

Socorro Independent School District
Dr. Sue Shook Elementary
2018-2019 Campus Improvement Plan

Accountability Rating: Met Standard

Distinction Designations:

Academic Achievement in English Language Arts/Reading

Academic Achievement in Mathematics

Academic Achievement in Science

Top 25 Percent: Comparative Academic Growth

Top 25 Percent: Comparative Closing the Gaps

Postsecondary Readiness



Board Approval Date: August 21, 2018
Public Presentation Date: August 21, 2018

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

Board Members and Superintendent

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Comprehensive Needs Assessment

Needs Assessment Overview

Dr. Sue Shooks Elementary's strengths and needs are consistently evaluated and addressed by the school improvement team to ensure continuous progress. Our goals are rooted in the five Strategic Directions implemented by the Socorro Independent School District. Our objectives and strategies within these directions are focused on providing our students with the highest quality education in a safe and supportive environment. To support our efforts, it is important that our community be part of our academic development, for this reason, Dr. Sue Shook Elementary will continue to develop strong partnerships with all of our stakeholders. We are committed to providing students with a strong academic foundation and a positive learning experience that will support their future as they lead the 21st Century to new horizons.

Demographics

Demographics Summary

Dr. Sue Shook Elementary is one of 49 campuses in the Socorro Independent School District. The doors for our Kinder through 5th Grade campus opened in 2007. We pride ourselves in living up to our motto, “Where Excellence is Everyday!”. During the 2017-2018 school year, Dr. Sue Shook Elementary served 892 students. This was an increase of 198 students from the 2016-2017 school year. Dr. Sue Shook Elementary is a growing community and we are expected to continue to increase our enrollment during the 2018-2019 school year. For the 2017-2018 year, our enrollment of 892 students was made up of 457 males and 435 females. The breakdown for each grade level was EE-4, Kinder-125, First-133, Second-158, Third-160, Fourth-166, and Fifth-146. The student population consists of 2.52% American Indian/Alaskan Native; .11% Asian; 3.4% African-American, 89% Hispanic, .67% Pacific Islander; and 4.3% Anglo. Our student population will continue to grow as communities continue to be developed in this growing community n the area continue to be developed in this growing community.

Dr. Sue Shook Elementary serves students who are enrolled in various programs. For the 2017-2018 school year 601 students (67%) who are economically disadvantaged, 213 (25%) English Language Learners, 345 (37%) at-risk students, 39 (4%) Gifted and Talented, 5 (4%) migrant student, 38 (4%) with 504 services, 70 (9%) with special education services, and 12 (1%) students who qualify for homeless services.

The Rattler staff is comprised of two administrators, a SCEI (curriculum) coach, librarian, and counselor. We have teachers 41 classroom teachers, 2 PE coaches, 2 PE aide, 4 special education teachers, 2 special education aides, 2 temporary instructional aides to help meet the needs of our students. The teaching staff ethnicity is 87.2% are Hispanic, 10.3% are White, and 2.6% African-American. The breakdown of class sections for last year were 6 kinder, 7 first grade, 7 second grade, 7 third grade, 8 fourth grade, and 6 fifth grade sections. The percentage of teachers that currently hold a Master’s degree is 38.5%. We have 2.5% of first year teachers, 18% with 1-5 years of experience, 33.4% with 6-10 years, 30.8% with 11-20 years and 15.4% with over 20 years of experience.

Dr. Sue Shook’s mobility rate has improved from 12.7 to 11%. Our average daily attendance rate for students is 96.58%. Rattlers are committed to attending school every day. Attending school has a positive impact on student performance.

Our parent volunteer program is building every year and we are looking forward to continuing to increase our parent involvement and engagement lessons.

Demographics Strengths

Dr. Sue Shook Elementary is comprised of a diverse student population coming from homes with high parent involvement. The combination of our quality instruction and parental support have resulted in our students high performances in district and state assessments. Due to the success of the campus, the teaching staff remains the consistent. We have increased the number of GT students and minimized our mobility rate.

The majority of our students come from stable homes with involved parents. The combination of effective instruction and parental support results in our students performing in the top levels on district benchmarks and state assessments when compared to other campuses in SISD. Even though we have a new feature in our TELPAS testing, we were able to successfully exit 14 first graders from the bilingual program.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Dr. Sue Shook Elementary will have to develop a strong attendance initiative to ensure our attendance reaches 97% for the 2018-2019 school year. **Root Cause:** The root cause of our declining attendance was student health. We documented a very high number of students that became ill with influenza and/or strep throat.

Student Academic Achievement

Student Academic Achievement Summary

Dr. Sue Shook Elementary continues to provide a quality education for our Rattlers. We received a rating of Met Standard by TEA (Texas Education Agency). Below are charts showing end of year results for the 2017-2018 school year.

