

Waxahachie Independent School District

Shackelford Elementary

2023-2024 Improvement Plan



Mission Statement

District Mission:

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

District Motto:

"Excellence in Education"

Campus Mission:

Mission: Shackelford will develop creative innovators who grow into responsible, empathetic, and knowledgeable leaders who will positively impact the community through purposeful experiences; enhancing a lifelong love of learning.

Campus Motto:

"Shackelford Braves are Smart, Kind, and Brave!"

Vision

Campus Vision Statement:

Shackelford Elementary is a place where innovation thrives and growth is limitless.

District Vision Statement:

Our vision is to be a district where innovation thrives and growth is limitless.

Decision Making Belief Statement

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

Value Statement

We believe:

We value choices because they make us unique and they are critical to learning.

We value an environment of belonging that respects individual differences and ensures equity for all.

We value a collaborative culture that honors and supports all who positively impact the lives of our students.

We value relationships that broaden learning experiences and enrich the community.

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

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Shackelford Elementary first opened its doors in 1988 and is 34 years old. It is a school of academic excellence and family involvement. We pride ourselves on having a family feeling. We service students grades kindergarten through fifth grade. We are located north of town, the northernmost school in our district. Our school is zoned for nearby neighborhoods and surrounding areas. Our population of staff and students is diverse. Shackelford is a thriving campus. We have highly qualified, tenured teachers with more than half of the staff with a minimum of 11-20 years of teaching experience. The paraprofessionals on campus receive training each year in their position. Teachers, administrators, and specialized instructors routinely meet together in collaborative teams to discuss student progress as well as analyze data assessment and essential TEKS. Our parents have high expectations for their children and our community is growing. It is common for businesses and other stakeholders to invest time and money into our school. SAGU, a local university, sends student teachers to work alongside students and teachers. We partner with Global High School students who want to be teachers in the future. We have ample opportunities for professional development for teachers and staff. We have our own diagnostician on our campus which is helpful to the growing population.

Demographics Strengths

Shackelford uses multiple channels of communication, such as SeeSaw, Parent Square, Facebook, email, monthly calendars, classroom newsletters, and the school marquee. Information is routinely and easily accessible to families.

Certified staff participate in Professional Learning Communities and receive continual training to help further develop best practices.

Shackelford PTO is always supportive and has outlined goals in conjunction with the district and campus in order to assist with student growth.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Several students arrive late/leave early and miss instructional time. **Root Cause:** Lack of communication on the importance of their child being present for a full day of instruction.

Problem Statement 2 (Prioritized): There appears to be a higher percentage of Hispanic males qualifying for Special Education services. **Root Cause:** Training for best practices for students in the ESL program.

Problem Statement 3: The diversity of our staff does not match the student population. **Root Cause:** The enrollment is changing and we are limited to hire from only those who apply for the position.

Student Learning

Student Learning Summary

Student needs are assessed through various assessments such as DRA, Progress Measures, Educational Galaxy, MAP Growth, MAP Fluency, Unique (For Life Skills), CIRCLE (PreK), TxKEA (Kindergarten), and the STAAR. Students receive extra support and intervention through the MTSS process, Reading Intervention, Dyslexia, and Special Education.

Reading:

			Level II: Satisfactory/ Approaches Grade Level						
Campus	Rdg 3			Rdg 4			Rdg 5		
	2022	2021	2019	2022	2021	2019	2022	2021	2019
State	77%	68%	76%	77%	63%	74%	81%	72%	77%
Region 10	78%	69%	77%	78%	64%	75%	81%	73%	79%
WISD	78%	78%	83%	77%	70%	73%	84%	79%	91%
Shack	88%	88%	89%	78%	81%	85%	86%	87%	95%
			Level II: Satisfactory/ Meets Grade Level						
Campus	Rdg 3			Rdg 4			Rdg 5		
	2022	2021	2019	2022	2021	2019	2022	2021	2019
State	52%	38%	44%	54%	36%	43%	57%	45%	51%
Region 10	54%	41%	47%	56%	39%	46%	59%	48%	55%
WISD	52%	46%	51%	52%	40%	38%	58%	51%	56%
Shack	64%	60%	61%	44%	37%	51%	54%	59%	63%
			Level III: Advanced/ Masters Grade Level						
Campus	Rdg 3			Rdg 4			Rdg 5		
	2022	2021	2019	2022	2021	2019	2022	2021	2019

