

McKinney Independent School District
Slaughter Elementary
2016-2017 Campus Improvement Plan



Mission Statement

We will provide engaging learning experiences so students can become effective communicators, quality contributors, and socially responsible citizens.

Vision

We are a cohesive, diverse community providing engaging learning experiences for all.

Core Beliefs

Partnerships between students, parents, community members, and staff are foundational to educational success.

Positive school culture and a safe environment foster growth.

Everyone has inherent value and deserves to be treated with dignity and respect.

Learning is an active process requiring engaging tasks and engaging minds.

Relevant and authentic experiences ignite continuous, deeper learning.

Meaningful relationships enrich learning.

Confidence fuels risk taking and higher achievement.

Financial stewardship ensures a tomorrow for education.

Comprehensive Needs Assessment

Demographics

Demographics Summary

E. H. Slaughter Elementary's total enrollment was 650 students over the course of 2015-2016. Our student enrollment is projected to increase over the next several years. Our campus is designated Title I and serves Bilingual students K-5. One of our greatest strengths is our highly qualified staff and the diversity of our campus. Since the 2008-2009 school year Slaughter Elementary has been selected as a Bilingual campus serving students K-5. We currently have 9 classrooms that serve our Spanish second language learners. We continue to serve a diverse population of students. Currently, 48% of our students are Hispanic, 15% African American, 35% White, 3% Asian, and 2 % other ethnic backgrounds. Currently we have 33% of our students are categorized as ELL. Currently, 53% of our students are economically disadvantaged, and 5% of our students are served by Alpha. Students enrolled in Special Education programming total 7% of our population.

Demographics Strengths

One of our demographic strengths is the ethnic composition of our students. At this time the majority of the students we serve identify as Hispanic followed by white, and African Americans account for 14% of our total population.

Demographics Needs

Our population trend is transient. This school year we enrolled or withdrew approximately 180 students. For the 2014-2015, we enrolled or withdrew approximately 85 students in each category during the first initial weeks of school and approximately additional 50 over the school year this does not account for incoming Kindergartners.

Student Achievement

Student Achievement Summary

Earl Slaughter Elementary continues to reach high levels of academic achievement. In analyzing our growth in STAAR performance for the 2014-15 school year we are showing the all student group remained consistent with 81% passing; writing was 73% passing; Reading was 85% passing; Science was 78% passing; On average in grades 3-5 in the content area of reading, 85% met projected proficiency according to MAP. Our goal area strength in reading is literary concepts. In the area of math in grades 3-5 86% met projected proficiency according to MAP standards. Our goal area strength in math is geometry and algebraic thinking.

In reviewing I station data for primary grades, phonemic awareness and letter knowledge are strengths. Letter knowledge in Kindergarten grew from 51% at the beginning of the year to 73% at the end, increasing the amount of Tier 1 (on grade level) students by 22%. First grade decreased the amount of students on Tier 3 (students needing intervention) from 51% at the beginning of the year to 32% by the end of the year in the area of phonemic awareness and second grade increased Tier 1 students from 47% at the beginning of the year to 55% at the end of the year in the area of comprehension. Although we saw gains in specific areas of growth overall our Tier 1 students grew from 46% to 51% in Kindergarten, 38% to 40% in First grade, and 34% to 50% in second grade in the area of reading.

Student Achievement Strengths

We continue to see growth in our data in the areas of mathematics and science. Reading data reveals students are making progress, but acceleration is necessary to meet or exceed grade level specific targets. Our goal area of strength according to MAP data is literary concepts. I Station data reveals gains across the board in all specific reading areas such as letter knowledge or phonemic awareness and vocabulary which used to be an area of growth. However, our overall scores tend to show a steady distribution within the Tiers. In math our goal area strength is geometry and algebraic thinking.

Student Achievement Needs

In the content area of mathematics problem solving, vocabulary development, and probability and statistics are our areas for growth.