STAAR Reading

	2017-18 Approaches Grade Level	2017-18 Meets Grade Level	2017-18 Masters Grade Level
3 rd Grade	88%	54%	29%
4 th Grade	85%	57%	35%
5 th Grade	92%	58%	32%

STAAR Math

	2017-18 Approaches Grade Level	2017-18 Meets Grade Level	2017-18 Masters Grade Level
3 rd Grade	91%	66%	32%
4 th Grade	83%	63%	42%
5 th Grade	94%	72%	42%

STAAR Writing

	2017-18 Approaches Grade Level	2017-18 Meets Grade Level	2017-18 Masters Grade Level
4 th Grade	83%	60%	22%

STAAR Science

	2017-18 Approaches Grade Level	2017-18 Meets Grade Level	2017-18 Masters Grade Level
5 th Grade	83.8%	54.9%	26.8%

TELPAS

TELPAS Yearly Progress is measured using TELPAS Composite Ratings which indicate the student’s overall level of English language proficiency and are determined from the student’s listening, speaking, reading, and writing proficiency ratings.

Grade Level	Students Who Progressed at Least One Proficiency Level from 2017 to 2018
1st	Pending scores
2nd	Pending Scores
3rd	Pending Scores
4th	Pending Scores
5th	Pending Scores

End of Year TCM-Math Data (K-2nd Grade)

Grade Level	2017-2018EOY Satisfactory	2017-2018 Advanced
Kinder	96%	70%
1st Grade	97%	67%
2nd Grade	91%	47%

District Writing Initiative

	2017-2018 Approaches Grade Level	2017-2018 Above Grade Level
Kinder	44%	23%
1 st Grade	73%	39%
2 nd Grade	65%	23%
3 rd Grade	59%	16%
5 th Grade	84%	34%

Based on the above data, Dr. Sue Shook Elementary will target Reading and Math for 4th grade bilingual students. We will also develop campus expectations through AVID to support our writing development in Kinder through 3rd grade.

This school year we will schedule our Vertical Team meetings for monthly gatherings in order for them to improve our alignment. The team will not only develop the alignment but provide best teaching practices to be shared with the grade level. We will be implementing AVID strategies as our resource to utilize to improve our practice. Classroom goals will also be set for each common assessment and all benchmark exams. Teachers and students will monitor their progress with a visual representation to document their progress.

Student Academic Achievement Strengths

Dr. Sue Shook Elementary has continually performed academically well in all areas. This year we were able to increase our Science STAAR score. Also, STAAR percentages in the Meets Grade Level and Master Grade Level Percentages increased from the Advanced Levels last year. Finally it is also evident that Math is the strongest content across all grade levels

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: Dr. Sue Shook Elementary will focus on providing support in Writing to improve writing Initiative percentages from K-3rd grade
Root Cause: When we disaggregate data, we can see that our LEP students require additional support and their progress must be measured because they are struggling to meet expectations

Problem Statement 2: Dr. Sue Shook received a performance level of 3 in the area of Science for the Special Education sub-population. **Root Cause:** Campus instructional teams lacked a consistently in documenting expectations for maximizing instructional time and delivery. Teachers were given autonomy of their science lab based on prior years and prior expectations did not meet the needs of students.

School Processes & Programs

School Processes & Programs Summary

Dr. Sue Shook Elementary School will continue to have systems in place to ensure we are meeting the needs of our students and meeting the academic requirements set out by TEA (Texas Education Agency) and federally set up by the National Education Agency.

We will recruit and retain 100% Highly Qualified faculty, staff, and support personnel. We have minimal turnover. This year two teachers resigned and we picked up 5 teachers that were currently SISD teachers at other campuses.

Our Leadership Team will meet weekly to discuss our calendar of events, goals, and plan accordingly. PLC meetings will be held every week with each grade level to discuss assessment data and revisit goals and needs of our students. SIT and Faculty meetings will be held once a month to plan for campus events, goals, and ensure that we are planning events that will benefit our students and the community.

TEKS Academies are held for every nine-week period at which time we will discuss if adjustments to instruction are necessary based on our most current data. During TEKS Academies we will also identify strengths and weaknesses within our grade level so that we can learn from each other.

As an AVID campus, we utilize our students' agendas for an organizational tool for students and a communication tool for our parents. In addition to the agenda, we communicate with our parents through monthly newsletters (events noted), messengers, updates on the marquee, fliers for all events. The goal is to invite parents to the school for parent/teacher conferences, report card nights, and family nights.

Intervention is given during classroom intervention time, during the Rattler Roundup three days per week and during after school and Saturday tutoring.

Dr. Sue Shook's campus initiatives include:

- PLTW (Project Lead the Way)
- AVID (WICOR Strategies)
- Johnny Can Spell (K-2)
- Edusmart
- Lexia-Campus Wide
- i-Station
- Think Through Math
- Balanced Literacy Program
- Mentoring Minds Supplemental Materials
- Singapore Math Strategies
- SIOP Strategies
- Kagan Strategies

- Fundamental Five
- SEL (Social Emotional Learning)

ARD, Section 504 and RTI meetings are held on a regular basis to ensure the needs of students are met and IEPs and IAPs are current.