			Level II: Satisfactory/ Approaches Grade Level						
State	31%	19%	28%	28%	18%	22%	37%	30%	29%
Region 10	33%	21%	30%	31%	20%	25%	40%	33%	33%
WISD	30%	23%	27%	36%	19%	21%	35%	35%	30%
Shack	36%	33%	23%	22%	20%	28%	27%	45%	32%

Math:

Level II: Satisfactory/ Approaches Grade Level									
Campus	Math 3			Math 4			Math 5		
	2022	2021	2019	2022	2021	2019	2022	2021	2019
State	69%	72%	78%	67%	58%	74%	75%	69%	83%
Region 10	75%	73%	80%	69%	61%	76%	76%	72%	84%
WISD	70%	79%	86%	67%	69%	75%	76%	81%	95%
Shack	85%	85%	93%	68%	72%	87%	61%	88%	97%
			Level II: Satisfactory/ Meets Grade Level						
Campus	Math 3			Math 4			Math 5		
	2022	2021	2019	2022	2021	2019	2022	2021	2019
State	41%	30%	48%	42%	35%	46%	46%	43%	56%
Region 10	44%	32%	51%	44%	38%	50%	48%	46%	59%
WISD	40%	39%	54%	36%	45%	45%	41%	55%	62%
Shack	43%	49%	60%	29%	53%	66%	31%	68%	68%
			Level III: Advanced/ Masters Grade Level						

Level II: Satisfactory/ Approaches Grade Level									
Campus	Math 3			Math 4			Math 5		
	2022	2021	2019	2022	2021	2019	2022	2021	2019
State	20%	14%	24%	23%	21%	28%	23%	24%	36%
Region 10	23%	16%	27%	25%	24%	32%	26%	28%	40%
WISD	17%	18%	27%	17%	26%	25%	18%	34%	40%
Shack	15%	20%	23%	16%	29%	44%	10%	41%	46%

Student Learning Strengths

Reading:

3-5th were above the state level for approaches.

3rd was above the state and district for meets.

3rd was above the state and district for masters.

Math:

3rd was above the state and district for approaches.

4th grade was above the state and district for approaches.

3rd was above the state and district for meets.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Special Education students are performing below their peers. **Root Cause:** Training of best practices.

Problem Statement 2 (Prioritized): Economically Disadvantaged students are performing below their peers. **Root Cause:** Training of best practices.

Problem Statement 3: African American Population scores lower in Masters and Meets than other student groups **Root Cause:** Training of best practices.

School Processes & Programs

School Processes & Programs Summary

Shackelford has well-planned intervention time to meet the requirements of HB454. The time is spent working with students in a small group setting, targeting specific areas that students find challenging. STAAR, Interims, CFA's, and class assessments are all used as data to evaluate student needs.

Teachers have been provided training to be a stronger Professional Learning Community. We are working with Clara Davis from Solution Tree to evaluate the PLC collaboration process.

All of our students have access to Chromebooks for home use.

We have Next Steps counseling on campus.

School Processes & Programs Strengths

We currently offer students opportunities such as, Buddy Leaders, Safety Patrol, Announcement Leaders, Flag Patrol, Destination Imagination, and No Drama Drama Club. As a campus, we are consistently monitoring and adding programs for students to take on leadership opportunities.

Shackelford currently offers staff PD through the TLI team, Instructional coaching support on campus, transition to facilitation for team leads, protected PLC time, and additional PLC time outside of the conference period. Shackelford will continue to evaluate and refine staff support needs.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Students are developing foundational gaps in their phonological and phonemic awareness skills **Root Cause:** Lack of explicit and systematic phonics resources and alignments.

Problem Statement 2 (Prioritized): Inclusion and intervention support is limited for the current growth needs of our campus. **Root Cause:** Lack of professional and paraprofessional positions in comparison to the growth of students identified to receive services under special education or Tier 3.

