsletters, classroom websites, Monday folders, daily folders, and agendas.	3.2	Administrators, Teachers	Attendance and participation by families will increase at campus events.			
3) Implement student-led parent conferences in all grades through the use of student leadership notebooks.	2.5, 3.2	Administrators, Teachers, Support staff	An increase in family involvement and attendance at student-led conferences			
						

## Goal 2: Provide the consistent delivery of an innovative curriculum that motivates and meets the needs of all students and fosters the love of lifelong learning.

**Performance Objective 1:** 80% of students will be at or above grade level in reading and math.

**Evaluation Data Source(s) 1:** Star reading, Star math, Fountas and Pinnell, Unit Assessments and Performance Indicators

### Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
1) Administer core subject assessments periodically throughout the school year.		Administrators, Instructional Coach	An increase in student achievement			
2) Maintain a daily master schedule which supports opportunities for individualized instruction for students--Falcon Time and before/after school tutorials.	2.4, 2.5, 2.6	Administrators	An increase in student achievement			
<b>Funding Sources:</b> 199 State Compensatory Education (SCE) - 0.00						
<b>TEA Priorities</b> Build a foundation of reading and math 3) Provide Reading instructional support to ALL students through a variety of literacy approaches/strategies--Reader's/Writer's workshop, student leadership notebooks, Guided Reading, word walls, Early Literacy Teacher, Title One instructor, technology resources, etc.	2.4, 2.5, 2.6	Administrators, Instructional Coach, Teachers, Support Staff	An increase in students' achievement in literacy			
<b>Problem Statements:</b> Student Academic Achievement 1, 3						
<b>Funding Sources:</b> 199 State Compensatory Education (SCE) - 0.00, 211 - Title I, Part A - 0.00						
<b>TEA Priorities</b> Build a foundation of reading and math 4) Provide Math instructional support to ALL students through a variety of approaches/strategies--use of hands-on/manipulatives, student leadership notebooks, district Fact Fluency curriculum, Title One instructor, technology resources, etc.	2.4, 2.5, 2.6	Administrators, Instructional Coach, Teachers, Support Staff	An increase in students' achievement in mathematics			
<b>Problem Statements:</b> Student Academic Achievement 2						
5) Implement Lucy Caulkins Writing Program campus-wide.	2.4, 2.5, 2.6	Administrators, Instructional Coach	An increase in students' achievement in writing			

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
<b>TEA Priorities</b> Build a foundation of reading and math 6) Implement Fountas and Pinnell Reading Program campus-wide.	2.4, 2.5, 2.6	Administrators, Instructional Coach	An increase in students' achievement in reading			
	<b>Problem Statements:</b> Student Academic Achievement 1, 3					
 = Accomplished  = No Progress  = Discontinue						

**Performance Objective 1 Problem Statements:**

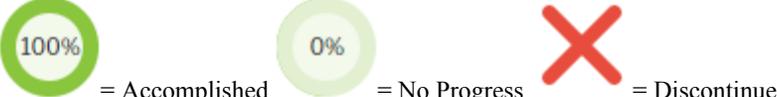
<b>Student Academic Achievement</b>
<b>Problem Statement 1:</b> Fountas and Pinnell EOY literacy screening showed 61% of first grade students and 62% of kindergarten students were At or Above level. These percentages are not the standard SSE strives to achieve. Continued focus and rigor will be toward daily guided reading groups and pull out reading groups ie: Title I Reading, ESL, and Early Literacy Intervention. <b>Root Cause 1:</b> Students are beginning school with limited academic skills.
<b>Problem Statement 3:</b> Fourth grade students scored lower than the state average on STAAR reading (2019). <b>Root Cause 3:</b> Students are lacking foundational writing skills.
<b>Problem Statement 2:</b> Third and fourth grade students scored lower than the state average on STAAR math (2019). <b>Root Cause 2:</b> The rigor within the math curriculum and the students' lack of fundamentals

**Goal 2:** Provide the consistent delivery of an innovative curriculum that motivates and meets the needs of all students and fosters the love of lifelong learning.

**Performance Objective 2:** Provide a TEKS based curriculum (TEKS Resource System) that covers all TEKS required by the state at the breadth and depth to ensure student growth and readiness.

