

Socorro Independent School District
Dr. Sue Shook Elementary
2016-2017 Campus Improvement Plan

Accountability Rating: Met Standard



Mission Statement

The students of Dr. Sue Shook Elementary School will excel in all academic areas and be prepared to become productive citizens for the 21st century.

Vision

Tomorrow's Leaders Learning Today

Motto

"Where Excellence is Everyday"

Superintendent

Dr. José A. Espinoza

Board Members

Gary Gandara - President
Paul Guerra - Vice-President
Cynthia Ann Najera - Secretary
Hector F. Gonzalez
Michael Anthony Najera
Antonio "Tony" Ayub

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Dr. Sue Shook Elementary served 728 students (356 females and 372 males) in kinder to fifth grades during the 2015-16 school year. The breakdown for each grade level is as follows: EE – 6; Kinder-98; First-118; Second-128; Third-133; Fourth-120; and Fifth-125.

The student population consists of .3% American Indian/AK Native; .3% Asian; 1.4 % African-American, 91.2% Hispanic, .5% Multicultural; .5% Pacific Islander; and 5.8% Anglo. The teaching staff consists of 2.6 % African-American, 87.2% Hispanic and 10.3% Anglo.

Dr. Sue Shook Elementary serves 432 students (59%) who are economically disadvantaged, 103 English Language Learners (14%), 276 at-risk students (38%), 25 Gifted and Talented (.04%), 1 migrant student, 41 students with 504 services (.06%), 65 students with special education services (.09%) and 10 students who qualify for homeless services.

The current mobility rate is 15.66%.

Demographics Strengths

Dr. Sue Shook Elementary has more diversity in our student population than most schools in our area. Also, the teaching staff remains stable. We had three teachers leave and one of those was a retirement.

Demographics Needs

1. Dr. Sue Shook Elementary will continue to strive to increase the number of Gifted and Talented students to 5% of the school population. 2015-16 GT population was 4%. The GT Coordinator will provide a training to help teachers identify students during the year who would meet the criteria of the gifted and talented program.
2. Based on our TELPAS EOY data & STAAR data from 2015-16, we exited ****% of ELL student in second grade and ****% in third grade. We will also continue to work on exiting our English Language Learners (ELL) through quality instruction in grades K-2. Our goal will continue to have 3% of student exit the Bilingual program in 3rd grade.

Student Achievement

Student Achievement Summary

Dr. Sue Shook End of Year reports are

- Kinder Math TCM - 95.88% Met the Standard; Kinder i-Station - 59% TIER 1/20% TIER 2/22% TIER 3
- First Grade Math TCM - 96.4% Met the Standard; First Grade i-Station - 87% TIER 1/5% TIER 2/7% TIER 3
- Second Grade Math TCM - 96.4% Met the Standard; Second Grade i-Station - 89% TIER 1/10% TIER 2/1% TIER 3
- Third Grade Math STAAR - 92.91% and 29.92% performed at an Advanced Level; Third Grade reading STAAR - 88.1% and 34.13% performed at an Advanced Level
- Fourth Grade Math STAAR - 88.18% and 35.45% performed at an Advanced Level; Fourth Grade reading STAAR - 86.96% and 33.04% performed at an Advanced Level; Fourth Grade Writing STAAR - 88.7% and 33.04% performed at an Advanced Level
- Fifth Grade Math STAAR - 94.4% Met the Standard and 29% performed at an Advanced Level; Fifth Grade reading STAAR - 95.2% Met the Standard and 40.3% performed at an Advanced Level; Fifth Grade Science STAAR - 91.45% and 20.51% performed at an Advanced Level.

Student Achievement Strengths

By the end of second grade students are well prepared for third grade as noted by the high number of students meeting the standards in both reading and math. The performance level of 5th graders is above 90% meeting the standard. Third graders also performed very well in math. In addition, the number of 5th grade students performing at advanced level is solid preparing them for middle school.

Student Achievement Needs

Student achievement is always a priority. Our goal is to have every child reach mastery of the TEKS. The need below are listed in priority order:

1. Students moving into first grade will need additional intervention to help close the gaps in reading based on the 2015-16 i-Station and Milestone data. Our goal will be to decrease the TEIR 3 student population to 5% in Kinder. Our Kinder teachers did not implement Johnny Can Spell with fidelity throughout the whole year. This year Kinder students will begin the program at the beginning of the year. We will monitor results of the Milestone and i-Station data at MOY to determine success of implementation of JCS.
2. We will also work on increasing the performance levels of our third graders moving into fourth and our fourth graders moving into 5th in the area of reading. This is based on our 2015-16 STAAR Reading data. We will implement the use of Reading Mentoring Minds with fidelity to increase the Rigor necessary to improve student reading skills.

3. Writing will continue to be a need this upcoming year. Professional development and alignment of strategies from kinder to fifth grade will be the focus.

School Culture and Climate

School Culture and Climate Summary

Dr. Sue Shook Elementary School used data from the Climate Survey, Olweus Survey and parent surveys collected from each Coffee/Evening with the Principal throughout the year. All survey information showed positive numbers that we have a favorable culture and climate. We will continue to work with all our stakeholders to make improvements in all areas.

School Culture and Climate Strengths

We had many strengths in the climate survey from parent, staff and students. Students Feel both their parents and teachers want them to do well in school and they believe their children can learn. Another area that was very positive is that parents, children and students feel safe at school.

School Culture and Climate Needs

An area we will continue to work on is how students feel about others respecting them. Although we scored 3.45 out of 4.0 points this was the lowest area for our students on the Climate Survey. On the Olweus Survey results for students having empathy for others was much higher than the national average. We will work on clarifying what respect looks like to help student know how and what to do to show respect. Teachers area of concern is feeling overwhelmed at work. We will continue to have special incentives, offer trainings and survey them throughout the year to ensure we are meeting their needs. the lowest area for parents was feeling good about visiting the school (3.36 out of 4). We will continue to share the importance of a closed campus but find ways we can meet parents needs to the know they are always welcome.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Dr Sue Shook Elementary will continue to train teachers, not only for the campus and district initiatives but also make arrangements for training on an individual needs basis. This past year we did have a few teachers out on FMLA and had difficulty obtaining qualified substitutes for long-terms. One teacher retired last year, one moved into a WIN teaching position at another school and another moved to a campus closer to her home.

Shook will continue implementing best practices everyday. Some of these best practices include small group instruction, the use of ISNs and anchor charts, Johnny Can Spell, PLTW Modules, Singapore math strategies, guided math and reading structure and the Fundamental Five Strategies.

Staff Quality, Recruitment, and Retention Strengths

The staff at Shook implements best practices on a daily basis and are interested in the growth of each child. All Kinder, first and second grade teachers were trained to use the Johnny Can Spell program this past year. All teaching staff attending professional development on the Fundamental Five strategies. In addition, many teachers attended Empowering Writing. this summer the 5th grade team will be attending the AVID training.