In the content area of reading inference, navigating of informational text for meaning are our areas for growth.

School Culture and Climate

School Culture and Climate Summary

E. H. Slaughter Elementary is family oriented. Our motto is "In it together" and this theme can be demonstrated through out our hallways and community. We pride ourselves in relationship building throughout the community and within our staff. Two of our biggest assets are our PTO and Community In Schools program. Our PTO plan monthly Family Nights and coordinates a Spring Fling event annually. We are expecting 100 plus volunteers this school year which will be coordinated through our Community In Schools liaison. As a staff we embrace the opportunity for our students to organize and coordinate service opportunities for our community to participate in.

School Culture and Climate Strengths

Our strengths are the cohesiveness of our staff as well as a supportive PTO and the many volunteer hours coordinated through our Community In Schools liaison, Kathy Davis. We also believe providing service oriented projects such as participation in Relay for Life, Diabetes Walk, and Jump Rope for Heart. We are looking forward to building strong partnerships with our two 3E organizations, Wesley United Methodist Church and Covenant Church.

Based on HRS survey given to administrators, staff, students and the community, Slaughter is considered a safe and collaborative environment.

School Culture and Climate Needs

We continue to look for opportunities that support students social and emotional needs and provide stability to their life at school and at home. We continue to strive for parent engagement in our school community, such as clear and frequent communication, personal invitations to family members, and meaningful events.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

E. H. Slaughter Elementary maintains a commitment to hire and retain a highly qualified staff. For the 2014-2015 school year, our staff is comprised of 50 professional teachers. Only one teacher was hired prior to the start of the school year and several internal teachers switched grade level assignments. We currently have several staff that are seeking master degrees in the areas administration and counseling. We currently work with Texas A&M Commerce in providing assignments for student teachers to intern and complete their student teaching.

Staff Quality, Recruitment, and Retention Strengths

One of our strengths is the longevity and years of experience of our staff; approximately 75% of our staff has at least 5 years or more of experience; only one staff member has zero years of experience. At E. H. Slaughter Elementary 90% of our teacher's are ESL certified and approximately 90% of staff have completed SIOP training.

Staff Quality, Recruitment, and Retention Needs

We continue to look for opportunities in which the expertise of our staff can best be utilize at the campus and district level.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

The professional staff of E. H. Slaughter Elementary utilizes Eduphoria and curriculum documents when designing lessons for instruction. Grade level teams construct curriculum maps and analyze TEKS for performance and content standards to plan instruction in preparation for the selection of materials. Special consideration is given to intentional teaching of daily language objectives and vocabulary development across content areas. Professional staff manage learning through instructional models such as Reading/ Writing workshops, Daily 5, and TABOR Rotation for math. Small group and/or one on one instruction are part of weekly routines.

Curriculum, Instruction, and Assessment Strengths

Professional staff utilize a variety of planning tools and materials to prepare lessons using the HRS model. Data meetings are held regularly. Analysis of data reveals grade level needs for instruction as well as student individual needs. From Data meetings, goals are set and lesson plans adjusted to meet the needs of students. Data resources utilized are monitoring systems/ notebooks, student work samples, MAP and I-Station data, District Assessment data, TELPAS data, and STAAR data.

Curriculum, Instruction, and Assessment Needs

E. H. Slaughter professional staff is committed to using Professional Learning Communities to analyze teaching practices for rigor across content to ensure scope and sequence builds upon itself from year to year. We also are committed to strengthening vocabulary development in students by developing a plan of action involving the etymology of words as part of our instructional plan. We are also committed to students at each grade level producing a specified number of completed writing pieces across a variety of writing genres.

Family and Community Involvement

Family and Community Involvement Summary

E. H. Slaughter Elementary is committed to being seen as a welcoming community that embraces partnerships to strengthen student success. The PTO and CIS works in partnership with administrators to strengthen students academic performance and provide students and their families resources for academic success. We value our relationships with our 3E Community partners Wesley United Methodist Church and recent addition of Covenant Church.