**Evaluation Data Source(s) 2:** Unit Assessments and Performance Indicators, Fountas and Pinnell, Star reading, Star math

**Summative Evaluation 2:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
1) Provide a daily common conference period for each grade level to facilitate grade level planning and promote professional learning communities (PLCs).		Administrators, Instructional Coach	Student achievement and teacher knowledge of best practices will increase.			
2) Provide classroom teachers with support staff to assist in the implementation of certain aspects of curriculum--Fine Arts, PE, Technology, Science Lab.	2.5	Administrators	Students will learn grade appropriate Fine Arts, PE, Technology, and Science TEKS.			
3) Require K-2 grade level teams and grades 3-5 paired teams to coordinate homework, grades, tests, projects, parent communication, technology, etc.		Administrators, Instructional Coach	Increased communication between grade level teachers will lead to higher student achievement and parental support.			
4) Continue to provide a campus Instructional Coach to train staff and assist in the implementation of the LDISD curriculum.		Administrators, Instructional Coach	Staff's knowledge of best practices will increase, thus increasing student achievement			
5) Provide a Technology Integration Specialist to train staff and assist in technology integration in the classroom.	2.5	Administrators, Technology Integration Specialist	Staff will integrate technology across the curriculum.			
						

**Goal 2:** Provide the consistent delivery of an innovative curriculum that motivates and meets the needs of all students and fosters the love of lifelong learning.

**Performance Objective 3:** Increase the performance of each individual sub-population as defined by TEA with intentional focus and attention on "closing the gap."

**Evaluation Data Source(s) 3:** Star reading, Star math, Fountas and Pinnell, Unit Assessments and Performance Indicators

**Summative Evaluation 3:**

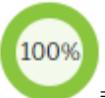
Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
1) Continue a strong inclusion program which increases staff to student ratio in the general education setting while continuing to provide instructional support in a variety of settings.	2.4, 2.5, 2.6	Administrators, Special education staff	An increase in student achievement			
2) Disaggregate a variety of instructional data by grade level with intentional focus on special factors--ethnicity, socioeconomic status, gender, special education, LEP status--for the purpose of setting targets for improvement and improving instruction.	2.6	Administrators, Instructional coach, Teachers, Support staff	An increase in student achievement			
<p><b>TEA Priorities</b> Build a foundation of reading and math</p> 3) Continue to provide second language acquisition instruction by ESL certified teachers at each grade level, as well as an ESL specialist.	2.4, 2.5, 2.6	Administrators, Support staff	An increase in student achievement			
<b>Funding Sources:</b> 199 State Compensatory Education (SCE) - 0.00, 199 General Funds - 0.00						
4) Continue to provide GT services to identified students by a GT specialist through a pull-out program. In addition, all classroom teachers will be GT certified.	2.4, 2.5	Administrators, Classroom teachers, Support staff	An increase in student achievement			
<b>Funding Sources:</b> 199 - State Gifted and Talented Education - 0.00						
						

**Goal 2:** Provide the consistent delivery of an innovative curriculum that motivates and meets the needs of all students and fosters the love of lifelong learning.

**Performance Objective 4:** Continue to identify and meet the needs of low performing students.

**Evaluation Data Source(s) 4:** Star reading, Star math, Fountas and Pinnell, Unit Assessments and Performance Indicators

**Summative Evaluation 4:**

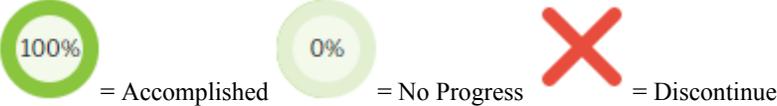
Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
<b>TEA Priorities</b> Build a foundation of reading and math 1) Identify low performing students and develop appropriate plans to provide support through RtI.	2.4, 2.5, 2.6	Administrators, RtI Specialist Classroom teachers	An increase in student achievement			
2) Continue to utilize RtI Team to assist teachers in providing interventions and instructional support, as well as follow up with referrals to 504, Special Education, and Dyslexia.	2.4, 2.5, 2.6	Administrators, RtI committee, Counselor	An increase in student achievement			
3) Provide a RtI (Response to Intervention) Specialist to provide interventions and instructional support to struggling students.	2.4, 2.5, 2.6	Administrators	An increase in student achievement			
<b>TEA Priorities</b> Build a foundation of reading and math 4) Take Flight classes will be offered to students identified as having dyslexia.	2.4, 2.5, 2.6	Administrators, Dyslexia Teacher	An increase in student achievement			
<b>Funding Sources:</b> 199 State Compensatory Education (SCE) - 0.00						
<b>TEA Priorities</b> Build a foundation of reading and math 5) Provide access to learning lab to all low performing students.	2.4, 2.5, 2.6	Administrators	An increase in student achievement			
<b>TEA Priorities</b> Build a foundation of reading and math 6) Implement full day pre-kindergarten for 2019-2020 school year.	2.4, 2.5, 2.6	Administrators	Increase in student achievement			
 = Accomplished  = No Progress  = Discontinue						

**Goal 2:** Provide the consistent delivery of an innovative curriculum that motivates and meets the needs of all students and fosters the love of lifelong learning.

