

Waxahachie Independent School District

Shackelford Elementary

2021-2022 Campus 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:

We are inspired to be independent, compassionate learners who will be exceptional citizens.

District Vision Statement:

Waxahachie ISD will support and empower our community of learners for success in the 21st century.

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:

- 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

We describe our school as a diverse school, with different ethnic, economical and social families. We are an older school going through changes in the city and area change as well. We are engaged with the community on many different levels. We are an established school in this community and have tremendous parent and community involvement. We believe that we are very successful, but constantly looking for ways to improve. We feel that we case base measuring our success on the number of people, and families who show up for our events hosted by the campus, both during and after school hours.

Our story is over 30 years in the making. It is one of academic excellence and family involvement. We pride ourselves on having an inviting family atmosphere. We service students grades kindergarten-fifth grade. our enrollment varies throughout the year, but tends to stay fairly steady around the 540 student range. Much of our growth is happening north of town. Waxahachie is zoned for home in the surrounding area. Each school has its own zone they pull from for their population.

The student population is comprised of the following ethnic groups: 7.9% (43) African American, 33.27% (181) Hispanic, 52.21% (284) Caucasian, 6% other races.

The attendance rate is 96.7%. The campus is served by 7 bus routes.

"An empowered organization is one in which individuals have the knowledge, skill, desire, and opportunity to personally succeed in a way that leads to collective organizational success." - Stephen Covey

Shackelford has a historically low staff turnover rate. New staff were hired early in May and June. Administrators focus on hiring experienced, high-quality teaching staff. Administrators seek to hire paraprofessionals with education experience, a degree in education, and certification.

Demographics Strengths

- Shackelford Elementary's student body population demographics consistently mirrors the demographics in our special student populations in the following areas: discipline, special education, at risk, RTI, and attendance.
- Our STAAR students demographics match our overall student body demographics as well.
- Shackelford has a mentor/mentee program in place to help new teachers to Shackelford for their first 2 years on campus.
- Shackelford provides opportunities for all demographic groups.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Anticipate changes in demographics **Root Cause:** Addition of new elementary school (Simpson Elementary)

Problem Statement 2: Lunch and transitions tend to be a problem with noise volume and behaviors **Root Cause:** Need to increase supervision and consistent routines.

Problem Statement 3: Shackelford is an evolving community. It is changing socially, economically, and demographically at a high rate. **Root Cause:** Waxahachie is growing rapidly. The new growth cause an influx of outside populations into the regions.

Problem Statement 4 (Prioritized): Shackelford students perform 5-15% lower in Writing assessments compared to Math and Reading. **Root Cause:** We have no formal curriculum or structure that addresses the needs of the grammar and writing tasks that are needed for STAAR assessments.

Student Learning

Student Learning Summary

Shackelford earned an A rating with noted strengths in the areas of Student Achievement (91-A), School progress (85-B), and Closing the Gaps (100-A). There is no data reflective for the 2019-2020 school due to the COVID-19 virus. Our DCA and Benchmark data showed progress was being made, and we believe that scores would have been once again high for this year's STAAR testing.

The student teacher ratio according to the website school digger is 14:1. The average class size is around 20 students per class. We have 28 classroom teachers and roughly 552 students, which puts the school at 19.7 students per classroom. We have 33 support staff, including custodial staff, cafeteria staff, classroom aides, and specials teachers. That would roughly be a ratio of 17:1.

In 2019-2020, Shackelford students scored well on state and local assessments. Strong growth in all 3 grade levels. 4th grade writing scores improve significantly, and 5th grade reached high achievement in closing the gaps and student achievement.

These scores result in Shackelford Elementary receiving a **Texas Accountability Met Standard Rating**. The campus also earned **6 Distinctions**:

Academic Achievement in Mathematics

Academic Achievement in Comparative Closing the Gaps

Academic Achievement in ELA/ Reading

Academic achievement in Science

Academic Achievement in Post-Secondary Readiness

Academic Achievement in Academic Growth

Student Learning Strengths

Intervention programs are proving to be successful campus wide because all students are receiving differentiated instruction in a small group setting. Interventions include:

- Small group intervention in reading, math, and science
- BRAVE Time
- IStation
- Education Galaxy
- LLI
- Small group instruction within the classroom

- Reading Recovery
- Consistent Response to Intervention and Student Success Team Meetings including parents when possible.

According to STAAR data, over the last 5 years, 3rd grade has improved scores by 10%, 4th grade has improved 10% in math and 5% in reading, 5th grade has shown a 4% improvement in scores for all tested subjects.