Shook has two computer labs and two science labs. Students are scheduled in the Computer Lab, two times a week. Technology projects are created at least once per nine-week period. In addition, we have two i-Pad carts that are primarily used for our PLTW modules of study. Each classroom has 3 desktops for students to use. Each classroom is equipped with an IWB board and projector and document camera.

Students in our GT program are involved in team building and problem solving activities. Students meet weekly and compete in the TEAM Quest city competition and the district's GT showcase.

Professional development is offered through out the year. This summer our AVID teachers attended Pathway Trainings. We will be having a LEXIA training during our first week of staff development to learn about all of the benefit for our students.

Dr. Sue Shook Elementary connects with our community in many ways. Our parent liaison and counselors work with our Partners in Ed. and campus volunteers. Our WatchD.O.G.S. program encourages all our dads to participate. Our parent liaison helps connect our parent volunteers to activities going on at school. She will also be providing trainings on various topics of interest throughout the year.

Together with our stakeholders we will continue to provide a quality education to our students.

School Processes & Programs Strengths

The staff at Shook implements best practices on a daily basis and are interested in the growth of each child. One of our strengths is our Tier I instruction. Focused interventions have proven to help students close their learning gaps. In addition, learning how to better analyze data helps teachers provide targeted impacting interventions.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Dr. Sue Shook Elementary will focus on analyzing student data to drive instruction. **Root Cause:** Individual student data will need to be analysed to ensure that students are continuously progressing.

Perceptions

Perceptions Summary

Dr. Sue Shook Elementary's number one goal is to provide a safe and positive learning environment for all stakeholders. Our staff members are committed to excellence by utilizing best practices and data to plan and teach. Our motto is "Where Excellence is Everyday" and we continue to set high expectations in all areas. Academically at the top of our district on a regularly. We also ensure that we are developing the whole child with focused learning on character traits, social emotional support, as well as creating an environment of respect and integrity. We offer opportunities for students to participate in soccer, track, aUIL events, Blue Bonnet Book Club, Rattler News Broadcast, Safety Patrol, Literary Anthology, Art Show and Science Fair to name a few.

The Dr. Sue Shook Learning Community values the importance of building a strong partnership with families and the extended community to provide a high quality education and enrich the learning opportunities of our students. Parents are invited to attend monthly community family nights. The role of the Parent Liaisons is to focus on communicating with all parents and educational sessions that will support our students learning at home. Administrators and Counselors have an open door policy and welcome parents to visit the campus to discuss any individual needs of their child. Dr Sue Shook Elementary also supports district wide initiatives such as the Family Latino Literacy Program and the Stand up and Delivery Committees. Dr. Sue Shook promotes the participation of parent volunteers to support campus goals. A parent volunteer coordinator is selected to work closely with administration to set expectations for both parents and school staff in order to develop a strong partnership. Top Dogs is an additional volunteer program that promotes fathers to participate as volunteers and focus on the security and safety of student on campus. Partnerships with the community are critical for fund raising, student mentoring, and extra curricular activities. Local businesses are invited to meet with campus leadership members to determine the needs and goals that the partnership will focus on to benefit students and stakeholders. School Culture and Climate The Dr. Sue Shook school culture is nurtured through implementation of Social Emotional Learning (SLE) and Positive Behavior Interventions and Supports (PBIS) systems. In addition, Dr. Sue Shook is focused on the students growth and provides multiple opportunities to recognize their success through quarterly awards assemblies and monthly golden ticket incentives that students can receive on a daily basis. School culture is monitored through community, teacher and student surveys to ensure that the learning community relations are aligned with the campus vision. Perceptions Strengths Family and Community Engagement Campus wide communication tools such as website, grade level newsletter, monthly calendars, weekly all calls, and weekly handout routine has been successful in improving communication and will be continued. Monthly community activities are scheduled during school hours. After Hours we will continue to have Family Fun Nights that focus on providing enrichment activities in Reading, Math, Science and Technology.

We pride ourselves in a family culture that encourages parent involvement. Our volunteers assist with everyday tasks such as making copies and decorating bulletin boards to set up our annual fall festival. Our dads are encouraged to participate in WatchD.O.G.S. This program not only helps us out with security but also helps them be actively involved in their child's education. We utilized the Climate Survey to help us guide connecting with our families and meeting their needs. Our Parent Liaison works closely with all our families and provide learning opportunities for them and activities so they can participate at school and feel welcome. We also have events that help our staff feel appreciated. For example, staff appreciation days for everyone (Cafeteria, Custodial, Teachers, etc.); welcome back treats; Thanksgiving Luncheon; Christmas Luncheon; 12 Days of Christmas for Faculty and Staff; Super Bowl Week fun for all staff; Terrific Kids; School Spirit Shirts days; Wellness Wednesday (For Parents and Students); and Drive By Breakfast (Fall and Spring).