Staff Quality, Recruitment, and Retention Needs

Allocations will be made to train teachers who need it in Johnny Can Spell. Professional development for review of the Fundamental Five, Singapore Math and PLTW Modules will be set up. Our campus will be an AVID campus this upcoming year. Our 5th grade team will be trained and the implementation will help our 5th graders have a smooth transition into middle school where they are also an AVID campus. Vertical teams will be created to assist in the development of content areas throughout the year.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Dr. Sue Shook continues to perform well above the district and state average in all academic areas.

- Kinder Math TCM - 95.88% Met the Standard; Kinder i-Station - 59% TIER 1/20% TIER 2/22% TIER 3
- First Grade Math TCM - 96.4% Met the Standard; First Grade i-Station - 87% TIER 1/5% TIER 2/7% TIER 3
- Second Grade Math TCM - 96.4% Met the Standard; Second Grade i-Station - 89% TIER 1/10% TIER 2/1% TIER 3
- Third Grade Math STAAR - awaiting results; Third Grade reading STAAR - awaiting results
- Fourth Grade Math STAAR - awaiting results; Fourth Grade reading STAAR - awaiting results
- Fifth Grade Math STAAR - 94.4% Met the Standard and 29% performed at an Advanced Level; Fifth Grade reading STAAR - 95.2% Met the Standard and 40.3% performed at an Advanced Level.

Curriculum, Instruction, and Assessment Strengths

The teaching staff continues to plan and instruct students based on the TEKS. Various materials are purchased throughout the year to support instruction, as well as, programs to enhance learning. Evidence in the quality is shown by the scores of our students and the high advanced levels in STAAR.

Curriculum, Instruction, and Assessment Needs

Quality resources such as Mentoring Minds, Lone Star Math, Edusmart, and Stemscofes will continue to be a need in order to sustain and continue the growth of our academic success.

Family and Community Involvement

Family and Community Involvement Summary

Our Parent Liaison is instrumental in community involvement. Information meeting and instructional trainings are held throughout the year. Our goal is to have a Parent Volunteer Coordinator who can actively assist in helping us keep our parents involved. This past year we have a Parent Volunteer Coordinator who really helped us in many ways. We had a total of 2444 hours logged in by our volunteers.

We also offer many opportunities for our community to come together to learn and be informed. Our average attendance each month was 51.

Our Watch D.O.G.S. (Dads of Good Students) program encourages our dads to also volunteer on a regular basis. We had approximately 80 dads help out throughout the year.

Family and Community Involvement Strengths

Our volunteer program has been successful noted by the number of volunteer hours logged in each month. The WatchD.O.G.S. program continued throughout the year with many dads volunteering. This year we were able to add a few new Partners in Education who actively supported Terrific Kids, Olweus Kickoff and provided incentive for our students.

Family and Community Involvement Needs

We will strive to continue to grow our Partners in Education to increase community involvement. In addition, our goal will be to have at least two WatchD.O.G.S. per week on campus.

School Context and Organization

School Context and Organization Summary

Dr. Sue Shook Elementary is one of 48 campuses in Socorro Independent School District. The campus opened its doors in 2007 and has served predominantly middle and lower socio economic families. Dr. Sue Shook Elementary served 723 students in kinder to fifth grades during the 2015-16 school year. Our campus has numerous committees such as, School Improvement Team, College and Career Readiness Team, Safety Team, Olweus Bully Free Team, Attendance Committee, and where our stakeholders help make decision for our school.

School Context and Organization Strengths

Each of our committees has representation from each grade level and other speciality areas. This allows the committees to plan and make decisions that benefit the campus as a whole. Currently, we have plenty of space to house our students and special area labs.

School Context and Organization Needs

Because our building is now almost 10 years old, much work is needed on an on going basis. The front of the building was painted in 2015-16 and we are awaiting painting on the back of the building. Some of our classrooms were repainted this summer but we will need to continue to work to get all the classrooms and main areas painted. Cracks have been appearing in the walls for a few years and some repairs have been made. In addition, many of the floor tiles are cracking and we need to find a solution to this problem.

Technology

Technology Summary

Dr. Sue Shook Elementary School has been replacing IWB Boards and projectors for the last two years. In addition, two computer labs were upgraded to provide better access to programs for our students. All classrooms now have data cameras to enhance delivery of instruction.

Technology Strengths

Interruptions in instruction using technology have been minimized because of the upgrades during the last two years.

Technology Needs

Teacher work stations are outdated and there is a need to start refreshing teacher workstations in all the classrooms. In addition, the ScanTEK lab computers are outdated and need to be replaced. Our goal is to refresh some of the teacher workstations and purchase Zero clients for the ScanTEK lab. These upgrades will provide more opportunities for our students to effectively use technology.

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Performance Index Framework Data: Index 1 - Student Achievement
- Performance Index Framework Data: Index 2 - Student Progress
- Performance Index Framework Data: Index 3 - Closing Performance Gaps
- Performance Index Framework Data: Index 4 - Postsecondary Readiness
- System Safeguards and Texas Accountability Intervention System (TAIS) data
- Critical Success Factor(s) data
- Accountability Distinction Designations
- Federal Report Card Data
- PBMAS data
- Community and student engagement rating data
- Annual Measurable Achievement Objectives (AMAO) 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
- Progress of prior year STAAR failures
- STAAR ELL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- 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)
- Local benchmark or common assessments data
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2

Student Data: Student Groups

- Number of students assigned to each special program, including analysis of academic achievement, race, ethnicity, gender, etc.

- Economically Disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance and participation data
- Special education population, including performance, discipline, attendance, and mobility
- Migrant population, including performance, discipline, attendance, and mobility
- At-Risk population, including performance, discipline, attendance, and mobility
- ELL or LEP data, including academic achievement, support and accommodation needs, race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia Data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Student surveys and/or other feedback

Employee Data

- Staff surveys and/or other feedback

Parent/Community Data

- Parent surveys and/or other feedback

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation
- Budgets/entitlements and expenditures data

Goals

Goal 1: SISD will ensure a safe school environment for students, staff, and community members by implementing both current and new initiatives to address safety concerns, keeping safety a top priority.

Performance Objective 1: For the 2016-17 school year, 100% of Dr. Sue Shook personnel will ensure we have a safe school environment by implementing systems to keep all stakeholders safe and no intruders able to access campus.

Evaluation Data Source(s) 1: Monthly safety audits.

Summative Evaluation 1:

Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
<p>Critical Success Factors CSF 6</p> <p>1) Utilize a system to check in all visitors to the campus.</p>	2	Campus secretary	System logs.			
Funding Sources: 199 - General - \$350.00						
<p>Critical Success Factors CSF 5 CSF 6</p> <p>2) We will continue the WatchDOGS program and encourage participation so we have a minimum of 3 dads on campus per week.</p>	2, 6	Counselor, Parent Liaison, Administrators	Number of WatchDOGS on Campus per week will be 3.			
Funding Sources: 199 - General - \$0.00						
<p>Critical Success Factors CSF 6</p> <p>3) Monitors will be trained on all safety procedures to ensure their are no intruders on campus.</p>	2	Assistant Principal	Sign in sheets and no evidence of intruders throughout the year.			
= Accomplished = Considerable = Some Progress = No Progress = Discontinue						

Goal 1: SISD will ensure a safe school environment for students, staff, and community members by implementing both current and new initiatives to address safety concerns, keeping safety a top priority.