**Performance Objective 5:** Develop students into leaders with 21st Century skills.

**Evaluation Data Source(s) 5:** Increased student leadership and decreased discipline referrals.

**Summative Evaluation 5:**

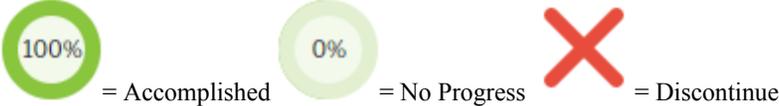
Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
1) Students are provided opportunities to develop leadership skills through reading buddies, school wide leadership jobs, classroom leadership jobs, and the Start with Hello program.		Administrators	Students will display leadership skills through the various opportunities on and off campus.			
2) Teachers will utilize The Leader in Me online platform for lessons on leadership and The Seven Habits of Happy Kids. Students will utilize The Leader in Me student activity guides.		Administrators, Teachers	The students will know The Seven Habits of Happy Kids and apply the habits to their lives at school and outside of school.			
3) Provide multiple opportunities throughout the school day, as well as after school, for students to learn and enjoy the importance of being physically fit and making healthy food choices - PE in master schedule, recess, guest speakers, after school clubs, etc.		Administrators, Staff	Students will be active and make healthy food choices.			
<b>TEA Priorities</b> Connect high school to career and college		Administrators, Counselor	Fifth grade students will have a better understanding of their interests and the endorsement strands.			
4) Provide Career Inventory to fifth grade students. Career day will be enhanced by connecting it to the endorsement strands.						
5) Continue to incorporate The Leader in Me program daily through the inclusion of the leadership block in the master schedule.	2.5	Administrators, Lighthouse Team	Students will apply The Seven Habits of Happy Kids to their lives and develop leadership skills.			
6) Develop a student lighthouse team.		Administrators, Lighthouse Team	Increase in student involvement in decision making			
						

### Goal 3: Recruit and retain staff that advances the art and science of teaching

**Performance Objective 1:** SSE will maintain and retain a highly effective staff.

**Evaluation Data Source(s) 1:** HR records

**Summative Evaluation 1:**

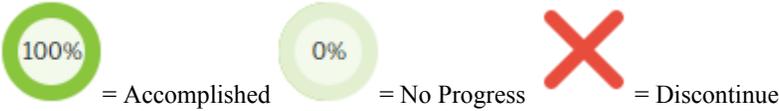
Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
<b>TEA Priorities</b> Recruit, support, retain teachers and principals 1) Continue to maintain a staff that is 100% highly qualified, including paraprofessionals, by focusing on staff development.		Administrators	Staff development will meet all staff needs.			
<b>TEA Priorities</b> Recruit, support, retain teachers and principals 2) Focus on teacher retention (less than 10% turnover) by providing mentor support for new teachers, strong staff development, and promoting a strong sense of team.		Administrators	New teachers will receive support through various means (mentors and staff development) and retention will remain below 10%.			
<b>TEA Priorities</b> Recruit, support, retain teachers and principals 3) Assign a campus mentor for first year teachers and offer resources for all teachers with less than 3 years teaching experience through district mentor program.		Administrators	Teachers within the first three years of teaching will remain teaching on the campus.			
						