Perceptions Strengths

We had many strengths in the culture of the campus from all stakeholders. Teacher dedication to students is very evident in the willingness to go above and beyond for all students. Parent support is also very strong. School events are strongly supported by parents.

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, Social Emotional Learning (SEL) Kickoff and provided incentive for our students.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Our WATCH D.O.G.S. program starts and ended very strong with parents coming in every week. We need to ensure the same momentum continues throughout the year. **Root Cause:** We will continue to recruit parents through out the year. Quarterly meetings will be held to keep parents interested in participating.

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

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

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Domain 1 - Student Achievement
- Domain 2 - Student Progress
- Domain 3 - Closing the Gaps
- System Safeguards and Texas Accountability Intervention System (TAIS) data
- Critical Success Factor(s) data
- Accountability Distinction Designations
- Federal Report Card Data
- PBMAS data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR EL 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)

Student Data: Student Groups

- Special Programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data,
- Male / Female performance, progress, and participation data
- Special education population, including performance, discipline, progress, and participation data
- Migrant population, including performance, progress, discipline, attendance, and mobility
- At-Risk population, including performance, progress, discipline, attendance, and mobility

- EL or LEP data, including academic achievement, progress, 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

Revised/Approved: August 21, 2018

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 2018-2019 school year, 100% of Dr. Sue Shook personnel will trained on all campus safety procedures and systems to ensure proper implementations to promote a safe learning environment

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

Summative Evaluation 1: Significant progress made toward meeting Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
1) Dr. Sue Shook Elementary School will utilize a system to check in all visitors to the campus.	2.4	Campus Safety coordinator	Safety audits will result in zero intruders.			
2) We will continue the Shook Sheriff program and encourage participation by having parent outreach sessions and schedule at least one parent a week.	2.4, 3.2	Parent liaison, administration	Number of dads on campus will average 4 a month.			
3) Monitors will be trained on all safety procedures to promote student safety and identify intruders before entering the building.	2.4	Assistant Principal	No intruders on campus			
= Accomplished = 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 2018-19 school year, Dr. Sue Shook Elementary will continue to promote a bullying-free and safe environment for students through implementation of Social Emotional Learning so that we have zero bullying incidents and suicidal outcries at the end of the year.

Evaluation Data Source(s) 2: PEIMS bully data and counselor documentations of outcries.

Summative Evaluation 2: Significant progress made toward meeting Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
1) Dr. Sue Shook will have an Bully Free School Kickoff during the 1st nine weeks of school.	2.4, 2.6	Counselors and Administrators	EOY number of bullying incidents will be zero.			
Funding Sources: 211 - Title I, Part A - 1000.00						
2) Teachers will be trained and implement the Social Emotional Learning (SEL), SEL and Connect with Kids Lessons on a weekly basis.	2.4, 2.6	Counselor, Administrators, Teachers				
3) Monitors will be trained during the 1st nine weeks on how to listen and guide children in conflicts to promote a safe environment during lunch/recess time.	2.4, 2.6	Assistant Principal	EOY zero bullying incidents.			
Critical Success Factors CSF 1 CSF 4 CSF 6	2.4, 2.6	Counselors, Administrators, Secretary	Students will have a positive outlook and be ready for learning everyday.			
4) SEL lessons for all grade levels will be purchased to include in weekly lessons for students.	Funding Sources: 211 - Title I, Part A - 2200.00					
= Accomplished = 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 2018-2019 school year, Dr. Sue Shook Elementary will 100% comply with all safety drills required and documented for the year.

Evaluation Data Source(s) 3:

Summative Evaluation 3: Met Performance Objective









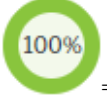


Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
1) We will conduct a fire drill every month. Conduct a lock-down drill during the fall and spring semesters. Shelter in place, reverse evacuation and severe weather drills will be conducted throughout the year.	2.4	Assistant Principal	Campus will be safe for all stakeholders.			
2) All teaching staff will teach their students the procedures for lock-down, shelter in place, reverse evacuation and severe weather drill so students are confident and feel safe at school.	2.4	Teachers and Administrators	Students will be safe if emergency occurs.			
= Accomplished = 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 2018-2019 school year, Dr. Sue Shook Elementary will decrease to total number of disciplinary incidents to 80 from 98.

Evaluation Data Source(s) 4:

Summative Evaluation 4: Significant progress made toward meeting Performance Objective













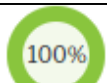
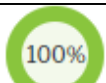

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
1) Counselor will conduct bi-weekly lessons to address conflict resolution and promote acceptance of differences in order to decrease the number of referrals from 128 to 90.	2.4, 2.5, 2.6	Counselor	EOY discipline referrals will be below 90.			
2) Teachers will receive Social & Emotional Learning professional development in the 2018-2019 school year.	2.4, 2.6	Administrators	EOY discipline referrals will be below 90.			
3) Classroom teachers will deliver lessons (Social Emotional Learning (SEL) and/or SEL) on a weekly basis.	2.4, 2.6	Administrators	EOY discipline referrals will be below 90.			
 = Accomplished  = 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 1: For the 2018-2019 school year, Dr. Sue Shook Elementary's percentage of students meeting their progress measure in Reading state assessment will increase by a minimum of 4%. To achieve this, students in the meets and master levels will increase by 3% (Meets from 56% to 59%. Masters from 31.8% to 34.8%).