The campus earned 2 distinctions for the 2017 STAAR testing: Top 25% in Math, Top 25% in Closing the Gaps.

Approximately 1/3 of the students on campus earn Master's level on STAAR tests.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Shackelford students perform 5-15% lower in Writing assessments compared to Math and Reading. **Root Cause:** We have no formal curriculum or structure that addresses the needs of the grammar and writing tasks that are needed for STAAR assessments.

School Processes & Programs

School Processes & Programs Summary

Teachers rely on intervention programs such as LLI, Small group STAAR tutoring, Brave Time(intervention), RTI, , Special Education, Dyslexia, and Speech programs. At risk students are provided with small group intervention, one-on-one teacher support as needed, and pull out tutoring in addition to education galaxy, LLI, iStation and IXL are used as well.

Academic programs such as UIL, Duke,Tip, technology programs (Istation, Education Galaxy, IXL. Extra curriculum programs such s Ladies First, Destination imagination, and Student Ambassadors are also heavily relied on.

The district and campus expects staff use technology in classrooms to advance student learning. Instructional specialists introduced the Tech Badge system this year to motivate staff to try new or keep using different technology tools in classrooms. This has helped some of the staff to try new apps/programs and collaborate with other teachers to learn from them. Teachers are provided with devices and computer lab settings where they use the technology and integrate it into daily lessons.

Teachers who use websites, apps or programs are adding to their traditional instruction. Teachers use programs such as Istation and Education Galaxy for intervention, to review skills already taught in the classroom, and assessments. Websites like Brainpop, Discovery Education, or YouTube give students more knowledge in an engaging way.

School Processes & Programs Strengths

- The campus communicates regularly with parent and stakeholders through various methods: school messenger, social media, class dojo/seesaw/remind.
- The campus is focused on improving student academic achievement. The campus has constant access to data and consistently uses relevant student data to inform instruction.
- Teachers feel that they have a voice in the decision making and school practices. The campus uses committees, grade level leader meetings, and informal communication with administration to take part in decision making.
- A variety of programs such as safety patrol, flag patrol, tutoring, destination imagination, Ladies First, and UIL are available to enhance and extend student learning and leadership.
- The district technology and instructional technology teams are helpful and quick to respond to problems.
- Camp iNation and Tech Badges helped with teacher training this year.
- All staff received new ipads at the beginning of the school year. These have helped teachers integrate technology more frequently into their classrooms.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Multiple applications for communication from different grade levels lead to parent confusion and frustration. **Root Cause:** Each grade level uses a different application for communicating with families such as Remind, Bloomz, Class Dojo, and SeeSaw. Families with multiple children may have multiple programs to use for information. Using one application could alleviate this problem.

Problem Statement 2: Shackelford has a shortage in updated technology (ie: ipads, chromebooks, etc.) **Root Cause:** The devices available have quickly become outdated. The wear and tear on devices is abundant due to the sharing among students. There are not enough devices to fit the needs of students.

Problem Statement 3 (Prioritized): Teachers would like more access to training on new and innovative technologies. **Root Cause:** Lack of teacher training is the main factor for teachers not using more technology.

Problem Statement 4: Lunch and transitions tend to be a problem with noise volume and behaviors **Root Cause:** Need to increase supervision and consistent routines.

Problem Statement 5 (Prioritized): Shackelford students perform 5-15% lower in Writing assessments compared to Math and Reading. **Root Cause:** We have no formal curriculum or structure that addresses the needs of the grammar and writing tasks that are needed for STAAR assessments.

Perceptions

Perceptions Summary

Shackelford offers many 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:

- Dads at the Door
- Donuts with Dad
- DEAR Day
- Muffins with Mom
- Book Fairs
- STEAM Night
- SAGU Volunteers
- Community churches donating supplies, food bags, and needed materials
- Mission 75165 organized and supported campus events such as an Easter Egg Hunt for the community to attend
- Fall Festival
- Grade level music programs

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. With the additional intervention of volunteers from SAGU, our student's reading levels have improved. Our community events are always 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.

Perceptions Strengths

- Shackelford has strong community partnerships with local churches and businesses.
- Student discipline referrals are down in comparison to the previous year. We get good results with our PBIS programming and strong counseling support for repeat offenders. Brave Rallies, lunch recess, Brave Bucks with rewards are effective for rewarding student behavior.
- Campus activities promote wide spread student participation. Students are encouraged to become involved in activities throughout the campus. The campus instituted Clubs to help enrich and encourage student involvement.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Anticipate changes in demographics **Root Cause:** Addition of new elementary school (Simpson Elementary)

Problem Statement 2: Lunch and transitions tend to be a problem with noise volume and behaviors **Root Cause:** Need to increase supervision and consistent routines.