Performance Objective 2: For the 2016-2017 school year, Dr. Sue Shook Elementary will fulfill 100% of the requirements for safety audits and safety drills to be prepared for multiple emergency scenarios.

Evaluation Data Source(s) 2: Monthly Safety Drill Logs, Safety Audits, Sign in sheets of training of staff and students.

Summative Evaluation 2:

Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
1) Conduct a fire drill every month. Conduct a lockdown drill in the fall and spring semesters. Conduct shelter in place, reverse evacuation and severe weather drills throughout the year.	2	Assistant Principal	Completion of forms completed after each drill.			
Critical Success Factors CSF 6	2, 10	Assistant Principal, Teachers	Sign in sheets for each practice drill for each classroom practice/lesson.			
2) All classroom teachers will teach their students the procedures for lockdowns, shelter in place, reverse evacuation and severe weather drills for they are confident and feel safe at school.	Funding Sources: 199 - General - \$0.00					
= Accomplished = Considerable = Some Progress = No Progress = Discontinue						

Goal 1: SISD will ensure a safe school environment for students, staff, and community members by implementing both current and new initiatives to address safety concerns, keeping safety a top priority.

Performance Objective 3: For the 2016-2017 school year, Dr. Sue Shook Elementary will continue to promote a bullying-free environment through various program so that we have zero bullying incidents at the end of the year.

Evaluation Data Source(s) 3: The number of bullying incidents will be zero at the end of the school year.

Summative Evaluation 3:

Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
1) We will continue the WatchDOGS program to include a kick-off event at the beginning of the school year to give information and have dads sign-up for a day.	2, 6	Counselor and Parent Liaison	Sign in sheet for kick-off event.			
Funding Sources: 199 - General - \$250.00						
Critical Success Factors CSF 6	2, 3	Classroom teachers, Administrators, Counselor	EOY number of bullying incidents will be zero.			
2) Teacher will be trained and implement the Olweus and Connect with Kids Program on a weekly basis.	Funding Sources: 211 - Title I, Part A - \$450.00					
3) We will have an Olweus Kickoff during the 1st nine weeks of school.	2	Counselor	EOY number of bullying incidents will be zero.			
Funding Sources: 199 - General - \$500.00						
Critical Success Factors CSF 6	4	Assistant Principal	Sign-in sheets from trainings and Olweus Survey results will show improvement in the areas of children feeling their voice is heard and that they will help the bully.			
4) Monitors will be trained before school starts and will have a refresher training after each intercession on how to listen and guide children in conflicts to promote a safe environment during lunch/recess time.	Funding Sources: 199 - General - \$0.00					
Critical Success Factors CSF 6	1, 2, 9, 10	Administration Monitors Teachers Counselors	Olweus survey percentage will increase that try to help the bullied student from 83% to 90%			
5) Students will be involved in activities during lunch/recess. Equipment will be purchased for students use during recess time to help students engage in activities they enjoy during free time.						
= Accomplished = Considerable = Some Progress = No Progress = Discontinue						

Goal 1: SISD will ensure a safe school environment for students, staff, and community members by implementing both current and new initiatives to address safety concerns, keeping safety a top priority.

Performance Objective 4: For the 2016-2017 school year, the total number of disciplinary incidents at Dr. Sue Shook Elementary will decrease to 90.

Evaluation Data Source(s) 4: Bullying Incident Reports and Office Referrals, counselor's lesson topics

Summative Evaluation 4:






Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
<p>Critical Success Factors CSF 6</p> <p>1) Implementation of Connect with Kids and the Olweus Bullying Prevention Program lesson every week in each classroom will decrease the number of disciplinary incidents from 102 to 80.</p>	2, 3	Classroom teachers, Counselor, Administrators	EOY discipline referrals will not exceed 80.			
<p>Critical Success Factors CSF 6</p> <p>2) Classroom counseling classes will be scheduled every other week to focus on topics to increase acceptance of differences and conflict resolution strategies to decrease the number of disciplinary incidents from 102 to 80.</p>	2, 3	Counselor	Schedules of class attendance and a decrease in disciplinary incidents from 102 to 80 by the end of the year.			
Funding Sources: 199 - General - \$0.00						
= Accomplished = Considerable = Some Progress = No Progress = Discontinue						

Goal 1: SISD will ensure a safe school environment for students, staff, and community members by implementing both current and new initiatives to address safety concerns, keeping safety a top priority.

Performance Objective 5: During the 2016-17 year, a plan will be created to ensure student a smooth transition into kindergarten with 90 parents attending orientations/open house.

Evaluation Data Source(s) 5: Sign-in sheets of orientation participation

Summative Evaluation 5:

Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
<p>Critical Success Factors CSF 5</p> <p>1) A kinder orientation/open house will be held prior to the first day of school to ensure students and parents know the campus and where to go.</p>	3, 6, 7	Administrators, Counselor and Kinder Teachers	Sign-in sheets for Kinder Orientation Event.	✓	✓	✓
Funding Sources: 199 - General - \$0.00						
<p>  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>						

Goal 2: SISD students will receive a quality education with rigorous instructional standards that adequately prepares them for the college and career of their choice

Performance Objective 1: During the 2016-2017 Dr. Sue Shook Elementary will continue implement at least four strategies to help promote College and Career Readiness.

Evaluation Data Source(s) 1: Minutes from College and Career Readiness team will identifying all who participated in the activities listed in the strategies.

Summative Evaluation 1:

Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
1) College and Career Readiness Committee will continue to have each classroom learn a designated college and participate in a bulletin board decorating contest.	3	Counselors and teachers	bulletin boards will be decorated during the week of implementation.			
Funding Sources: 199 - General - \$0.00						
2) We will have a career week for students to investigate future careers and the requirements necessary for those careers. Colleges that specialize in those areas will be highlighted.		Counselors	Variety of guests presenting for career week.			
Funding Sources: 199 - General - \$200.00						
3) College and Career Readiness Committee will meet BOY, MOY, and EOY to evaluate and improve the strategic plan to prepare our students to understand their college and career choices.	3	Counselors and teachers	Minutes from meetings.			
Funding Sources: 199 - General - \$0.00						
Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 7	1, 2, 3, 4, 5, 9	Administrators, SCEI Coach, Teachers	Walkthroughs, student artifacts, lesson plans			
4) Campus staff will attend AVID Professional Development at the AVID Summer Institute. AVID team will create a plan for implementation at the campus level.						
= Accomplished = Considerable = Some Progress = No Progress = Discontinue						

Goal 2: SISD students will receive a quality education with rigorous instructional standards that adequately prepares them for the college and career of their choice

Performance Objective 2: In 2016-2017 school year, Dr. Sue Shook Elementary students in grades 3rd-5th will have a 37.5% on advanced level of the Reading STAAR Assessments.