Evaluation Data Source(s) 1: Progress monitoring through the year with Benchmarks. Final evaluation will be determined using State of Texas Assessments of Academic Readiness Assessment data.

Summative Evaluation 1: Significant progress made toward meeting Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
1) We will purchase supplemental instructional materials (Mentoring Minds).	2.4, 2.6	Secretary and Principal	Increase in STAAR reading assessment passing rate			
Funding Sources: 211 - Title I, Part A - 20000.00						
PBMAS 2) We will purchase supplemental material to enhance reading (CATS folders K-5 and Johnny Can Spell in grades K-2).	2.4, 2.6	Secretary, SCEI Coach, Administrators, Teachers	EOY STAAR Reading will be above 95%.			
Funding Sources: 211 - Title I, Part A - 3000.00						
3) We will purchase Studies Weekly materials to enhance reading/social studies curriculum.	2.4, 2.6	SCEI Coach, Secretary, Administrators, Faculty	EOY reading scores will increase to 95%.			
Funding Sources: 211 - Title I, Part A - 7842.00						
Critical Success Factors CSF 1 CSF 4 4) We will purchase dictionary and thesaurus books to ensure every student in 3rd - 5th grade has one.	2.4, 2.6	Secretary and Administration	EOY reading scores will increase to 95%.			
Funding Sources: 211 - Title I, Part A - 640.00						
PBMAS 5) We will purchase supplemental instructional license Lexia.	2.4, 2.5, 2.6	Administration and SCI Coach	Students will increase their reading and comprehension level by more than 1 instructional year.			
Funding Sources: 211 - Title I, Part A - 9900.00						

6) We will purchase sets of books for students to enhance their reading utilizing authentic text in our Balanced Literacy Program		SCEI Coaches, Secretary, Administration	Students will increase their reading comprehension and be able to meet progress measure.			
Funding Sources: 211 - Title I, Part A - 10000.00						
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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: For the 2018-2019 school year, Dr. Sue Shook Elementary's percentage of students meeting their progress measure in Writing state assessment will increase by a minimum of 4%. To achieve this, students in the meets and masters levels will increase by 5% (Meets will increase from 60% to 65% and Masters will increase 22% to 27%)

Evaluation Data Source(s) 2: Progress monitoring through the year with Benchmarks. Final evaluation will be determined using State of Texas Assessments of Academic Readiness Assessment data.

Summative Evaluation 2: Significant progress made toward meeting Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
1) We will purchase supplemental instructional materials (Mentoring Minds).	2.4, 2.6	Secretary, Principal, Teachers	EOY STAAR Writing score will be 95%.			
Problem Statements: Student Academic Achievement 1 Funding Sources: 211 - Title I, Part A - 2000.00						
PBMAS 2) We will provide professional development to all teachers to study and understand the STAAR Writing Rubric.	2.4, 2.6	SCEI Coach, Administrators and Teachers	EOY STAAR Writing scores will be above 95% and EOY District Writing Initiatives will be about 90%.			
Problem Statements: Student Academic Achievement 1 Funding Sources: 211 - Title I, Part A - 2000.00						
= Accomplished = No Progress = Discontinue						

Performance Objective 2 Problem Statements:










Student Academic Achievement
Problem Statement 1: Dr. Sue Shook Elementary will focus on providing support in Writing to improve writing Initiative percentages from K-3rd grade Root Cause 1: When we disaggregate data, we can see that our LEP students require additional support and their progress must be measured because they are struggling to meet expectations

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: For the 2018-2019 school year, Dr. Sue Shook Elementary's percentage of students meeting their progress measure in Mathematics state assessment will increase by a minimum of 6%. To achieve this, students in the meets and masters levels will increase by 5% (Meets will increase from 66% to 71% and Masters will increase 38% to 43%)

Evaluation Data Source(s) 3: Progress monitoring through the year with Benchmarks. Final evaluation will be determined using State of Texas Assessments of Academic Readiness Assessment data.

Summative Evaluation 3: Met Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
1) We will purchase supplemental instructional materials (Mentoring Minds).	2.4, 2.6	Secretary, Administrators, Teachers	EOY STAAR Math scores will be above 95%.			
	Funding Sources: 211 - Title I, Part A - 10000.00					
2) We will purchase Lone Star Math products to supplemental and review math concepts on a daily basis.	2.4, 2.6	Secretary, Administrators, Teachers	EOY STAAR Math scores will be above 95%.			
	Funding Sources: 211 - Title I, Part A - 4100.00					
 = Accomplished  = 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: For the 2018-2019 school year, Dr. Sue Shook Elementary's percentage of students meeting their progress measure in Science state assessment will increase by a minimum of 6%. To achieve this, students in the meets level will increase by 10% from 54.9% to 64.9%. Masters will increase from 26.8% to 36%.