Problem Statement 3: Shackelford is an evolving community. It is changing socially, economically, and demographically at a high rate. **Root Cause:** Waxahachie is growing rapidly. The new growth cause an influx of outside populations into the regions.

Problem Statement 4: Some parents are not able to support students academically. **Root Cause:** Job demands, language barriers, educational barriers, and lack of technology.

Priority Problem Statements

Problem Statement 1: Anticipate changes in demographics

Root Cause 1: Addition of new elementary school (Simpson Elementary)

Problem Statement 1 Areas: Demographics - School Culture and Climate - Demographics - Perceptions

Problem Statement 2: Shackelford students perform 5-15% lower in Writing assessments compared to Math and Reading.

Root Cause 2: We have no formal curriculum or structure that addresses the needs of the grammar and writing tasks that are needed for STAAR assessments.

Problem Statement 2 Areas: Student Achievement - Curriculum, Instruction, and Assessment - Demographics - Student Learning - School Processes & Programs

Problem Statement 3: Teachers would like more access to training on new and innovative technologies.

Root Cause 3: Lack of teacher training is the main factor for teachers not using more technology.

Problem Statement 3 Areas: School Processes & Programs

Problem Statement 4: Multiple applications for communication from different grade levels lead to parent confusion and frustration.

Root Cause 4: Each grade level uses a different application for communicating with families such as Remind, Bloomz, Class Dojo, and SeeSaw. Families with multiple children may have multiple programs to use for information. Using one application could alleviate this problem.

Problem Statement 4 Areas: School Processes & Programs

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Accountability Distinction Designations
- Federal Report Card Data

Student Data: Assessments

- State and federally required assessment information
- (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR released test questions
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- SAT and/or ACT assessment data
- Student Success Initiative (SSI) data for Grades 5 and 8
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- Running Records results

Student Data: Student Groups

- STEM/STEAM data
- Dyslexia Data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- Campus leadership data

- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact

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
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices

Goals

Goal 1: Shackelford Elementary will empower students to achieve academic growth and success through strategically designed curriculum and dynamic instruction.

Shackelford Elementary will increase the overall Campus Report Card from a score of 92 to 97 by August 2023.

Targets: 2020 - 94, 2021 - 95, 2022 - 96, 2023 - 97

Performance Objective 1: 93% of all students and each student group will score "Approaches Grade Level," on all sections of the state assessment (STARR) and the African American, Hispanic, Economically Disadvantaged, and Special Education student groups will show at least 5% growth.





Evaluation Data Sources: State Index Calculation Reports and Summary Tables, District Common Assessments Data Points