Family and Community Involvement Strengths

One of our biggest strengths is our volunteers. Currently, we are expecting over 100 individual volunteers to provide mentoring and needed services to our students. Programs that offer assistance to our students are Food 4 Kids, PALS, mentor volunteers, quilt club, Serenity volunteers, and Clothe-A-Child. Previously 100 students participated in Clothe-A-Child and 40 students participated in Food-4-kids program coordinated by our Community In Schools liaison.

Family and Community Involvement Needs

We continue to look for partnerships that can positively impact our campus. We currently have a weekly volunteer that runs a 5th grade quilt club. We have many high school volunteers that partner with students through the PALS program. We have many adult volunteers who meet with students through CIS's mentoring program. We look for additional resources and volunteers that can teach students extra curricular activities.

Technology

Technology Summary

Students and staff at Slaughter Elementary strive to be producers and consumers utilizing technology tools. Staff members will meet as a PLC to collaborate and learn about technology integration in a technology team. Teachers will in turn integrate technology learned resources in the classroom setting to prepare our students to be digital citizens.

Technology Strengths

Our campus has access to many mobile devices, SMARTboards, software, online programs, and other technology tools for students and staff members. Our students are given the opportunity to produce multiple products using technology web tools.

Technology Needs

We continue to strive to keep our electronic devices to be at least 2:1 ratio. We also are working on providing PLC opportunities to keep staff updated with the latest 2.0 web tools such as Google drive for students and teachers.

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
- PBMAS data

Student Data: Assessments

- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) results
- Student Success Initiative (SSI) data for Grades 5 and 8
- Local benchmark or common assessments data
- Student failure and/or retention rates
- Running Records results

Student Data: Student Groups

- Number of students assigned to each special program, including analysis of academic achievement, race, ethnicity, gender, etc
- Special education 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
- Homeless data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Student surveys and/or other feedback

Employee Data

- Professional Learning Communities (PLC) data
- Staff surveys and/or other feedback

- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data

Support Systems and Other Data

- Budgets/entitlements and expenditures data
- Study of best practices









Goals

Goal 1: E. H. Slaughter Elementary staff will plan and deliver rigorous instruction so that students will demonstrate exemplary academic performance.

Performance Objective 1: Students will demonstrate academic success in ELA as measured by at least 90% of students meeting projected proficiency as determined by grade level performance standards.

Summative Evaluation: By using district assessments, STAAR, Map data, I station, DRA, Running records

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
1) Professional staff will plan for rigorous ELAR instruction incorporating critical design qualities to the grade level curriculum as determined by the grade level TEKS as well as individual students needs.	1, 3, 8, 9	Administration, Professional staff, RtI team	Curriculum Map, Lesson Plans, DRA data, MAP data, STAAR data, I station data, Monitoring notebooks, District End of Unit Assessments, writing samples				
Funding Sources: 199 General Funds - \$500.00							
2) Teachers and students will engage purposefully in authentic literacy by reading, writing, and talking within a variety of genres.	3, 9	All staff	DRA data, MAP data, Monitoring notebooks, End of Unit District Assessments, Reading journals/logs, Lesson plans, STAAR data, small group/rotation work, literature circles				
Funding Sources: 199 General Funds - \$1000.00							
3) Students will participate in school-wide reading opportunities (Book of the month, classroom incentive plans, Reader's Workshop, Campus wide celebrations, Dr. Seuss character day, Six Flags and Pizza Hut! Book it reading programs, book clubs, Bluebonnet and 2x2 books)	2, 6, 9	A-Team, ILT, and Professional Staff	Book of the Quarter designed lessons and displays, monitoring notebooks of K-5 teachers, classroom observations, library usage reports, and DRA, MAP data, I Station Data, Gettin' Groovy and Writing Camp and other alternate assessment data.				
Funding Sources: 199 General Funds - \$4000.00							
4) PLC will be offered to staff that focus on instructional strategies for ELAR.	1, 2, 3, 4, 8	Administrative team, ILT, and PLC facilitators	Eduphoria credited hours, lesson plans, classroom observations, and data sets				
Funding Sources: 199 General Funds - \$1000.00							
5) Professional staff will implement plans to strengthen vocabulary instruction K-5.	1, 3, 4	Administrators, A-Team, professional staff, TLs	Designed lessons, walkthroughs, word walls, displays around school, objectives include words from the TEKS				
6) Students will produce a guaranteed number of finished and rubric scored compositions per grade level per quarter (Level 4, HRS).	2, 3, 8, 9	Professional Staff, Administration, Writing PLC, Instructional Specialists	Curriculum Map, Designed Lessons, STAAR Writing data, Writing Rubric Data per grade level team, and student work samples, gallery walks, writing showcases K-5, 1-2 published compositions per 9 weeks				