**Goal 3:** Recruit and retain staff that advances the art and science of teaching

**Performance Objective 2:** Promote continuing education to keep staff current on best practices in education.

**Evaluation Data Source(s) 2:** Eduphoria Workshop reports, sign in sheets

**Summative Evaluation 2:**

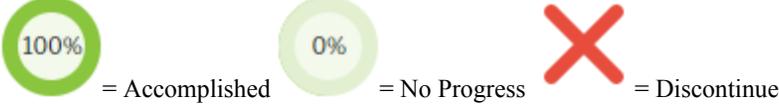
Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
<p><b>TEA Priorities</b> Recruit, support, retain teachers and principals 1) Provide campus-based staff development in the following areas: classroom management, special education, guided reading, math instruction, Lucy Calkins writing program, word walls, Reader's/Writer's workshop, technology integration, The Leader in Me program etc.</p>		Administrators, Instructional coach	Staff will implement research based instructional practices in the areas of technology, classroom management, special education, literacy, and mathematics.			
<p><b>TEA Priorities</b> Recruit, support, retain teachers and principals 2) Provide opportunities for staff development at varied times--after school, at PLCs, on-line, etc--to discuss and develop new innovative ideas in education.</p>		Administrators, Instructional coach	Staff will attend professional development opportunities and share best practices with colleagues.			
<p>3) Provide opportunities for grade level planning.</p>		Administrators, Instructional coach	Ensure curriculum alignment across grade levels			
<p><b>TEA Priorities</b> Recruit, support, retain teachers and principals 4) Provide opportunities for staff to present to each other in areas of expertise.</p>		Administrators, Instructional coach	Staff will implement research-based instructional practices in classrooms.			
						

**Goal 3:** Recruit and retain staff that advances the art and science of teaching

**Performance Objective 3:** Provide ongoing programs to promote educator growth

**Evaluation Data Source(s) 3:** e2L Studio

**Summative Evaluation 3:**

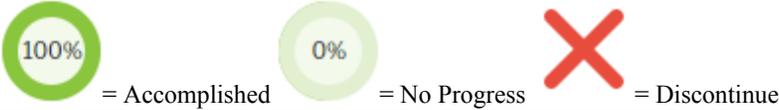
Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
<p><b>TEA Priorities</b> Recruit, support, retain teachers and principals 1) Use the Engage2Learn coaching model to provide opportunities for teachers to work with a coach to improve instructional practices</p>		Administrators, Instructional Coach, Technology Integration Specialist	Teachers will implement best practices and student learning will increase.			
<b>Funding Sources:</b> 255 - Title II, Part A TPTR - 14000.00						
						

## Goal 4: Provide quality and safe facilities

**Performance Objective 1:** Use the Standard Response Protocol to prepare staff and students for emergencies.

**Evaluation Data Source(s) 1:** Records of conducted drills

### Summative Evaluation 1:

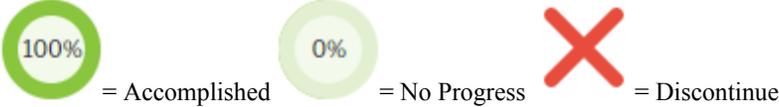
Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
1) Discuss appropriate procedures for all types of emergencies with staff prior to the first day of school.		Administrators	Staff will recognize the Standard Response Protocol and know the procedures for each type of emergency.			
2) Discuss safety and emergency procedures with students prior to each drill.		Administrators, Teachers	Students will recognize the Standard Response Protocol			
3) Place a maroon backpack with current class roster and emergency supplies in each classroom.		Administrators, Teachers, Nurse	Emergency supplies will be available in classrooms in the event of an emergency.			
						

**Goal 4:** Provide quality and safe facilities

**Performance Objective 2:** Develop and present programs to students through counseling.

**Evaluation Data Source(s) 2:** Counselor's records

**Summative Evaluation 2:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
1) Counselor will visit with all students about tolerance and differences of people.		Counselor	Decrease in reported incidents of intolerance			
2) Provide opportunities to increase student knowledge about making healthy choices.		Counselor, Nurse, P.E. Teacher	Increase in miles ran by students as documented in Marathon Kids, increase in awareness of making healthy choices through lessons in P.E. , counselor's lessons, and nurse's lessons			
3) Provide opportunities for small groups as needed.		Counselor	Increase in students' social skills			
4) Counselor will coordinate PALS and mentoring programs.		Counselor	Provide positive adult role models for students			
5) Partnership with Sandy Hook Promise.		Administrators, Counselor				
						

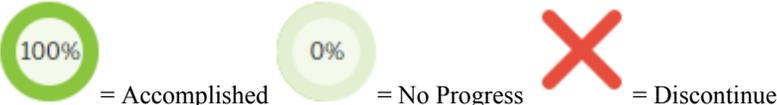
**Goal 4:** Provide quality and safe facilities

**Performance Objective 3:** Inform students of the effects and consequences of bullying, as well as strategies to identify bullying.