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will use MAP data to increase the percent of students meeting and exceeding state curriculum standards in all tested content areas on the Texas Statewide Assessment Program.</p> <p>Strategy's Expected Result/Impact: Increased STAAR scores will result from quality data studies.</p> <p>Staff Responsible for Monitoring: Campus Administrators Assistant Principal Campus Staff PLC Team MTSS Team Curriculum and Instruction Department</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Teachers will review MAP data to decrease the gap in STAAR achievement between student groups in all subject areas.</p> <p>Strategy's Expected Result/Impact: Data studies will show areas of need allowing teachers to target instruction to address the needs.</p> <p>Staff Responsible for Monitoring: Campus Administrators Assistant Principal Campus Staff PLC Team Curriculum and Instruction Department</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
<p>Strategy 3: Increase staff satisfaction and awareness with real-time access to disaggregated STAAR and other assessment data for improvement of instruction and learning.</p> <p>Strategy's Expected Result/Impact: Teachers will use Eduphoria and Branching Minds: Aware data for each district common assessment and STAAR test to analyze strengths and weaknesses.</p> <p>Staff Responsible for Monitoring: Campus Administrators Assistant Principal PLC Team Curriculum and Instruction Department Technology Lead</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
<p>Strategy 4: Through targeted instruction decrease the percent of students retained at the Student Success Initiative (SSI) grade level 5.</p> <p>Strategy's Expected Result/Impact: Fewer students will be retained for the student success initiative.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal SSI Committee PLC Team 5th grade teachers Curriculum and Instruction Department</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
<p>Strategy 5: Teacher will utilize Leveled Literacy Instruction to increase the percentage of students scoring "developing as expected" or higher on the K-3 reading assessment.</p> <p>Strategy's Expected Result/Impact: Students will increase by a minimum of one grade level in reading ability by the end of the school year.</p> <p>Staff Responsible for Monitoring: Campus Administrators Reading Recovery Teacher Campus PLC Team SAGU Reading Partners Curriculum and Instruction Department</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6 Details	Reviews			
<p>Strategy 6: Through targeted instruction increase percent of LEP students who improve by one or more proficiency levels.</p> <p>Strategy's Expected Result/Impact: TELPAS scores will show an increase in proficiency level.</p> <p>Staff Responsible for Monitoring: Campus Administrators ESL teachers PLC Team LEP Coordinator</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 7 Details	Reviews			
<p>Strategy 7: Through targeted instruction increase the percent of students who meet exit requirements from the ESL program within three years of entry.</p> <p>Strategy's Expected Result/Impact: Fewer students in the ESL program and decreased number of years in the program.</p> <p>Staff Responsible for Monitoring: Campus Administrators ESL teachers PLC Team Bilingual/ESL Coordinator</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 8 Details	Reviews			
<p>Strategy 8: Develop and implement a plan to ensure the appropriate identification of students by all student groups in the Gifted/Talented program.</p> <p>Strategy's Expected Result/Impact: New testing and identification methods will show increased participation in the G/T program.</p> <p>Staff Responsible for Monitoring: Campus Administrators Grade level teachers PLC Team G/T Coordinator G/T Specialists</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 9 Details	Reviews			
<p>Strategy 9: Ensure that all teachers are committed to working collaboratively in ongoing processes of collective inquiry and action research to achieve better results for the students they serve.</p> <p>Strategy's Expected Result/Impact: Teams will maintain documentation of professional learning communities.</p> <p>Staff Responsible for Monitoring: Campus Administrators Counselor PLC Team RTI Team</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 10 Details	Reviews			
<p>Strategy 10: All students identified with dyslexia will receive instruction in the Scottish Rite "Take Flight" program for a minimum of 50 minutes a day.</p> <p>Strategy's Expected Result/Impact: Attendance sheets will show that students achieved the minimum of 50 minutes of instruction.</p> <p>Staff Responsible for Monitoring: Dyslexia teacher, principal</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 11 Details	Reviews			
<p>Strategy 11: A career fair will be hosted by the campus and district to introduce students to a variety of careers.</p> <p>Strategy's Expected Result/Impact: Students will be exposed to the 16 career clusters prior to entering junior high school.</p> <p>Staff Responsible for Monitoring: Counselor, principal, CEIC team</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 12 Details	Reviews			
<p>Strategy 12: Increase student opportunities for creative writing and written research projects across all content areas and grade levels.</p> <p>Strategy's Expected Result/Impact: There will be an increase in the overall 4th grade Writing scores on the STAAR test. Students will practice writing at all grade levels and enter 4th grade more prepared for writing.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Grade level teachers PLC Team Curriculum and Instruction Department CEIC team</p> <p>Comprehensive Support Strategy</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 13 Details	Reviews			
<p>Strategy 13: Implement Response to Intervention three-tiered model of support</p> <p>*Literacy and Mathematics Framework</p> <p>*Fountas and Pinnell</p> <p>*Leveled Literacy Intervention</p> <p>Strategy's Expected Result/Impact: The campus will use a structured and consistent Response to Intervention process.</p> <p>Staff Responsible for Monitoring: Campus Administrators MTSS Committee PLC Team Curriculum and Instruction Department</p> <p>Comprehensive Support Strategy</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 14 Details	Reviews			
<p>Strategy 14: Ensure that feedback is gathered from all teachers regarding the creation and implementation of all local benchmarks and curriculum checks.</p> <p>Strategy's Expected Result/Impact: Feedback from teachers will be gathered through campus surveys, Tribal Council, and other means which will show areas of strength and need.</p> <p>Staff Responsible for Monitoring: Campus Administrators PLC Team MTSS Team Curriculum and Instruction Department CEIC team</p> <p>Comprehensive Support Strategy</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 15 Details	Reviews			
<p>Strategy 15: Through targeted instruction increase the percentage of economically disadvantaged students who improve by one or more proficiency levels in writing.</p> <p>Strategy's Expected Result/Impact: Students will increase proficiency in writing and writing scores.</p> <p>Staff Responsible for Monitoring: Teachers Administrators Curriculum staff</p> <p>Comprehensive Support Strategy</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> 0% No Progress</div> <div style="text-align: center;"> 100% Accomplished</div> <div style="text-align: center;"> Continue/Modify</div> <div style="text-align: center;"> Discontinue</div> </div>				





Goal 1: Shackelford Elementary will empower students to achieve academic growth and success through strategically designed curriculum and dynamic instruction.