Evaluation Data Source(s) 2: STAAR results in 3rd-5th grades will be 37.5% advanced level in Reading.

Summative Evaluation 2:

Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
Critical Success Factors CSF 1 CSF 7 1) We will purchase supplemental instructional materials available to teachers in the area of reading to accelerate students and increase the rigor of instruction (Mentoring Minds).	3	Administration and teachers	Advanced scores on STAAR assessments will increase by 10% from 2016 to 2017.			
	Funding Sources: 211 - Title I, Part A - \$20,000.00					
Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 7 2) We will provide a common planning time for teachers to analyze data and collaboratively plan accordingly through the use of substitutes.	1, 2, 4, 8	Administrators, SCEI Coach, Teachers	Data from 3, 6 and 9 week assessments, Spring and Fall Benchmarks. EOY STAAR Data			
	Funding Sources: 199 - General - \$12,000.00					
Critical Success Factors CSF 1 CSF 3 CSF 7 3) Dr. Sue Shook Elementary will be a part of Project Lead the Way by purchasing a membership. This will enhance our science instruction and give students opportunities to work with project based learning modules.	2, 3, 4	STEM Lead teachers, Administration, SCEI Coach, classroom teachers	lesson plans and student projects			
	Funding Sources: 211 - Title I, Part A - \$1,000.00					
= Accomplished = Considerable = Some Progress = No Progress = Discontinue						

Goal 2: SISD students will receive a quality education with rigorous instructional standards that adequately prepares them for the college and career of their choice

Performance Objective 3: In the 2016-17 school year, Dr. Sue Shook Elementary will secure support personnel (SCE-I Coach, Library Aide, Bilingual Temporary Instructional Assistance and Title 1 Temporary Instructional Assistant) to ensure that 100% of at-risk population receives a quality education and assists in meeting the needs of these students.

Evaluation Data Source(s) 3: Salaries for SCE-I Coach, Library Aide, Bilingual Temporary Instructional Assistance and Title 1 Temporary Instructional Assistant.

Summative Evaluation 3:






Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
Critical Success Factors CSF 1 CSF 2 CSF 4 1) Provide Temporary Instructional Aide to assist our ELL population with interventions.	1, 2, 4	Administrators, SCEI Coach, Teachers and Support Staff	Data from 3, 6 and 9 week assessments, Spring and Fall Benchmarks. EOY STAAR Data increase in scores of LEP students.			
	Funding Sources: 263 - Title III, LEP - \$0.00					
2) Library Aide and At-Risk Aide to provide interventions for students identified at risk out of dropping out of school.	1, 2, 3	Administrators, SCEI Coach, Library Aide and At-Risk Aide	Data from 3, 6 and 9 week assessments, Spring and Fall Benchmarks. EOY STAAR Data increase in scores of at-risk students.			
	Funding Sources: 211 - Title I, Part A - \$30,000.00					
Critical Success Factors CSF 1 CSF 2 CSF 4 3) Utilize SCE-I Coach to provide interventions for students identified at risk out of dropping out of school.	1, 2, 3, 9	Administrators, SCEI Coach	Data from 3, 6 and 9 week assessments, Spring and Fall Benchmarks. EOY STAAR Data increase in scores of at-risk students.			
	Funding Sources: 211 - Title I, Part A - \$60,000.00					
= Accomplished = Considerable = Some Progress = No Progress = Discontinue						

Goal 2: SISD students will receive a quality education with rigorous instructional standards that adequately prepares them for the college and career of their choice

Performance Objective 4: In 2016-2017 school year, Dr. Sue Shook Elementary will have 90% of students in 5th grade Met the Standard on the Science STAAR assessment.

Evaluation Data Source(s) 4: STAAR results in 5th grades will show 90% of the students meeting the standard.

Summative Evaluation 4:


Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
<p>Critical Success Factors CSF 1 CSF 7</p> <p>1) 1) We will purchase supplemental instructional materials available to teachers for science instruction to accelerate students and increase the rigor of instruction (Mentoring Minds, Edusmart, and PLTW Module materials).</p>	3	Administration and teachers	Advanced scores on STAAR assessments will increase by 10% from 2016 to 2017.	✓	✓	✓
Funding Sources: 211 - Title I, Part A - \$6,000.00						
<p>  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>						

Goal 2: SISD students will receive a quality education with rigorous instructional standards that adequately prepares them for the college and career of their choice

Performance Objective 5: In 2016-2017 school year, Dr. Sue Shook Elementary students in grades 3rd-5th will have a 34% advanced level on the Math STAAR assessments.

Evaluation Data Source(s) 5: STAAR results in 3rd-5th grades will be 35% advanced level in Math.

Summative Evaluation 5:

Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
<p>Critical Success Factors CSF 1 CSF 7</p> <p>1) 1) We will purchase supplemental instructional materials available to teachers in the areas of math to increase the rigor of instruction (Mentoring Minds and Lone Star Math).</p>	3	Administration and teachers	Advanced scores on STAAR assessments will increase by 10% from 2016 to 2017.	✓	✓	✓
Funding Sources: 211 - Title I, Part A - \$5,000.00						
						

Goal 2: SISD students will receive a quality education with rigorous instructional standards that adequately prepares them for the college and career of their choice

Performance Objective 6: During the 2016-2017 Dr. Sue Shook Elementary will continue implement rigorous and relevant instruction through the use of technology to ensure our student are College and Career Ready.

Evaluation Data Source(s) 6: Purchase of Zero Clients for one of our labs to update old equipment.

Summative Evaluation 6:









Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
<p>Critical Success Factors CSF 4 CSF 7</p> <p>1) Computers in the ScanTEK Computer Lab will be updated to Zero Clients to ensure students have opportunities to utilize programs such as I-Station, Think Through Math, Microsoft Office, etc.</p>	1, 3, 10	Teachers, Administrators	Schedules for the lab and purchase order for purchase.			
Funding Sources: 211 - Title I, Part A - \$13,000.00						
<p>Critical Success Factors CSF 4 CSF 7</p> <p>2) Computers will be purchased to replace dated computers in the classrooms used for instruction. This will allow teachers to display on line texts and other resources such as Edusmart for instructional purposes.</p>	1, 5, 8	Teachers, administrators	Purchase orders for computers.			
Funding Sources: 211 - Title I, Part A - \$19,875.00						
<p>Critical Success Factors CSF 1 CSF 4 CSF 7</p> <p>3) Bulbs for projectors used with IWBs will be purchased to replace ones that burn out so instruction can continue.</p>	3, 5, 9	Librarian and Secretary	Purchase of bulbs			
Funding Sources: 211 - Title I, Part A - \$3,000.00						
= Accomplished = Considerable = Some Progress = No Progress = Discontinue						

Goal 3: SISD will recruit and retain 100% Highly Qualified faculty, staff, and support personnel to improve student academic performance and to ensure that students graduate college and career ready.