Evaluation Data Source(s) 4: Progress monitoring through the year with Benchmarks. Final evaluation will be determined using State of Texas Assessments of Academic Readiness Assessment data.

Summative Evaluation 4: Significant progress made toward meeting Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
1) We will purchase supplemental instructional materials (Edusmart, BrainPop, and StemScopes).	2.4, 2.6	Secretary and Administrators	EOY Science scores will be 95%.			
Funding Sources: 211 - Title I, Part A - 5000.00						
PBMAS 2) We will purchase the license to continue being a PLTW school with the implementation of STEM Modules.	2.4, 2.5, 2.6	Secretary and Administrators	EOY Science scores will be 95%.			
Funding Sources: 211 - Title I, Part A - 900.00						
3) We will train staff on STEM Modules during the first intersession on implementation of the modules.	2.4, 2.6	SCEI Coach, Lead Teacher, Faculty, Administrator, Secretary	EOY Science scores will be 95%.			
Funding Sources: 211 - Title I, Part A - 2880.00						
4) We will purchase a Science Mentoring Minds Resource.	2.4, 2.6	Secretary, SCEI Coach, Administration, 5th Grade Teachers	EOY Science scores will be 95%.			
Funding Sources: 211 - Title I, Part A - 2000.00						
PBMAS 5) We will create a Science Schedule and procedures to be followed in the Science Lab for Kinder through 4th grade	2.4, 2.6	SCEI and Administration	Students in Kinder through 2nd grade will attend the lab once every 2 weeks. Third and fourth grade students will attend lab weekly			
= Accomplished = 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 5: For the 2018-2019 school year, Dr. Sue Shook Elementary percentage of 4th grade LEP (Limited English Proficient) students meeting expectations on the Writing state assessment will increase by 40% (from 30% to 70%). Students achieving Meets and Master levels will increase by 30%.

Evaluation Data Source(s) 5: Progress monitoring through the year with Benchmarks. Final evaluation will be determined using State of Texas Assessments of Academic Readiness Assessment data.

Summative Evaluation 5: Significant progress made toward meeting Performance Objective


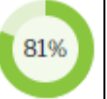

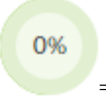

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
1) We will purchase supplemental materials to enhance reading (Fluency Folders).	2.4, 2.6	Secretary, Administrators and Teachers				
Funding Sources: 211 - Title I, Part A - 1800.00						
PBMAS 2) We will provide SIOP Training for all Bilingual Teachers.	2.4, 2.6	District Personnel, Administrators, SCEI Coach and bilingual teachers.	LEP students Staar assessment scores will increase to 75% by the end of the year.			
Funding Sources: 199 - General Fund: Bilingual - 1000.00						
3) Five laptops will be purchased for 5th, 4th & 3rd Bil. classes. to enhance curriculum through technology.	2.4, 2.5, 2.6	Admin. Sec.	Increased learning time in an interactive format: increase in LEP student achievement.			
= Accomplished = 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 6: For the 2018-2019 school year, the percentage of Special Education students that meet standards on the Reading state assessment will increase from 50% to 70% for 3rd and 4th grade students. Students already at approaching grade level will increase by 15% to Meets and Master levels.

Evaluation Data Source(s) 6: Progress monitoring through the year with Benchmarks. Final evaluation will be determined using State of Texas Assessments of Academic Readiness Assessment data.

Summative Evaluation 6: Significant progress made toward meeting Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
1) In school intervention will be offered 3 days a week and after school tutoring will be offered for reading two days per week.	2.4, 2.5, 2.6	Special Education Teachers, Administrators, SCEI Coach	EOY STAAR reading scores for 3rd and 4th grade reading will be above 50%.			
Funding Sources: 199 - General Fund : Special Education - 6720.00						
 = Accomplished  = 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 7: For the 2018-2019 school year, the percentage of 4th grade LEP students that meet standards on the Reading state assessment will increase by 30%, from 29% to 59%. Students progressing to Meets and Masters will increase by 20% .

Evaluation Data Source(s) 7: Progress monitoring through the year with Benchmarks. Final evaluation will be determined using State of Texas Assessments of Academic Readiness Assessment data.