Perceptions

Perceptions Summary

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

2018-2019 (last full school year before Covid)	2021-2022 (this year)
Dads at the door	Dads at the door (not as many dads)
Muffins with mom	DEAR DAY
Donuts with dad	Book Fairs
DEAR day	School Musicals for each grade level
Book Fairs	Family Fun Run
School musicals for each grade level	Holiday at the Shack
STEAM night	Grandfriends
Mission 75165 Easter Egg Hunt	
Fall Festival	
Grandfriends	

Perceptions Strengths

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

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

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): A portion of staff feel they do not get the training and/or resources needed to be fully successful in their position. **Root Cause:** Staff is limited on effective curriculum and instructional resources for effective teaching.

Problem Statement 2 (Prioritized): 35% of parents feel they did not receive enough school feedback. **Root Cause:** Only a half day provided in October for parent conferences,

Inconsistencies with streamline communication.

Problem Statement 3: Students feel unable to explain their ideas. **Root Cause:** Training for building student leadership opportunities.

Problem Statement 4: There is a lack of consistent consequences for student behavior. **Root Cause:** Communication between teachers and administration.

Priority Problem Statements

Problem Statement 1: There appears to be a higher percentage of Hispanic males qualifying for Special Education services.

Root Cause 1: Training for best practices for students in the ESL program.

Problem Statement 1 Areas: Demographics

Problem Statement 2: Special Education students are performing below their peers.

Root Cause 2: Training of best practices.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: Economically Disadvantaged students are performing below their peers.

Root Cause 3: Training of best practices.

Problem Statement 3 Areas: Student Learning

Problem Statement 4: Students are developing foundational gaps in their phonological and phonemic awareness skills

Root Cause 4: Lack of explicit and systematic phonics resources and alignments.

Problem Statement 4 Areas: School Processes & Programs

Problem Statement 5: Inclusion and intervention support is limited for the current growth needs of our campus.

Root Cause 5: Lack of professional and paraprofessional positions in comparison to the growth of students identified to receive services under special education or Tier 3.

Problem Statement 5 Areas: School Processes & Programs

Problem Statement 6: A portion of staff feel they do not get the training and/or resources needed to be fully successful in their position.

Root Cause 6: Staff is limited on effective curriculum and instructional resources for effective teaching.

Problem Statement 6 Areas: Perceptions

Problem Statement 7: 35% of parents feel they did not receive enough school feedback.

Root Cause 7: Only a half day provided in October for parent conferences, Inconsistencies with streamline communication.

Problem Statement 7 Areas: Perceptions

Problem Statement 8: Several students arrive late/leave early and miss instructional time.

Root Cause 8: Lack of communication on the importance of their child being present for a full day of instruction.

Problem Statement 8 Areas: Demographics

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data

Student Data: Assessments

- Local benchmark or common assessments data
- Observation Survey results
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data
- State-developed online interim assessments
- Grades that measure student performance based on the TEKS

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
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Section 504 data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data
- STEM and/or STEAM data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Student surveys and/or other feedback
- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- T-TESS data
- T-PESS data

Parent/Community Data

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

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation
- Action research results





Priorities

Priority 1: Student Growth

Performance Objective 1: Every student grows academically every year in English Language Arts, Reading, Math, Science, and Social Studies.

Evaluation Data Sources: State and local assessment data, including, MAP, DRA, STAAR/EOC, state provided Interim assessments, collaboratively developed progress measures, teacher developed common formative assessments, TX KEA, Circle (pre-K), DRA/EDL, TELPAS and TRS Performance Assessments

Strategy 1 Details	Reviews			
Strategy 1: Teachers will collaborate in data-driven, weekly PLC meetings with purposeful agendas for student success. Strategy's Expected Result/Impact: Student growth in academics Staff Responsible for Monitoring: Teachers, Admin, and Guiding Coalition Title I: 2.4, 2.6 Problem Statements: Demographics 2 - Student Learning 1, 2 - School Processes & Programs 1, 2	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Teams will create and monitor grade-level MAP goals for the middle and end of the year. Strategy's Expected Result/Impact: Student projected growth for MAP and STAAR assessments Staff Responsible for Monitoring: Teachers/ Admin Team Problem Statements: Student Learning 2	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Every student will have a data binder to monitor personal growth for the year and create goals for BOY, MOY, and EOY. Strategy's Expected Result/Impact: Students will see growth from BOY to MOY to EOY. Staff Responsible for Monitoring: Teachers/ Administrators Title I: 2.5, 2.6 Problem Statements: Student Learning 2	Formative			Summative
	Nov	Jan	Mar	June