Shackelford Elementary will increase the overall Campus Report Card from a score of 92 to 97 by August 2023.

Targets: 2020 - 94, 2021 - 95, 2022 - 96, 2023 - 97

Performance Objective 2: 93% of special education students will meet Level II satisfactory on all sections of the state assessment (STARR).

Evaluation Data Sources: Time records, Inclusion

Strategy 1 Details	Reviews			
<p>Strategy 1: Shackelford Elementary will increase the amount of time special education students are serviced with inclusion in order to gain more access to grade level content.</p> <p>Strategy's Expected Result/Impact: Improvement on 6PM's throughout the year.</p> <p>Increase number of special education students achieving Level II on STARR.</p> <p>Staff Responsible for Monitoring: Grade Level teachers Special Education teachers Inclusion Aides</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

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



Shackelford Elementary will increase the overall Campus Report Card from a score of 92 to 97 by August 2023.

Targets: 2020 - 94, 2021 - 95, 2022 - 96, 2023 - 97

Performance Objective 3: 93% African American and Hispanic students will close the achievement gap in the STARR tested areas of Mathematics and Writing.

Evaluation Data Sources: STAAR Accountability Summary, Data points for class grades, STAAR, and DCAs.

Strategy 1 Details	Reviews			
<p>Strategy 1: Sheltered Instruction strategies will be implemented in classrooms to increase achievement of all students. Strategy's Expected Result/Impact: African American and Hispanic students will achieve at "Meets Grade Level" on STARR at the same or higher rate than white students. Staff Responsible for Monitoring: Classroom Teachers</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Shackelford will utilize in-school tutors to target areas of weakness. Tutors will work with students in 3rd-5th grade beginning in January through the testing dates. Strategy's Expected Result/Impact: District common assessments and STAAR will show improved performance. Staff Responsible for Monitoring: Principal, classroom teachers</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Shackelford Elementary will utilize a classroom aide to provide in-school tutoring for struggling students beginning in September. Strategy's Expected Result/Impact: Use of the instructional aide will help students in all grade levels improve performance. Staff Responsible for Monitoring: Principal, teachers and classroom aide.</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
<p>Strategy 4: Utilize our reading interventionist to provide intensive interventions to struggling readers. Strategy's Expected Result/Impact: An increase will be seen in students who read at grade level in 1st and 2nd grade. Staff Responsible for Monitoring: Principal Assistant Principal Reading Interventionist</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 5 Details	Reviews			
<p>Strategy 5: Implement a writing camp in the spring for 4th graders.</p> <p>Strategy's Expected Result/Impact: Improvement will be seen on DCA and STAAR writing tests.</p> <p>Staff Responsible for Monitoring: Principal, 4th grade teachers</p> <p>Comprehensive Support Strategy</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6 Details	Reviews			
<p>Strategy 6: Data Analysis sessions will focus on strategies for improving economically disadvantaged student performance on DCAs.</p> <p>Strategy's Expected Result/Impact: Economically Disadvantaged students will achieve a "Meets Grade Level" score similar to non-economically Disadvantaged students.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Grade Level teachers, counselor</p> <p>Comprehensive Support Strategy</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  0% No Progress </div> <div style="text-align: center;">  100% Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				





Goal 1: Shackelford Elementary will empower students to achieve academic growth and success through strategically designed curriculum and dynamic instruction.

Shackelford Elementary will increase the overall Campus Report Card from a score of 92 to 97 by August 2023.

Targets: 2020 - 94, 2021 - 95, 2022 - 96, 2023 - 97

Performance Objective 4: Economically Disadvantaged students will achieve a passing rate at or above 93% on all STARR assessments

Evaluation Data Sources: Campus data points: STAAR, DCA, grades

Strategy 1 Details	Reviews			
<p>Strategy 1: Shackelford will utilize a classroom aide who is Leveled Literacy Intervention (LLI) trained to provide in-school tutoring for struggling students beginning in September.</p> <p>Strategy's Expected Result/Impact: Improvement will be seen on DCAs, class grades and STARR testing.</p> <p>Staff Responsible for Monitoring: Principal, teachers and classroom aide.</p> <p>Comprehensive Support Strategy</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Shackelford will utilize in-school tutors, who are retired, highly qualified teachers, to target areas of weakness. Tutors will work with students in 3rd-5th grade beginning in January through the testing dates.</p> <p>Strategy's Expected Result/Impact: Struggling students will improve performance for the spring STAAR tests.</p> <p>Staff Responsible for Monitoring: Principal, classroom teachers</p> <p>Comprehensive Support Strategy</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Shackelford's Response to Intervention process will generate new strategies to address struggling students.</p> <p>Strategy's Expected Result/Impact: An increase will be seen in classroom and achievement on assessments.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Classroom teachers, Counselor, Reading Recovery Teacher, Special Education teachers.</p> <p>Comprehensive Support Strategy</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 1: Shackelford Elementary will empower students to achieve academic growth and success through strategically designed curriculum and dynamic instruction.