Performance Objective 1: For the 2016-2017 school year, Dr. Sue Shook will ensure that 100% of its teachers are Highly Qualified.

Evaluation Data Source(s) 1: All teaching staff will meet all state requirements.

Summative Evaluation 1:

Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
<p>Critical Success Factors CSF 1 CSF 4 CSF 7</p> <p>1) All campus teachers will be required campus and district professional development</p>	4, 5, 8	Administration SCE Interventionists Classroom Teachers	Sign in sheets for the required professional development days required and attended.			
Funding Sources: 199 - General Fund: High School Allotment - \$0.00						
<p> = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue</p>						

Goal 3: SISD will recruit and retain 100% Highly Qualified faculty, staff, and support personnel to improve student academic performance and to ensure that students graduate college and career ready.

Performance Objective 2: During the 2016-2017 school year, Dr. Sue Shook Elementary provide writing professional development for 7 teachers to enhance academic performance in writing.

Evaluation Data Source(s) 2: 90% of 2nd grade students will be at TIER 1; 85% of 1st grade will be TIER 1 and 85% of Kinder will be TIER 1 at the end of the year.

Summative Evaluation 2:

Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
<p>Critical Success Factors CSF 1 CSF 4 CSF 7</p> <p>1) Johnny Can Spell program will be offered to all teachers who have not been training to improve writing, reading and handwriting and 7 teachers in third grade will be trained.</p>	1, 2, 3, 4, 8, 10	SCE Coach Classroom Teachers Administration	Students will become better readers and writers with more accurate spelling and 90% of 2nd grade students will be at TIER 1; 85% of 1st grade will be TIER 1 and 85% of Kinder will be TIER 1 at the end of the year on the district Milestones.	✓	✓	✓
<p>Critical Success Factors CSF 1 CSF 7</p> <p>2) During the 2016-2017 school year, Dr. Sue Shook Elementary provide professional development to address the revision of the STAAR Writing Assessment</p>	2, 4, 5	SCE Coach Classroom Teachers Administration	PO for Empowering Writing Training for revising and editing.	✓	✓	✓
Funding Sources: 211 - Title I, Part A - \$3,192.00						

Goal 3: SISD will recruit and retain 100% Highly Qualified faculty, staff, and support personnel to improve student academic performance and to ensure that students graduate college and career ready.

Performance Objective 3: For the 2016-2017 school year, Dr. Sue Shook Elementary will ensure that 100% of teachers will be familiar with the requirements of House Bill 5 by providing professional development for campus staff throughout the year.

Evaluation Data Source(s) 3: Sign in sheets from professional development showing 100% of teachers signatures.

Summative Evaluation 3:






Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
Critical Success Factors CSF 4 CSF 7 1) 1) We will provide professional development for campus staff during the first nine weeks of school.	4	Counselors and Administrators	Sign-in sheets and EOY attendance rate will be above 97%.	✓	✓	✓
Funding Sources: 199 - General - \$0.00						

Goal 3: SISD will recruit and retain 100% Highly Qualified faculty, staff, and support personnel to improve student academic performance and to ensure that students graduate college and career ready.

Performance Objective 4: During the 2016-2017 school year, Dr. Sue Shook Elementary provide science professional development for 36 teachers to enhance academic performance in science.

Evaluation Data Source(s) 4: 90% of 5th grade students will meet the standard on the STAAR Science assessment.

Summative Evaluation 4:

Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
<p>Critical Success Factors CSF 1 CSF 7</p> <p>1) Lead STEM Teachers will provide STEM Module training for staff who has not been previously trained on how to utilize the STEM Modules.</p>	2, 4, 5	SCE Coach Classroom Teachers Administration	Sign in sheets for trainings, lesson plan integration	✓	✓	✓
<p>  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>						

Goal 3: SISD will recruit and retain 100% Highly Qualified faculty, staff, and support personnel to improve student academic performance and to ensure that students graduate college and career ready.

Performance Objective 5: During the 2016-2017 school year, Dr. Sue Shook Elementary provide professional development for 40 teachers to enhance academic performance.

Evaluation Data Source(s) 5: 90% of 5th grade students will meet the standard in Math, Reading, and Science on the STAAR Assessments.

Summative Evaluation 5:

Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
1) Professional development will be provided for 4th Grade teachers in AVID strategies to improve overall academic success for students.	1, 4, 7	SCE Coach Classroom Teachers Administration	Teachers will implement AVID strategies and students will become better note takers and organizers of learned information.			
Funding Sources: 211 - Title I, Part A - \$10,000.00						
<p>Critical Success Factors CSF 1 CSF 3</p> 2) Professional development will be provided for all teachers to implement the campus Agenda initiative as one of the WICOR strategies.	1, 3, 4	AVID Campus team, Administration.	Students will use agenda notebooks on a daily basis.			
= Accomplished = Considerable = Some Progress = No Progress = Discontinue						

Goal 4: SISD will build positive parent, business, and community partnerships to ensure the academic success of students by engaging in collaborative district and campus-level activities; by connecting regularly via numerous means of communication; and by providing regular access to current educational information.

Performance Objective 1: During the 2016-2017 school year, Dr. Sue Shook Elementary will have at least 75 family sign up to volunteer throughout the year.

Evaluation Data Source(s) 1: Volunteer and WatchDOGS sign in sheet.

Summative Evaluation 1:












Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
<p>Critical Success Factors CSF 1 CSF 5 CSF 6</p> <p>1) Dr. Sue Shook will improve parental involvement through a systematic outreach and volunteer training during the first month of school.</p>	1, 2, 4, 6, 10	Administration Teachers Parents Parent Liaison	Attendance at training by sign-in sheets			
<p>Critical Success Factors CSF 1 CSF 4 CSF 5 CSF 6</p> <p>2) Dr. Sue Shook Elementary will promote parental involvement by offering workshops based on parental surveys an will provide snacks and drinks.</p>	1, 3, 4, 6, 9, 10	Parent Liaison Curriculum Coach Teachers Counselors	Sign-in sheets and agendas			
Funding Sources: 211 - Title I, Part A - \$800.00						
= Accomplished = Considerable = Some Progress = No Progress = Discontinue						

Goal 4: SISD will build positive parent, business, and community partnerships to ensure the academic success of students by engaging in collaborative district and campus-level activities; by connecting regularly via numerous means of communication; and by providing regular access to current educational information.

Performance Objective 2: For the 2016-2017 school year, Dr. Sue Shook Elementary will maintain communication with parents via notifications (8 newsletters and reminders of events 1 week to 3 days prior to events).

Evaluation Data Source(s) 2: Notebook with copies of all newsletters and flyers will be maintained.