Strategy 4 Details	Reviews			
Strategy 4: Teachers will create CFA's in a collaborative effort to focus on the essential standards mapped out at the district level to monitor student progress. Strategy's Expected Result/Impact: Student growth for BOY, MOY, and EOY Staff Responsible for Monitoring: Teachers/ Administrators	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
Strategy 5: Teachers will review data and monitor student groups for growth that will assist with planning within the four questions during PLC time. Strategy's Expected Result/Impact: Teachers will review student growth and design lessons to target student needs. Staff Responsible for Monitoring: Teachers/ Administrators Title I: 2.5	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6 Details	Reviews			
Strategy 6: Launch Mentors will support new teachers to develop effective classroom instruction. Strategy's Expected Result/Impact: Increased Student Achievement Staff Responsible for Monitoring: Administrators Director of Federal Programs & Grants Problem Statements: Perceptions 1 Funding Sources: Stipend - Title II (255) - \$500	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 2: There appears to be a higher percentage of Hispanic males qualifying for Special Education services. Root Cause: Training for best practices for students in the ESL program.
Student Learning
Problem Statement 1: Special Education students are performing below their peers. Root Cause: Training of best practices. Problem Statement 2: Economically Disadvantaged students are performing below their peers. Root Cause: Training of best practices.
School Processes & Programs
Problem Statement 1: Students are developing foundational gaps in their phonological and phonemic awareness skills Root Cause: Lack of explicit and systematic phonics resources and alignments.

School Processes & Programs
Problem Statement 2: Inclusion and intervention support is limited for the current growth needs of our campus. Root Cause: Lack of professional and paraprofessional positions in comparison to the growth of students identified to receive services under special education or Tier 3.
Perceptions
Problem Statement 1: A portion of staff feel they do not get the training and/or resources needed to be fully successful in their position. Root Cause: Staff is limited on effective curriculum and instructional resources for effective teaching.

Priority 1: Student Growth

Performance Objective 2: Every student understands the expected standards of behavior in the district and feels that their safety and well-being are a priority of the district.

Strategy 1 Details	Reviews			
Strategy 1: During drills staff and students are provided with real-life scenarios to assist with alternate routes. Strategy's Expected Result/Impact: Confidence with safety systems Staff Responsible for Monitoring: Admin/ Officer	Formative			Summative
	Nov	Jan	Mar	June
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✖</div>Discontinue</div></div>				

Priority 1: Student Growth

Performance Objective 3: Every graduate is college, career, or military ready, and CCMR numbers increase year over year.

Strategy 1 Details	Reviews			
Strategy 1: Shackelford will create a CCMR plan to enhance and broaden learning experiences. Strategy's Expected Result/Impact: Increase student engagement for college and career readiness. Staff Responsible for Monitoring: Campus Administration Title I: 2.5	Formative			Summative
	Nov	Jan	Mar	June
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✗</div>Discontinue</div></div>				

Priority 1: Student Growth

Performance Objective 4: Annually increase student enrichment and involvement in extracurricular, UIL, and co-curricular activities.





Evaluation Data Sources: Increased percentage of students engaged in activities, increased quartile/decile of Lone Star Cup standing, completion of guidelines and staff recruitment plan

Strategy 1 Details	Reviews			
Strategy 1: Teachers have created a drama club to provide students with opportunities to learn theater and perform a spring musical. Strategy's Expected Result/Impact: Students will gain an understanding of theater for future opportunities Staff Responsible for Monitoring: Teachers/ Admin Title I: 2.5	Formative			Summative
	Nov	Jan	Mar	June
<div><div><div><div></div><div>0%</div></div><div>No Progress</div></div><div><div><div></div><div>100%</div></div><div>Accomplished</div></div><div><div><div></div></div><div>Continue/Modify</div></div><div><div><div></div></div><div>Discontinue</div></div></div>				

Priority 2: Honor and Support Staff

Performance Objective 1: Honor staff contributions and achievements.