**Evaluation Data Source(s) 3:** Discipline records, counselor calendar

**Summative Evaluation 3:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
1) Facilitate classroom discussions (and small group discussions as needed) addressing bullying using the Start with Hello program.		Administrators, Counselor	Increase in bullying awareness and a decrease in bullying reports			
2) Bullying box placed in main hallway for anonymous reporting of bullying.		Administrators, Counselor	Students awareness of how to report bullying and use of bullying box			
3) Continuation of campus-wide efforts to increase bullying awareness-- posters in hallways, anti-bullying rally, school wide pledge, and guest speaker.		Administrators, Counselor	Decrease in bullying reports			
4) Implement campus Threat Assessment Team		Multi-Disciplinary Team	Reduction in bullying behaviors, interventions in place			



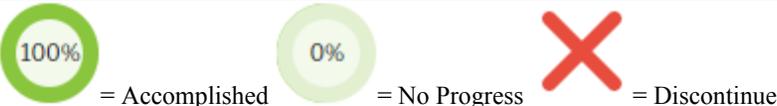
100% = Accomplished    0% = No Progress    X = Discontinue

**Goal 4:** Provide quality and safe facilities

**Performance Objective 4:** Ensure a clean and orderly environment for learning.

**Evaluation Data Source(s) 4:** Walk-throughs, Positive Proof system reports, accident reports, School Dude reports

**Summative Evaluation 4:**

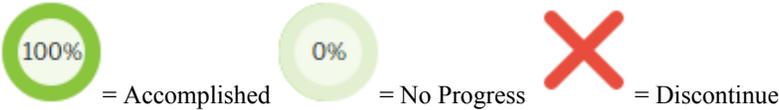
Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
1) Continue utilizing system in which work orders are submitted.		Administrators	Provide a clean and safe environment			
2) Increase teacher/staff attendance.		Administrators	Increase in coverage by substitutes and increase in staff attendance			
3) Increase interest and participation of the Watchdog program.		Administrators Counselor,	Increase in volunteers on campus			
4) Maintain safety procedures: registered hang tags for afternoon pick up, limited access to building, and requirement of all visitors to sign in and out using the Positive Proof visitor management system and wear name tags.		Administrators	Procedures in place for the safety of our students			
5) Continue to require all volunteers have completed the criminal history background check prior to volunteering.		Administrators, Secretary	Increase in the safety of our students			
						

**Goal 4:** Provide quality and safe facilities

**Performance Objective 5:** Promote a positive school climate for students, staff, and parents.

**Evaluation Data Source(s) 5:** Student, family, and staff surveys

**Summative Evaluation 5:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
1) Provide opportunities for staff incentives, positive recognition and rewards, staff gatherings, etc.		Administrators, Culture Team	Increase in positive climate as documented in the staff survey			
2) Provide opportunities for student success and enjoyment--campus wide activities and assemblies, college days, holiday sing-a-long, opportunities to be part of a group such as UIL, choir, and after school clubs.		Administrators, Club leaders	Increase in positive climate as documented in student surveys			
3) Increased focus on making parents feel part of and welcome on campus--greetings by front office staff, allowing and encouraging parents to visit and volunteer, encouraged participation in the campus volunteer depot.		Administrators	Increase in positive climate as documented in family surveys			
4) Promote the campus vision and implement the campus improvement plan.		Administrators, Staff	Staff will recognize the campus vision and campus improvement plan will become a document that is reviewed regularly by staff.			
5) Committees of SSE staff will collaborate in decision-making throughout the school year.		Administrators, Team Coaches	Increase in positive ratings of school culture and climate on staff surveys			
						

# **Title I Schoolwide Elements**

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

### **1.1: Comprehensive Needs Assessment**

Shady Shores Elementary has been a Title One campus for multiple years. The campus has stayed steady with an Economically Disadvantaged population of 40%. The campus continues to qualify for the Title One Schoolwide Program. Because of the additional federal funding we receive as a Title One Campus, we are able to upgrade the entire educational program in our school. For the 2019-2020 school year, campus Title One funding will be broken into several areas. Funding will go to support one full time paraprofessional for Reading instruction. Additionally, our campus Title 1 funds will be utilized to supplement instructional materials for the implementation of Full Day Pre-K on campus. Monies will also be utilized for staff development, our Leader in Me program resources, and materials and supplies--Reading supplies, Math supplies, etc. Final amounts for each area will be clarified once allotment amounts for the 2019-2020 school year are known. Please see budget list for details.