Summative Evaluation 2:

Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
<p>Critical Success Factors CSF 1 CSF 5 CSF 6 CSF 7</p> <p>1) Dr. Sue Shook Elementary staff will send out notification to parents via our School's Newsletter (8), reminder flyers for events, callouts, etc. in a timely manner.</p>	1, 2, 6	Administration School Staff Teachers Parent Liaison	Copies of newsletters, flyers and callout lists as well as attendance to various events.			
<p>Critical Success Factors CSF 1 CSF 5 CSF 6</p> <p>2) In the 2016-2017 school year, Dr. Sue Shook Elementary will hold evening events to highlight topics based on parent requests. (SNL @ Shook-Shook Nights of learning)</p>	1, 6, 8, 10	Administration Counselor Parent Liaison	Powerpoints, agendas and sign-in sheets.			
Funding Sources: 211 - Title I, Part A - \$200.00						
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

Goal 4: SISD will build positive parent, business, and community partnerships to ensure the academic success of students by engaging in collaborative district and campus-level activities; by connecting regularly via numerous means of communication; and by providing regular access to current educational information.

Performance Objective 3: By the end of the 2016-2017 school year, Dr. Sue Shook Elementary partner with 5 businesses, higher education institutions, and other outside agencies to support student education.

Evaluation Data Source(s) 3: A list of partnerships will be maintained.

Summative Evaluation 3:

Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
<p>Critical Success Factors CSF 5 CSF 6 CSF 7</p> <p>1) Dr. Sue Shook's goal for the school year 2016-2017 is to continue to increase the membership in our Partners in Education program by implementing the following strategies: Providing a Face-to-face contact with potential new partners and seeing out new membership by attending PIE meetings at the district level. In addition, we will have an end of year PIE recognition breakfast.</p>	1, 2, 6, 10	Administration Counselor Parent Liaison	Contact logs, letters to potential partners, and the number of partners at our recognition breakfast at the end of the year.			
<p> = Accomplished = Considerable = Some Progress = No Progress = Discontinue </p>						

Goal 4: SISD will build positive parent, business, and community partnerships to ensure the academic success of students by engaging in collaborative district and campus-level activities; by connecting regularly via numerous means of communication; and by providing regular access to current educational information.

Performance Objective 4: For the 2016-2017 school year, Dr. Sue Shook Elementary will have a minimum of two customer service trainings to ensure a positive and welcoming school climate for parents and community members.

Evaluation Data Source(s) 4: Sign in sheets for customer service trainings.

Summative Evaluation 4:

Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
<p>Critical Success Factors CSF 3 CSF 5 CSF 6</p> <p>1) Dr. Sue Shook will provide an additional customer service training to office and support personnel to include our parent volunteers to ensure positive welcoming climate for visitors as identified in our campus survey.</p>	1, 2	Administration Teachers Parent Liaison	Feedback from Coffee/Evening with Principal survey sheets and Climate Survey.			
<p> = Accomplished = Considerable = Some Progress = No Progress = Discontinue </p>						

Goal 5: For increased accountability, SISD district leaders, campus leaders, faculty, and staff members will ensure that students receive a quality education by working collaboratively towards the fulfillment of educational goals at the federal, state, and district level.

Performance Objective 1: For the 2016-2017 school year, 75% of LEP and Special Education students at Dr. Sue Shook Elementary will meet standard on the Math STAAR assessment.

Evaluation Data Source(s) 1: 75% of LEP and SpEd students will meet the standard on the Math STAAR assessment.

Summative Evaluation 1:

Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
<p>Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>1) Dr. Sue Shook Elementary will provide accelerated instruction after school and in school in the area of math for LEP and SpEd students who are not meeting the standards. Extra duty pay will be provided for teachers to support additional instruction; to include after school program, spring and fall intersessions. Transportation will be provided.</p>	1, 3, 8, 9, 10	Administrators SCEI Coach Classroom Teachers	STAAR Assessment results			
Funding Sources: 211 - Title I, Part A - \$18,000.00						
= Accomplished = Considerable = Some Progress = No Progress = Discontinue						









Goal 5: For increased accountability, SISD district leaders, campus leaders, faculty, and staff members will ensure that students receive a quality education by working collaboratively towards the fulfillment of educational goals at the federal, state, and district level.

Performance Objective 2: During the 2016-2017 school year, Dr. Sue Shook will ensure that 100% of at-risk students are provided with meaningful and effective academic interventions to ensue academic growth.

Evaluation Data Source(s) 2: Tutoring and intersession folders will be kept on each intervention session which will include a roster of students attending. In addition, RTI folders will be maintained for at-risk students.

Summative Evaluation 2:

Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
<p>Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 7</p> <p>1) Dr. Sue Shook Elementary will develop a comprehensive and accelerated instructional plan for all students who are identified at-risk based STAAR, i-Station TELPAS, and milestone results.</p>	1, 2, 3, 8, 9, 10	Administrators SCEI Coach Classroom Teachers	At-risk population will show a 10% increase on EOY assessments and STAAR assessments.			
<p>Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>2) Dr. Sue Shook Elementary will provide accelerated instruction during the fall and spring intersession for all students who are not meeting the standard.</p>	1, 8, 9, 10	Teachers Curriculum Coach Administration	At-risk population will show a 10% increase on EOY assessments and STAAR assessments.			
<p>Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>3) Dr. Sue Shook will provide accelerated instruction during the summer for any student who does not make a passing grade or does not pass the STAAR Math or Reading Assessment.</p>	1, 3, 8, 9, 10	Teachers Curriculum Coach Administration	At-Risk population will show a 10% increase on EOY assessments and STAAR assessments.			
<p>Critical Success Factors CSF 1 CSF 2 CSF 6 CSF 7</p> <p>4) Dr. Sue Shook Elementary will employ a Temporary Instructional Aide to assist students with interventions on a daily basis.</p>	1, 3, 8, 9, 10	Administration TIA Curriculum Coach	District and state assessments so student improvement in math and reading can be adjusted.			
<p>Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>5) Dr. Sue Shook will provide accelerated instruction after school for students who need additional intervention in both reading and/or math.</p>	1, 2, 3, 9	Classroom teachers, SCEI Coach, Administration	Tutoring lesson plans and assessments.			









<p>Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>6) We will have a "Super School" time three days per week to provide accelerated instruction during the school day for both reading and/or math.</p>	<p>1, 2, 3, 9</p>	<p>Classroom teachers, support staff, coaches, TIAs, Administration</p>	<p>Schedule of accelerated instruction, 3, 6 and 9 week assessments.</p>			
<p>  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>						

Goal 5: For increased accountability, SISD district leaders, campus leaders, faculty, and staff members will ensure that students receive a quality education by working collaboratively towards the fulfillment of educational goals at the federal, state, and district level.

Performance Objective 3: During the 2016-2017 school year, Dr. Sue Shook Elementary will hold PLC meetings with teachers every 3, 6, and 9 weeks to analyze assessment data and make necessary adjustments to instruction for academic goal attainment.

Evaluation Data Source(s) 3: Agendas for PLC meetings will be keep in a binder.