Evaluation Data Sources: Staff evaluation data

Strategy 1 Details	Reviews			
Strategy 1: Each month staff nominates a staff member that is a "What-A-Teacher". Strategy's Expected Result/Impact: Staff feel honored and supported Staff Responsible for Monitoring: Admin/ Staff	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Campus admin will routinely honor and celebrate staff. Strategy's Expected Result/Impact: Staff feels valued and honored. Staff Responsible for Monitoring: Admin	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Providing staff with innovative ways to obtain PD through district and campus initiatives. Strategy's Expected Result/Impact: Staff will be able to bring back PD to share. Staff Responsible for Monitoring: Teachers/ Administrators Problem Statements: Perceptions 1	Formative			Summative
	Nov	Jan	Mar	June
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

Performance Objective 1 Problem Statements:

Perceptions
Problem Statement 1: A portion of staff feel they do not get the training and/or resources needed to be fully successful in their position. Root Cause: Staff is limited on effective curriculum and instructional resources for effective teaching.

Priority 2: Honor and Support Staff

Performance Objective 2: Annually increase faculty and staff satisfaction and engagement.

Evaluation Data Sources: Staff evaluation data and other data related in increased staff engagement

Strategy 1 Details	Reviews			
Strategy 1: Staff is provided walk-through support with coaching feedback. Strategy's Expected Result/Impact: Student engagement will increase. Staff engagement will increase. Staff Responsible for Monitoring: Admin Problem Statements: Perceptions 1	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Staff will be surveyed for feedback BOY, MOY, and EOY. Strategy's Expected Result/Impact: Review of engagement and satisfaction	Formative			Summative
	Nov	Jan	Mar	June
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✗</div>Discontinue</div></div>				

Performance Objective 2 Problem Statements:

Perceptions
Problem Statement 1: A portion of staff feel they do not get the training and/or resources needed to be fully successful in their position. Root Cause: Staff is limited on effective curriculum and instructional resources for effective teaching.

Priority 2: Honor and Support Staff

Performance Objective 3: Promote a collaborative culture by engaging instructional staff in the practices of a Professional Learning Community.

Evaluation Data Sources: Staff evaluation data, meeting documentation, and other data related in increased staff engagement

Strategy 1 Details	Reviews			
Strategy 1: Staff will be provided additional collaboration time systematically and as needed based on data reports/scorecards. Strategy's Expected Result/Impact: Additional collaboration time Staff Responsible for Monitoring: Teachers/ Admin Title I: 2.4, 2.6	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Guiding coalition will monitor and facilitate the PLC process. Strategy's Expected Result/Impact: Student growth will be evident in campus-wide data. Staff Responsible for Monitoring: Campus Administration	Formative			Summative
	Nov	Jan	Mar	June
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✗</div>Discontinue</div></div>				

Priority 2: Honor and Support Staff

Performance Objective 4: Invest in staff growth through professional learning/specialized training.

Evaluation Data Sources: Goal setting conference data

Strategy 1 Details		Reviews			
Strategy 1: Admin will collaborate with the Guiding Coalition to facilitate the PLC process in order to utilize data to be student-centered in PLCs that will allow the purchase of student resources for programs such as Title One, GT, Special Education, etc. Strategy's Expected Result/Impact: Student growth will be evident in scorecards/ student tracking. Staff Responsible for Monitoring: Teachers/ Admin Title I: 2.4, 2.5, 2.6 Problem Statements: Perceptions 1		Formative			Summative
		Nov	Jan	Mar	June
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✗</div>Discontinue</div></div>					





Performance Objective 4 Problem Statements:

Perceptions
Problem Statement 1: A portion of staff feel they do not get the training and/or resources needed to be fully successful in their position. Root Cause: Staff is limited on effective curriculum and instructional resources for effective teaching.

Priority 3: Community and Stakeholder Relationships

Performance Objective 1: Annually increase satisfaction and engagement of students and families.