Shackelford Elementary will increase the overall Campus Report Card from a score of 92 to 97 by August 2023.

Targets: 2020 - 94, 2021 - 95, 2022 - 96, 2023 - 97

Performance Objective 5: Shackelford Elementary will improve the reading gap with early intervention strategies and a strong phonics program to promote strong readers.

Targeted or ESF High Priority





Evaluation Data Sources: MAP & 6PM's

Goal 2: Shackelford Elementary will develop and maintain safe, innovative and attractive facilities that will support optimal learning, equitable growth and sustainable development.

Performance Objective 1: Shackelford Elementary will provide exceptional facilities to create a positive learning environment and foster community pride.

Evaluation Data Sources: *District surveys

*Maintenance requests

Strategy 1 Details	Reviews			
<p>Strategy 1: Analyze both short and long term needs for school facilities and project the additional costs.</p> <p>Strategy's Expected Result/Impact: Consider district demography reports, Long Range Planning committee report, City of Waxahachie Land Use Zone reports, and PEIMS data to project costs for future facilities needs.</p> <p>Staff Responsible for Monitoring: Campus Administrators, Counselor</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Research and review possible Energy Management strategies to reduce energy consumption by 20%.</p> <p>Strategy's Expected Result/Impact: Overall reduction in energy usage and expenditures.</p> <p>Staff Responsible for Monitoring: Principal, Campus Administrators,</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Collaboratively work with security team to implement security measures established by the district Safety Audit Report.</p> <p>Strategy's Expected Result/Impact: Security measures will be documented.</p> <p>Staff Responsible for Monitoring: Campus Administrators Campus Crisis Team Campus Staff Director of Security</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  0% No Progress </div> <div style="text-align: center;">  100% Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 2: Shackelford Elementary will develop and maintain safe, innovative and attractive facilities that will support optimal learning, equitable growth and sustainable development.

Performance Objective 2: During the 2020-21 school year, 100% of students will participate in activities that promote healthy relationships and fitness in a safe environment.