Summative Evaluation 3:












Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
<p>Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 7</p> <p>1) Dr. Sue Shook Elementary will conduct PLC meetings to monitor all tacker-created assessments an analyze data in order to make any necessary modifications to instruction in order to meet the needs of all students</p>	1, 3, 4, 8, 9, 10	Administrators SCEI Coach Classroom teachers	Increase of 5% in the STAAR Reading, Math and Science assessments an 3% in the STAAR Writing Assessment.			
<p>  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>						

Goal 5: For increased accountability, SISD district leaders, campus leaders, faculty, and staff members will ensure that students receive a quality education by working collaboratively towards the fulfillment of educational goals at the federal, state, and district level.

Performance Objective 4: For the 2016-2017 school year, Dr. Sue Shook Elementary will increase the students' attendance rate to 98%.

Evaluation Data Source(s) 4: EOY attendance report from Tyler Munis will show attendance rate.

Summative Evaluation 4:

Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
<p>Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 6</p> <p>1) Dr. Sue Shook Elementary wil purchase brag tag incentives for students who have perfect and almost perfect attendance. Teachers will monitor daily attendance and give free dress incentives. Conduct parent meetings regarding attendance.</p>	1, 2, 6, 8, 9, 10	Campus Attendance Team Attendane Clerk Classroom Teachers	EOY attendance rate: 98%			
<p>Critical Success Factors CSF 1 CSF 4 CSF 6</p> <p>2) The Campus Attendance Committee will meet on a regular basis to discuss incentives and plan interventions for students who have attendance below 90%.</p>	2, 8, 10	Teachers, Administrators, Counselor	9 week attendance reports			
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

Goal 5: For increased accountability, SISD district leaders, campus leaders, faculty, and staff members will ensure that students receive a quality education by working collaboratively towards the fulfillment of educational goals at the federal, state, and district level.

Performance Objective 5: For the 2016-2017 school year, 70% of LEP and Special Education students at Dr. Sue Shook Elementary will meet standard on the Reading STAAR assessment.

Evaluation Data Source(s) 5: 70% of LEP and SpEd students will meet the standard of the Reading STAAR assessment.

Summative Evaluation 5:

Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
<p>Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>1) Dr. Sue Shook Elementary will provide accelerated instruction after school and in school in the area of reading for LEP and SpEd students who are not meeting the standards. Extra duty pay will be provided for teachers to support additional instruction; to include after school program, spring and fall intersessions. Transportation will be provided.</p>	1, 3, 8, 9, 10	Administrators SCEI Coach Classroom Teachers	STAAR Assessment results			
Funding Sources: 199 - General Fund: SCE - \$10,000.00						
<p>Critical Success Factors CSF 1 CSF 4 CSF 7</p> <p>2) Shook will provide professional development that focused on the ELL student population to learn strategies that will help these students meet the standards.</p>	1, 3, 4, 9, 10	teachers, administrators	STAAR Assessment results			
Funding Sources: 211 - Title I, Part A - \$700.00						
<p> = Accomplished = Considerable = Some Progress = No Progress = Discontinue </p>						

Goal 5: For increased accountability, SISD district leaders, campus leaders, faculty, and staff members will ensure that students receive a quality education by working collaboratively towards the fulfillment of educational goals at the federal, state, and district level.

Performance Objective 6: For the 2016-2017 school year, Dr. Sue Shook Elementary will increase STAAR Writing Assessment 3% from 88.4% in 2015-16 to 91% of students for the 2016-17 year.

Evaluation Data Source(s) 6: 91% of 4th grade students will meeting the standard on the Writing STAAR Assessment.

Summative Evaluation 6:












Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
<p>Critical Success Factors CSF 1</p> <p>1) We will provide Johnny Can Spell materials for all teachers in grades K-3 to support writing skills.</p>	1, 2, 3	Administrators Classroom Teacher SCEI Coach	EOY District Writing Initiative results and 4th grade STAAR writing scores.			
Funding Sources: 211 - Title I, Part A - \$1,000.00						
<p>Critical Success Factors CSF 1 CSF 2 CSF 7</p> <p>2) We will provide training for our 4th grade teachers on the revised Blueprint and the scoring rubric for the STAAR Writing Assessment.</p>	1, 4	SCEI Coach, Administration, Teachers	Sign in sheets and agenda for training			
Funding Sources: 211 - Title I, Part A - \$700.00						
<p>Critical Success Factors CSF 1 CSF 2</p> <p>3) We will purchase Writing Warm Ups to spiral in daily student expectations in which students are not meeting the student expectations.</p>	1, 3, 8, 9, 10	3rd-5th grade teachers, administrators, SCEI Coach	EOY STAAR results in writing will be above 91%.			
Funding Sources: 211 - Title I, Part A - \$500.00						
<p>Critical Success Factors CSF 1 CSF 6</p> <p>4) We will purchase certificates to honor students achievements in ELAR.</p>	1, 10	Secretary, administrators, teachers	EOY STAAR results in writing will be above 91%.			
Funding Sources: 211 - Title I, Part A - \$200.00						
= Accomplished = Considerable = Some Progress = No Progress = Discontinue						

Goal 5: For increased accountability, SISD district leaders, campus leaders, faculty, and staff members will ensure that students receive a quality education by working collaboratively towards the fulfillment of educational goals at the federal, state, and district level.

Performance Objective 7: For the 2016-2017 school year, 95% of 3rd-5th grade students at Dr. Sue Shook Elementary will meet standard on the Math STAAR assessment.

Evaluation Data Source(s) 7: 95% of 3rd-5th grade students will meet the standard on the Math STAAR assessment.

Summative Evaluation 7:















Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
Critical Success Factors CSF 1 CSF 2 1) We will utilize Math WarmUps on a daily basis beginning in January to spiral student expectations that students are still struggling to master.	1, 3, 8, 9, 10	3rd-5th grade teachers, administration, SCEI Coach	95% of students in 3rd-5th grade students will meet the STAAR Standard at the end of the year.			
				Funding Sources: 211 - Title I, Part A - \$1,500.00		
Critical Success Factors CSF 1 CSF 6 2) We will purchase certificates to honor students achievements in Math.	1, 10	teachers, secretary, administrators	95% of students in 3rd-5th grade students will meet the STAAR Standard at the end of the year.			
				Funding Sources: 211 - Title I, Part A - \$100.00		
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

Goal 5: For increased accountability, SISD district leaders, campus leaders, faculty, and staff members will ensure that students receive a quality education by working collaboratively towards the fulfillment of educational goals at the federal, state, and district level.

Performance Objective 8: For the 2016-2017 school year, Dr. Sue Shook Elementary will increase STAAR Science Assessment 5% from 86% in 2015-16 to 91% of students for the 2016-17 year.

Evaluation Data Source(s) 8: 91% of 5th grade students will meet the standard on the Science STAAR assessment.