Summative Evaluation 7: Significant progress made toward meeting Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
1) In school intervention will be offered 3 days a week and after school tutoring will be offered for reading two days per week.	2.4, 2.5, 2.6	Bilingual Teachers, SCEI Coach, Administrators	EOY STAAR reading scores for ELL students will be above 55%			
	Funding Sources: 199 - General Fund: Bilingual - 6700.00					
2) We will provide targeted instruction for ELL students to address their needs by hiring a temporary instructional aide.	2.4, 2.5, 2.6	TIA, Bilingual Teachers, SCEI Coach, Administrators	EOY ELL STAAR reading scores will be above 55% for 4th grade.			
	Funding Sources: 211 - Title I, Part A - 0.00					
= Accomplished = 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 8: For the 2018-2019 school year, 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) 8: Purchased of IWB equipment for classrooms. Classroom Technology projects every 9 weeks found in Lesson Plans

Summative Evaluation 8: Significant progress made toward meeting Performance Objective


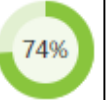



Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
<p>Critical Success Factors CSF 1 CSF 7</p> <p>1) We will purchase new projectors, Interactive White Boards and computers and document cameras to replace old equipment in the classrooms.</p>	2.4, 2.6	Administrations, Secretary	Students will continue to perform at high level on district and state assessments.			
Funding Sources: 211 - Title I, Part A - 20000.00						
= Accomplished = 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 9: For the 2018-2019 school year, Dr. Sue Shook Elementary 10% of students in Kinder through second grade that perform as a Tier 2 or Tier 3 in their I-station Beginning of Year Diagnostic will move up to a Tier 1 by the End of Year Diagnostic.

Evaluation Data Source(s) 9: Progress Monitoring, Monthly Summary reports for I-station ISIP scores. Final Evaluation, I-station ISIP Summary Report for May.

Summative Evaluation 9: Significant progress made toward meeting Performance Objective


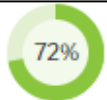



Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
1) In grades K-2, I-Station will be used on a regular basis to increase reading fluency and increase Tier levels throughout the 2018-2019 school year.	2.4, 2.5, 2.6	Administration SCEI Coach Faculty	Increase in reading level for students in kindergarten, first grade, and second grade.			
 = Accomplished  = 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 2018-2019 school year, the percentage of observed teachers that achieve "Proficient" on T-TESS at Dr. Sue Shook will be at least 90%.

Evaluation Data Source(s) 1: Observed teachers that achieve "Proficient" on T-TESS will at least 90%.

Summative Evaluation 1: Significant progress made toward meeting Performance Objective






Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
1) Administration will conduct a minimum of five walkthroughs a week in order to provide teachers with valuable feedback to ensure they are proficient at their practice.	2.4, 2.6	Administrators	90% of EOY TTESS summatives will be at proficient.			
 = Accomplished  = 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 2: For the 2018-2019 school year, Dr. Sue Shook Elementary will maintain 100% Highly Qualified teachers.

Evaluation Data Source(s) 2: All teachers meet the 100% Highly Qualified status

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
1) Teachers will complete required activities during the 2018-2019 school year to remain highly effective and certified.	2.4, 2.6	Administration Faculty	100% of teachers will have all necessary credentials.			
 = Accomplished  = 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 3: During the 2018-2019 school year, Dr. Sue Shook Elementary will ensure all teaching staff attend mandatory professional development and two additional professional development opportunities.

Evaluation Data Source(s) 3: Sign in sheets for professional development.

Summative Evaluation 3: Significant progress made toward meeting Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
1) We will provide teachers with science professional development (PLTW Modules, Edusmart, Steamsopes).	2.4, 2.5, 2.6	SCEI Coach and Teachers	Sign in sheets for PD.			
	Funding Sources: 211 - Title I, Part A - 2000.00					
2) We will provide AVID training for all new 4th and 5th grade teachers who have not yet attended the training.	2.4, 2.6	Administrators and Secretary	Certificate from training.			
	Funding Sources: 211 - Title I, Part A - 0.00					
3) Teachers servicing our special populations will receive additional staff development to implement an better serve our special population groups.	2.4, 2.5, 2.6	Principal and SCI Coach	Teachers will be able to see increase in development of our at-risk students.			
	Funding Sources: 211 - Title I, Part A - 300.00					
= Accomplished = 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 2018-2019 school year, Dr. Sue Shook Elementary will provide at least 4 collaborative educational involvement activities and events for parents and community members in order to promote teamwork and unity in the education of students.

Evaluation Data Source(s) 1: We will have a reading, math, writing, and science event during the year.

Summative Evaluation 1: Significant progress made toward meeting Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
1) We will plan reading, math, writing and science nights.	3.1, 3.2	Teachers, SCEI Coach and Administrators	Sign in sheet and fliers for events.			
Funding Sources: 211 - Title I, Part A - 1000.00						
2) We will have an open house/meet the teacher night for all students on Thursday, before the start of school.	3.1, 3.2	Administrators and teachers	Parental engagement will begin with strong participation.			
= Accomplished = 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 2018-2019 school year, Dr. Sue Shook Elementary will increase the number of notifications, sent via newsletters, email, etc. to parents, business, and community members by 10%.

Evaluation Data Source(s) 2: The number of notifications sent from the campus will increase by 10% in efforts of bolstering communication between parents and schools.