Evaluation Data Sources: Fitnessgram
Counselor lesson & activity plans

Strategy 1 Details	Reviews			
<p>Strategy 1: Provide training and campus-based programs promoting good character traits and respect--PBIS and Random Acts of Kindness Programs (K-5).</p> <p>Strategy's Expected Result/Impact: Sign in sheets will indicate staff participation of PBIS opportunities during the school year.</p> <p>Staff Responsible for Monitoring: Campus Administrators Campus Counselor Campus PLC SHAC Committee</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Design and implement campus policy, awareness education program, and training for staff members in the following areas: (a). Bullying and Cyber-bullying</p> <p>Strategy's Expected Result/Impact: Reports of bullying or cyberbullying will decrease. Lessons will be implemented through Google classroom by the campus counselor.</p> <p>Staff Responsible for Monitoring: Health and PE teachers, Counselor Campus Administrators</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: (i). Implement Bullying Policy as required under TEC 37.0832,</p> <p>Strategy's Expected Result/Impact: Discipline records will show a decrease in bullying incidents. A peer mediation program will be implemented to assist with reduction of bullying.</p> <p>Staff Responsible for Monitoring: Campus Administrators PE teachers, School Health Advisory Committee (SHAC), Counselors</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
<p>Strategy 4: (ii). Provide training for staff and students on the new Bullying Policy</p> <p>Strategy's Expected Result/Impact: Staff will be more aware and able to identify and stop bullying.</p> <p>Staff Responsible for Monitoring: Campus Administrators</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 5 Details	Reviews			
<p>Strategy 5: (iii). Schedule anti-bullying activities, and</p> <p>Strategy's Expected Result/Impact: Bullying awareness events will be scheduled in the fall and spring along with classroom guidance lessons. Examples of programs include: School wide programs, guidance lessons, parent training each 6 weeks, and Google classroom.</p> <p>Staff Responsible for Monitoring: Health and PE teachers, School Health Advisory Committee (SHAC), Counselors, Curriculum and Instruction Department</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6 Details	Reviews			
<p>Strategy 6: (iv). Investigate all reported incidents of bullying& follow the district reporting plan</p> <p>Strategy's Expected Result/Impact: Students and parents will be able to report bullying easily through online forms.</p> <p>Staff Responsible for Monitoring: Campus Administrators, Counselors</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 7 Details	Reviews			
<p>Strategy 7: Design and implement district policy, awareness education program, and training for staff members in the area of child abuse.</p> <p>Strategy's Expected Result/Impact: Staff will be able to recognize and report incidences of suspected child abuse in a timely manner.</p> <p>Staff Responsible for Monitoring: Campus Administrators, Health and PE teachers, School Health Advisory Committee (SHAC), Counselors, Curriculum and Instruction Department</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 8 Details	Reviews			
<p>Strategy 8: Design and implement district policy, awareness education program, and training for staff members in the following area: suicide prevention</p> <p>Strategy's Expected Result/Impact: Staff members will be able to recognize and report incidences of suicide prevention.</p> <p>Staff Responsible for Monitoring: Campus Administrators, Health and PE teachers, School Health Advisory Committee (SHAC), Counselors, Curriculum and Instruction Department</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 9 Details	Reviews			
<p>Strategy 9: Increase the number of students participating in community and/or peer mentoring and tutoring programs.</p> <p>Strategy's Expected Result/Impact: Participation in mentoring and tutoring programs will show an increase. Programs offered will include student ambassadors and peer mediators.</p> <p>Staff Responsible for Monitoring: Campus Administrators Campus Counselor Campus PLC SHAC</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 10 Details	Reviews			
<p>Strategy 10: Increase student support via Kelso's Choices (grades K through 5), group counseling, and family services; Targeting: *Suicide prevention *Conflict resolution *Violence prevention *Bullying *Sexual harassment.</p> <p>Strategy's Expected Result/Impact: Reduction in Safety Alert forms for bullying. Reduction in office referrals and conflict resolution referrals. Students will use peer mediation when necessary.</p> <p>Staff Responsible for Monitoring: Campus Administrators Campus Counselor Campus PLC SHAC</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 11 Details	Reviews			
<p>Strategy 11: Implement the district's Human Sexuality curriculum in grades 4-5.</p> <p>Strategy's Expected Result/Impact: Students will be aware of health habits and bodily changes.</p> <p>Staff Responsible for Monitoring: Campus Administrators Campus Counselor CATCH Team Campus PLC SHAC Nurse</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 12 Details	Reviews			
<p>Strategy 12: Continue implementation of the Region X Positive Behavior Supports (PBS) program.</p> <p>Strategy's Expected Result/Impact: A reduction will be seen in office referrals and safety alert forms. Improved behavior in hallways and classrooms will be observed.</p> <p>Staff Responsible for Monitoring: Campus Administrators Campus Counselor Campus PBS Team Campus PLC</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 13 Details	Reviews			
<p>Strategy 13: Continue implementation of a comprehensive guidance and counseling curriculum (grades K through 5).</p> <p>Strategy's Expected Result/Impact: Students will learn interpersonal skills needed to be successful students.</p>	Formative			Summative
	Nov	Jan	Mar	June

Staff Responsible for Monitoring: Campus Administrators
Campus Counselor



No Progress



Accomplished



Continue/Modify







Discontinue

Goal 3: Shackelford Elementary will actively seek, develop and retain highly effective personnel and provide ongoing relevant professional development that translates to student engagement and success.

Performance Objective 1: Teachers will be supported throughout the year; and provided with professional development opportunities as appropriate.

Evaluation Data Sources: Certification and professional development records.
 Reduction in employee turnover
 Staff responses on climate and culture survey.

Strategy 1 Details	Reviews			
<p>Strategy 1: Provide professional development in all components identified in the WISD Framework for Effective Teaching and Learning.</p> <p>Strategy's Expected Result/Impact: Teachers will have training and skills needed to implement the WISD Framework for Effective Teaching and Learning.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Team Leads</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Improve the positive work culture supportive of collegial and collaborative teamwork through Professional Learning Teams: (a). Provide training on meeting norms and protocols, (b). Provide common planning periods on each campus master schedule, and (c). Provide purposeful planning opportunities on the WISD Scholastic Calendar</p> <p>Strategy's Expected Result/Impact: Teams will have a collaborative culture that allows them to work towards success for all students.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Team Leads</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				





Goal 4: Shackelford Elementary will encourage, promote and increase engagement and awareness through effective communication among all stakeholders.