Summative Evaluation 8:

Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
Critical Success Factors CSF 1 CSF 4 CSF 7 1) STEMscopes will be purchased to enrich and enhance the science curriculum.	1, 3, 8, 10	teachers, administrators, SCEI Coach	Scores of the Science STAAR test will increase 5% from 86% to 91%.			
	Funding Sources: 211 - Title I, Part A - \$2,000.00					
Critical Success Factors CSF 1 CSF 7 2) Professional development will be provided to support and enhance the Project Lead the Way (PLTW) program at Shook.	1, 3, 4, 8, 10	classroom teachers, SCEI Coach, Administrators	Scores of the Science STAAR test will continue to be one of the highest in the district.			
	Funding Sources: 211 - Title I, Part A - \$4,000.00					
Critical Success Factors CSF 1 CSF 6 3) We will purchase certificates to honor students achievements in Science.	1, 10	teachers, secretary, administrators	Scores of the Science STAAR test will increase 5% from 86% to 91%.			
	Funding Sources: 211 - Title I, Part A - \$100.00					
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

State Compensatory

Personnel for Dr. Sue Shook Elementary:

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Brittany Burnette	Parent Liaison	Title 1	
Lucia Pinedo	Library Aide	Title 1	
Maureen Porth-Tidwell	SCEI Coach	Title 1	60000

Title I

Schoolwide Program Plan

Dr. Sue Shook Elementary meets the requirements for Title 1 funding. Our plan includes many strategies addressing 8 or the 10 components.

Ten Schoolwide Components

1: Comprehensive Needs Assessment

A comprehensive needs assessment of the entire school (including taking into account the needs of migratory children as defined in section 1309(2) that is based on information which includes the achievement of children in relation to the state academic content standards and the state student academic achievement standards described in section 1111(b)(1).

2: Schoolwide Reform Strategies

Provide opportunities for all children to meet the state's satisfactory and advanced levels of student academic achievement described in section 1111(b)(1)(D). Use effective methods and instructional strategies that are based on scientifically-based research; include strategies to address the needs of all children in the school; address how the school will determine if such needs have been met; and are consistent with, and are designed to implement, the state and local improvement plans, if any.

3: Instruction by highly qualified professional teachers

Instruction by highly qualified teachers must be provided to all students. The ESEA requires that all teachers of core academic subjects and instructional paraprofessionals in a school wide program meet the qualifications required to be highly qualified.

4: High-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, student services personnel, parents, and other staff

Not applicable.

5: Strategies to attract highly qualified teachers

Instruction by highly qualified teachers must be provided to all students. The ESEA requires that all teachers of core academic subjects and instructional paraprofessionals in a school wide program meet the qualifications required to be highly qualified.

6: Strategies to increase parental involvement

Strategies to increase parental involvement in accordance with section 1118, such as family literary services.

7: Plans for assisting preschool children in the transition from early childhood programs to elementary school programs

Not applicable because we do not offer any Pre-Kinder programs on our campus. Our students are housed at Horizon Heights Elementary. We do have an Open House prior to the first day of school for our students transitioning from PreKinder at Horizon Heights to Kinder at Dr. Sue Shook.

8: Measures to include teachers in the decisions regarding the use of academic assessments in order to improve the achievement of individual students and the overall instructional program

Measures to include teachers in the decisions regarding the use of academic assessments described in section 1111(b)(3) in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.

9: Activities to ensure effective timely assistance for students who experience difficulty mastering the proficient or advanced levels of academic achievement standards

Activities to ensure that students who experience difficulty mastering the satisfactory or advanced levels of academic achievement standards required by section 1111(b)

(1) 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.

10: Coordination and integration of federal, state and local services and programs

Programs including programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start, adult education, Vocational and Technical education, and job training.

Campus Improvement Committee

Committee Role	Name	Position
Administrator	Donna Smith	Principal
Administrator	Delma Patino	Assistant Principal
Business Representative	Blanca Tiopete	Business Representative
Classroom Teacher	Edith Avilez	Third Grade Teacher
Classroom Teacher	Teresa Gil	Kinder Teacher
Classroom Teacher	Patricia Guerrero	Second Grade Teacher
Classroom Teacher	Ciria Leon	EPAC
Classroom Teacher	Yvette Lindemann	Fifth Grade Teacher
Classroom Teacher	Cassandra Lopez	First Grade Teacher
Classroom Teacher	Erika Loya	Fourth Grade Teacher
Classroom Teacher	Darlene Nunez	Special Education
District-level Professional	Stacey Stallings	Technology Specialist
Non-classroom Professional	Sandy Aguirre	Librarian
Non-classroom Professional	Albert Mendoza	Counselor
Non-classroom Professional	Maureen Tidwell	SCEI Coach
Paraprofessional	Brittany Burnette	Parent Liaison
Parent	Maria Chavez	Parent

Campus Funding Summary

199 - General					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	General Funds		\$350.00
1	1	2	none		\$0.00
1	2	2	Rosters for each classroom.		\$0.00
1	3	1	Incientive to attend kickoff		\$250.00
1	3	3	Kickoff Event		\$500.00
1	3	4	none		\$0.00
1	4	2	none		\$0.00
1	5	1			\$0.00
2	1	1			\$0.00
2	1	2			\$200.00
2	1	3			\$0.00
2	2	2	Subs		\$12,000.00
3	3	1			\$0.00
Sub-Total					\$13,300.00
199 - General Fund: SCE					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
5	5	1			\$10,000.00
Sub-Total					\$10,000.00
199 - General Fund: High School Allotment					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	1	1			\$0.00
Sub-Total					\$0.00
211 - Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount

1	3	2	Lunch		\$450.00
2	2	1	Mentoring Minds books		\$20,000.00
2	2	3	license for PLTW		\$1,000.00
2	3	2	SCEI Coach, Library Aide and At-Risk Aide		\$30,000.00
2	3	3	SCEI Coach		\$60,000.00
2	4	1			\$6,000.00
2	5	1	Online resources and materials		\$5,000.00
2	6	1	zero clients		\$13,000.00
2	6	2	hardware purchases		\$19,875.00
2	6	3	bulbs		\$3,000.00
3	2	2	Empowering Writing materials		\$3,192.00
3	5	1			\$10,000.00
4	1	2	Food and drink; paper for handouts		\$800.00
4	2	2	Food and drink; paper for handouts		\$200.00
5	1	1			\$18,000.00
5	5	2	Conference fee for summer program		\$700.00
5	6	1	Johnny Can Spell resources for new teachers added to staff this year.		\$1,000.00
5	6	2	subs to cover classes to provide training for teachers		\$700.00
5	6	3	Wriring WarmUps		\$500.00
5	6	4	Purchase certificates		\$200.00
5	7	1	Math WarmUps		\$1,500.00
5	7	2	purchase certificates		\$100.00
5	8	1	Purchase of program.		\$2,000.00
5	8	2	Cost for summer conference		\$4,000.00
5	8	3	purchase certificates		\$100.00
Sub-Total					\$201,317.00

263 - Title III, LEP

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
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2	3	1	TIA salary		\$0.00
				Sub-Total	\$0.00
				Grand Total	\$224,617.00