Evaluation Data Sources: Analyze and respond appropriately to student and family survey data, Superintendent's Student Advisory Board, Town Hall meeting for families

Strategy 1 Details	Reviews			
Strategy 1: Shackelford will send out district and campus surveys to gain feedback on current practices. Strategy's Expected Result/Impact: Shackelford will develop goals based on targeted feedback. Staff Responsible for Monitoring: Admin Problem Statements: Perceptions 2	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Shackelford will utilize multiple means of communication to inform families of events, deadlines, and campus engagement. Strategy's Expected Result/Impact: Positive and consistent communication Staff Responsible for Monitoring: Admin/Teachers Problem Statements: Demographics 1 - Perceptions 2	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Shackelford will meet with families to highlight campus goals and the family compact. Strategy's Expected Result/Impact: Keep families informed for campus-wide growth. Staff Responsible for Monitoring: Campus Administration Title I: 4.1, 4.2 Problem Statements: Perceptions 2	Formative			Summative
	Nov	Jan	Mar	June
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: Several students arrive late/leave early and miss instructional time. Root Cause: Lack of communication on the importance of their child being present for a full day of instruction.

Perceptions
Problem Statement 2: 35% of parents feel they did not receive enough school feedback. Root Cause: Only a half day provided in October for parent conferences, Inconsistencies with streamline communication.

Priority 3: Community and Stakeholder Relationships

Performance Objective 2: Annually increase engagement of community and stakeholders.

Evaluation Data Sources: Analyze and respond appropriately to parent survey data, increased community and stakeholder satisfaction and engagement

Strategy 1 Details	Reviews			
Strategy 1: Shackelford is partnering with community businesses in order to celebrate student success (i.e. growth, attendance, etc.) Strategy's Expected Result/Impact: Higher student attendance. Staff Responsible for Monitoring: Campus Administration	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Shackelford will partner with the local community to enrich the campus literacy garden and outdoor education space. Strategy's Expected Result/Impact: Students will gain hands-on learning experiences. Staff Responsible for Monitoring: Campus Administration	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Shackelford will present to a diverse group of students on campus to obtain feedback for campus programs and procedures. Strategy's Expected Result/Impact: Growth of campus procedures and programs with student feedback. Staff Responsible for Monitoring: Campus Administration Problem Statements: Perceptions 2	Formative			Summative
	Nov	Jan	Mar	June
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✗</div>Discontinue</div></div>				

Performance Objective 2 Problem Statements:

Perceptions
Problem Statement 2: 35% of parents feel they did not receive enough school feedback. Root Cause: Only a half day provided in October for parent conferences, Inconsistencies with streamline communication.

Priority 4: Financial Integrity

Performance Objective 1: Ensure financial stewardship and transparency

Evaluation Data Sources: Budget reports, TAPR and FIRST reports

Strategy 1 Details	Reviews			
Strategy 1: Shackelford will involve the CEIC committee when reviewing the stewardship of funds. Strategy's Expected Result/Impact: Transparency with the campus budget. Staff Responsible for Monitoring: Admin/ CEIC	Formative			Summative
	Nov	Jan	Mar	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				

Priority 4: Financial Integrity

Performance Objective 2: Develop and deploy coherent facility management processes to address student growth.

Evaluation Data Sources: Budget reports, TAPR and FIRST reports

Strategy 1 Details	Reviews			
Strategy 1: Shackelford will meet with district-level admin to collaborate on campus needs that will be monitored through CEIC. Strategy's Expected Result/Impact: Plans will be discussed for future growth that provides solutions for Shackelford. Staff Responsible for Monitoring: Campus Administration	Formative			Summative
	Nov	Jan	Mar	June
<div><div><div><div></div><div>0%</div></div>No Progress</div><div><div><div></div><div>100%</div></div>Accomplished</div><div><div><div></div><div></div></div>Continue/Modify</div><div><div><div></div><div></div></div>Discontinue</div></div>				

Priority 4: Financial Integrity

Performance Objective 3: Ensure effective and efficient operations with transparency.

Evaluation Data Sources: Budget reports, TAPR and FIRST reports

Strategy 1 Details	Reviews			
Strategy 1: Shackelford will ensure financial stewardship of campus funds to target the needs of all students and special populations (i.e. GT, Special Education, Title One, etc.) that will be monitored by the CEIC committee. Strategy's Expected Result/Impact: Alignment of funds to campus-wide goals. Staff Responsible for Monitoring: Campus Administration CEIC Committee	Formative			Summative
	Nov	Jan	Mar	June
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✗</div>Discontinue</div></div>				

Campus Funding Summary

Title II (255)					
Priority	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	6	Stipend		\$500.00
Sub-Total					\$500.00