Summative Evaluation 2:







Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
1) We will send home a flyer and place a sticker in each agenda for every event on campus.	3.1, 3.2	Secretary, Parent Liaison, Administration and Teachers	Number of fliers and labels will be noted in communication notebook.			
Funding Sources: 211 - Title I, Part A - 2000.00						
= Accomplished = 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 2018-2019 school year, Dr. Sue Shook Elementary will offer a minimum of 2 partnership activities with businesses, higher education institutions, and other outside agencies to support student education.

Evaluation Data Source(s) 3: Number of partnership activities to at least 2.

Summative Evaluation 3: Met Performance Objective






Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
1) We will have a career week during the first semester and invite businesses, high education institution and other agencies.	2.4, 2.5, 2.6	Counselors and Parent Liaison	Sign in sheets for event.			
 = Accomplished  = 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 4: For the 2018-2019 school year, Dr. Sue Shook Elementary will offer 2 customer service training sessions by to ensure a positive and welcoming school climate for parents and community members.(FALL and Spring)

Evaluation Data Source(s) 4: Sign in sheets for training.

Summative Evaluation 4: Met Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
1) We will provide customer service training during the 1st nine weeks and again during the 3rd nine weeks to monitors and office staff.		Assistant Principal	Sign in sheets for training.			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>= Accomplished</p> </div> <div style="text-align: center;">  <p>= No Progress</p> </div> <div style="text-align: center;">  <p>= Discontinue</p> </div> </div>						

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 5: During the 2018-2019 school year, Dr. Sue Shook Elementary will increase parent and family engagement by 10%.

Evaluation Data Source(s) 5: Sign in sheets for events.

Summative Evaluation 5: Significant progress made toward meeting Performance Objective



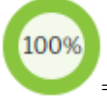


Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
1) We will provide parent and family engagement workshops based on parental surveys and will provide snacks and drinks, and will provide parent liaison with an opportunity to attend relevant conferences.	3.1, 3.2	Parent Liaison, Administrators, SCEI Coach	Sign in sheets and agendas			
Funding Sources: 211 - Title I, Part A - 1000.00						
Critical Success Factors CSF 5	3.1, 3.2	Parent liaison, secretary, administration	Parent will be more informed about being involved.			
2) We will send at least 1 parent to the Region 19 Parental Engagement Conference to help educate our community about family involvement.	Funding Sources: 211 - Title I, Part A - 105.00					
= Accomplished = 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 1: For the 2018-2019 school year, Dr. Sue Shook Elementary will increase the average daily attendance to be above 97%.

Evaluation Data Source(s) 1: EOY average daily attendance will be above 97% for the 2018-2019 year.

Summative Evaluation 1: Significant progress made toward meeting Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
1) Continue to have monthly attendance committee meetings to analyze and review attendance records and address concerns in order to send out warning letters, have parent meetings and create and execute plans as needed.	2.4, 2.6, 3.1, 3.2	Administrators, Counselor, Teachers, PEIMS Clerk	EOY attendance will be above 97%			
 = Accomplished  = No Progress  = Discontinue						

State Compensatory

Personnel for Dr. Sue Shook Elementary:

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Alex Delmont	At-Risk Instructional Aide	SCE	1
Ciria Leon	CSR Teacher	SCE	1
Lucia Pinedo	Library Aide	SCE	.50
Porsche Jackson	SCEI Coach	SCE	1
Stephanie Estrada	SCEI Coach	SCE	1

Title I Schoolwide Elements

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

Title I Schoolwide Element Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Brittany Burnette	Parent Liaison	Title I	1

Campus Funding Summary

199 - General Fund : Special Education					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	6	1			\$6,720.00
Sub-Total					\$6,720.00
211 - Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	1			\$1,000.00
1	2	4	The Master Teacher Lessons for each grade level		\$2,200.00
2	1	1	Purchase materials for students.		\$20,000.00
2	1	2			\$3,000.00
2	1	3			\$7,842.00
2	1	4			\$640.00
2	1	5		211	\$9,900.00
2	1	6	Scholastic books		\$10,000.00
2	2	1	materials for students		\$2,000.00
2	2	2	Training for teachers on STAAR writing rubric.		\$2,000.00
2	3	1			\$10,000.00
2	3	2			\$4,100.00
2	4	1			\$5,000.00
2	4	2			\$900.00
2	4	3			\$2,880.00
2	4	4			\$2,000.00
2	5	1			\$1,800.00
2	7	2			\$0.00
2	8	1	IWB projectors and boards		\$20,000.00
3	3	1			\$2,000.00

3	3	2			\$0.00
3	3	3	Region 19 trainin g		\$300.00
4	1	1			\$1,000.00
4	2	1	purchase labels for agendas and paper for fliers		\$2,000.00
4	5	1	snacks and drinks		\$1,000.00
4	5	2	conference attendance fees		\$105.00
Sub-Total					\$111,667.00
199 - General Fund: Bilingual					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	5	2			\$1,000.00
2	7	1			\$6,700.00
Sub-Total					\$7,700.00
Grand Total					\$126,087.00