Performance Objective 1: Shackelford Elementary will utilize collaborative communication tools to encourage input and participation from stakeholders.

Evaluation Data Sources: *District surveys

Strategy 1 Details	Reviews			
<p>Strategy 1: Regularly revise and update campus and teacher websites. Strategy's Expected Result/Impact: Parents and community members will have updated information about Shackelford Elementary. Staff Responsible for Monitoring: Campus administrators District webmaster Teachers</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Ensure parent involvement and volunteer service is being promoted, documented, and recognized via: *Partners in Education (PIE) *Go Van Gogh *D.E.A.R. Day *Adopt a Classroom *Parent Teacher Organizations *PBIS Strategy's Expected Result/Impact: Sign in sheets will indicate attendance and show an increase in the number of volunteers on campus. Staff Responsible for Monitoring: Campus Administrators Campus PLC PIE Coordinator Adopt A Class Representative PIE Director PIE Volunteers</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Utilize School Messenger as the tool for campus emergency news and updates. Strategy's Expected Result/Impact: Parents will receive information consistently from the same communication system. Staff Responsible for Monitoring: Campus Administrators Campus Secretary Principal</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 4 Details	Reviews			
<p>Strategy 4: Provide opportunities for the community to see student work and performances.</p> <p>Strategy's Expected Result/Impact: Parent sign in sheets will be provided to track attendance at each of the following types of events: Open house Parent orientation Music performances by grade level Parent Engagement nights- 1 per semester</p> <p>Staff Responsible for Monitoring: Campus Administrators Campus PLC Counselor</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
<p>Strategy 5: Provide the opportunity for parents to view their child's grades, health record, enrollment information, and attendance online via Skyward's Parent Access.</p> <p>Strategy's Expected Result/Impact: Parent feedback and sign up will be monitored and assistance provided as needed.</p> <p>Staff Responsible for Monitoring: Campus Administrators Campus Technology Contact Technology Lead</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6 Details	Reviews			
<p>Strategy 6: Conduct a Kindergarten Round-up for families to register and meet staff.</p> <p>Strategy's Expected Result/Impact: Parents will have the opportunity to view the campus facilities and become comfortable with Shackelford prior to the first day of school.</p> <p>Staff Responsible for Monitoring: Principal, AP, Counselor, Kindergarten teachers</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 7 Details	Reviews			
<p>Strategy 7: Provide a breakfast for parents of K-5 on the first day of school as a back to school informational.</p> <p>Strategy's Expected Result/Impact: Parents will have the opportunity to meet other kindergarten parents and become a part of the school community from the first day.</p> <p>Staff Responsible for Monitoring: Principal, AP, Counselor</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 8 Details	Reviews			
<p>Strategy 8: Teachers will use a collaborative communication platform for communication with parents such as SeeSaw.</p> <p>Strategy's Expected Result/Impact: Parents will be connected to their student throughout the school day. Teachers and parents will have an ongoing dialogue.</p> <p>Staff Responsible for Monitoring: Campus administrators Teachers</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 9 Details	Reviews			
<p>Strategy 9: Counseling staff will survey each parents about ideas for campus events and overall safety.</p> <p>Strategy's Expected Result/Impact: Survey data will generate new ideas about campus events and feelings regarding safety.</p> <p>Staff Responsible for Monitoring: Administrators Counselor</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  0% No Progress </div> <div style="text-align: center;">  100% Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				





Goal 5: Shackelford Elementary will leverage the latest technology to provide pathways to academic growth and success in a dynamic world.

Performance Objective 1: To enhance instruction, students will have access to quality technology and internet connectivity.

Goal 6: Shackelford Elementary will allocate resources to ensure that students, parents, and the community receive optimal educational services.

Performance Objective 1: Campus resources will be used effectively to have the greatest impact on student achievement.

Evaluation Data Sources: Budget, audit data

Strategy 1 Details	Reviews			
<p>Strategy 1: Ensure all policies, guidelines, and laws are being followed when any federal or state funds are being used to service students or implement new programs.</p> <p>Strategy's Expected Result/Impact: District guidelines for federal and state funds and audit findings will show that funds are being used to service students and implement new programs.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Evaluate existing programs for all departments based on effectiveness relating to students achievement vs. costs, and then ask the Campus Leadership Team to prioritize student, teacher, and campus needs.</p> <p>Strategy's Expected Result/Impact: Programs will be evaluated for effectiveness annually.</p> <p>Staff Responsible for Monitoring: Principal, Assistant principal</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

State Compensatory

Personnel for Shackelford Elementary

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Christine Block	Teacher	0

Addendums