We feel that all of these elements strengthen the school's ability to meet the needs of all students and improve the overall school program.

The Campus Comprehensive Needs Assessment (CNA) identified specific gaps between the current performance of our students and the expectation of where we want our students to be. Data obtained from the needs assessment provided the foundation for the goals of the Schoolwide Plan. Campus strengths and weaknesses are both identified and addressed through the Comprehensive Needs Assessment and the Campus Improvement Plan.

Please refer to the CNA and CIP.

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

### **2.1: Campus Improvement Plan developed with appropriate stakeholders**

Our CIP was developed with the intention of being a 'living document' utilized to guide our CEIC team. Our Campus Schoolwide Program Plan began with our Campus Needs Assessment. It was thoroughly reviewed in order to update our existing Schoolwide Program. Our Title One committee found (through our CNA) priority focus areas and linked those areas to the Schoolwide Program's implementation. Academic information about all students on campus,

including economically disadvantaged students, students from all ethnic groups, students with disabilities, limited English proficient students, homeless, and migrant students helped the committee to identify which areas continue to be areas of strengths and needs and which areas have changed. Many data sources were utilized and documented through the CNA as resources for the Schoolwide Program Plan. The committee carefully addressed each component and linked it back to the CNA, as well as the Campus Improvement Plan. Administrators, teachers, support staff, parent, and community member were all involved in the development of the plan.

Please refer to the CNA and CIP.

## **2.2: Regular monitoring and revision**

Our CIP was reviewed at each CEIC meeting throughout the year. Development/Review/Revision of both this year's and next year's CIP will be an on-going process during each CEIC meeting. The CEIC team meets a minimum of 4 times per school year. Agendas are completed as record of meeting minutes/discussions. Many adjustments and improvements have been made to the Schoolwide Program Plan each year based on campus/student need. The decisions for the campus in regards to Title One are made by the Campus Title One Committee. The Campus Title One Committee meets throughout the year. Our primary goal is to ensure that all students, particularly those who are low achieving, demonstrate proficient and advanced levels of achievement on state academic achievement standards as well as meet or exceed expected progress for the year.

Please refer to the CNA and CIP.

## **2.3: Available to parents and community in an understandable format and language**

The Shady Shores Elementary CIP is available at all times either through the front office, campus or district website. The format is easy to read and understand.

## **2.4: Opportunities for all children to meet State standards**

The strategies the campus is implementing in order address schoolwide reform are based on scientifically-based research and practices drawn from research on effective classroom practices. The details of how the campus is implementing school-side reform are addressed in the Comprehensive Needs Assessment and Campus Improvement Plan.

The campus schoolwide program intentionally targets professional development strategies to ensure that teaching staff, as well as others who support learning, are prepared to address the needs of all learners. The campus instructional staff understands the strong connection between a teacher's instructional strategies and student success. The details of how addressing strategies to obtain and sustain high quality and ongoing professional development contributes

to a successful school-wide plan are addressed in the Comprehensive Needs Assessment and Campus Improvement Plan.

The Schoolwide Plan provides young children with the early learning experiences that will enable them to meet academic standards throughout elementary school and beyond. The details of how addressing strategies to assist preschool children with transition contributes to a successful school-wide plan are addressed in the Comprehensive Needs Assessment and Campus Improvement Plan.

The SSE CIP specifically lists strategies to address all student groups such as at-risk, GT, students with special needs, students with dyslexia, students with limited English proficiency, and economically disadvantaged students. Some of the strategies include utilization of an RTI block (Falcon Time) for each grade level, activities before and after school (clubs, tutorials, etc), STAAR academies, and support staff to meet the needs of each sub group. Please refer to the CNA and CIP for additional details.

## **2.5: Increased learning time and well-rounded education**

The campus incorporates a data-driven instructional process that relies on standardized or statewide testing, as well as classroom and informal assessment tools, and provides staff with professional development to assist them in using, generating, and evaluating a variety of data forms. That data is analyzed frequently throughout the year to ensure instructional time is utilized efficiently and effectively. The details of how addressing strategies to include teachers in the decision making process regarding the use of academic assessments contributes to a successful school-wide plan are addressed in the Comprehensive Needs Assessment and Campus Improvement Plan. The Shady Shores Elementary CIP specifically lists strategies to address all student groups such as at-risk, GT, students with special needs, students with dyslexia, students with limited English proficiency, and economically disadvantaged students. Some of the strategies include utilization of an RTI block (Falcon Time) for each grade level, activities before and after school (clubs, tutorials, UIL, Marathon Kids, etc), and support staff to meet the needs of each sub group, as well as, provide extended learning and a variety of experiences for all students.

Shady Shores Elementary continues to work towards becoming a 'Leader in Me Lighthouse' campus. All activities and instruction within the LIM program encourage goal-setting and responsible learning, which both assist with increased learning time and a well-rounded education for students.

Please refer to the CNA and CIP for additional details and specific examples.

## **2.6: Address needs of all students, particularly at-risk**

Instruction by highly qualified professional teachers is critical to student success. The campus currently holds the status of 100% HQ. The details of how addressing strategies to attract highly qualified teachers contributes to a successful school-wide plan which address the needs of students are addressed in the Comprehensive Needs Assessment and Campus Improvement Plan.

The schoolwide plan includes activities to ensure that students who experience difficulty mastering the proficient or advanced levels of academic achievement levels shall be provided with effective, timely additional assistance which shall include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance. The details of how addressing strategies to provide

timely assistance to students experiencing academic difficulties contributes to a successful school-wide plan are addressed in the Comprehensive Needs Assessment and Campus Improvement Plan.

The campus utilizes a wide variety of resources from within and outside of the system and monitors the impact of their use in order to ensure that all students receive a quality education and achieve high academic expectations. The details of how addressing strategies to coordinate and integrate federal, state, and local services and programs contributes to a successful school-wide plan are addressed in the Comprehensive Needs Assessment and Campus Improvement Plan.

The Shady Shores Elementary CIP specifically lists strategies to address all student groups such as at-risk, GT, students with special needs, students with dyslexia, students with limited English proficiency, and economically disadvantaged students. Some of the strategies include utilization of an RTI block (Falcon Time) for each grade level, activities before and after school (clubs, tutorials, etc), and support staff to meet the needs of each sub group (RTI Specialist, ESL Specialist, Instructional Coach, Technology Specialist, etc.).

Please refer to the CNA and CIP

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

### **3.1: Develop and distribute Parent and Family Engagement Policy**

The campus utilizes parental involvement strategies to engage parents in supporting student learning. The details of how addressing strategies to increase parental involvement contributes to a successful school-wide plan are addressed in the Comprehensive Needs Assessment and Campus Improvement Plan.

Parent information was distributed during Meet the Teacher Night, PTA meetings, Parent Teacher Conferences, and student performances with large parent attendance were utilized to inform parents of the benefits/details of attending a Title 1 campus.

Please refer to the CNA and CIP.

### **3.2: Offer flexible number of parent involvement meetings**

The campus utilizes parental involvement strategies to engage parents in supporting student learning. The details of how addressing strategies to increase parental involvement contributes to a successful school-wide plan are addressed in the Comprehensive Needs Assessment and Campus Improvement Plan.

Examples of meetings and family nights are available in the Title 1 documentation notebook.

Please refer to the CNA and CIP for further details.

# Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Amy Saenz de Viteri	Title I Paraprofessional	Title I	

# Campus Funding Summary

<b>199 General Funds</b>					
<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>
2	3	3	Bilingual/ESL Aide (100%, 100%, 100%, and 50%)	25	\$0.00
2	3	3	Stipend for Bilingual Certification	25	\$0.00
<b>Sub-Total</b>					<b>\$0.00</b>
<b>199 State Compensatory Education (SCE)</b>					
<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>
2	1	2	Pre-Kindergarten Teacher (100%)	32	\$0.00
2	1	2	Pre-Kindergarten Aide (100%)	32	\$0.00
2	1	3	Early Literacy Specialist (100%)	24	\$0.00
2	3	3	ESL specialist (100%)	24	\$0.00
2	4	4	Dyslexia Teachers (100% and 50%)	24	\$0.00
<b>Sub-Total</b>					<b>\$0.00</b>
<b>199 - State Gifted and Talented Education</b>					
<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>
2	3	4	G/T Specialist (100%)	21	\$0.00
<b>Sub-Total</b>					<b>\$0.00</b>
<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>
2	1	3	Title One Educational Aide (100%)		\$0.00
<b>Sub-Total</b>					<b>\$0.00</b>

<b>255 - Title II, Part A TPTR</b>					
<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>
3	3	1			\$14,000.00
<b>Sub-Total</b>					\$14,000.00
<b>Grand Total</b>					\$14,000.00