7) Professional Learning Community will address consistency in rubric scoring and authenticity of writing model. (Leading Indicator 1.4)	3, 4, 8	All staff, Content vertical teams/PLC	Completed compositions scored with rubric data, designed lessons, Student writing notebooks/samples, Teacher conferring notes/ monitoring notebooks, STAAR data, District Writing Benchmark data, PLC meetings, school calendar, meeting notes, staff meetings				
8) Teachers and students will purposefully plan, implement, and use technology to strengthen students skills and knowledge.	2, 9, 10	All staff	DRA data, MAP data, STAAR data, I-Station data, and TELPAS data. Rosetta Stone, additional web based materials, MEF grants for technology, and use of mobile devices and Google Apps, websites, iStation reports. Creation of digital products.				
Funding Sources: Title IA Funds - \$5000.00							
9) Send teachers to staff development and provide learning opportunities in the area of literacy, such as literacy academies.	3, 4	Administrative Team	STAAR data, District Assessment data, teacher formal/informal assessment, Learning Walks, monitoring notebooks, Words Their Way PLC, and on-going professional development.				
Funding Sources: 199 General Funds - \$1500.00							
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue							

Goal 1: E. H. Slaughter Elementary staff will plan and deliver rigorous instruction so that students will demonstrate exemplary academic performance.

Performance Objective 2: Students will demonstrate academic math knowledge as measured by at least 90% of students meeting projected proficiency as measured by grade level performance standards.









Summative Evaluation: By using district assessments, STAAR, Map data, TEMI, Numeracy Consultants

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
1) Professional staff will plan rigorous instruction in math incorporating critical design qualities to the grade level curriculum as determined by the grade level TEKS as well as individual students needs.	1, 3, 8, 9	All professional staff, Administrators, Instructional Specialists, RtI Team, PLC	Curriculum Map, Lesson plans, MAP data, STAAR data, Performance tasks, Quick Checks, TEMI data, District Assessments, monitoring notebooks, observation daily problem solving such as UPS Check, data meetings, Countdown to STAAR, Go Math				
2) Teachers will regularly use the following resources to design for rigorous content and substance in lesson designing: IFD's, GO Math, math quick checks, MAP data for instruction and District Assessment data, TEMI, Think Through Math, and Numeracy Consultants.	3, 8, 9	All professional staff, Administrators, Instructional Specialists, and Academic Coaches	Math Quick Checks, TEMI data, Monitoring notebooks, reflective entries in math journals, MAP data, STAAR data, classroom observations, designed lessons, staff development, Countdown to STAAR, data meetings, Go Math, Think Through Math, TAKS coach book, Math PLC, Number Talks, Numeracy Consultants.				
3) Classroom teachers will plan instruction using a math instructional model that includes whole and small group opportunities, problems solving during all segments, and guided and independent practice prior to assessing.	2, 3, 8, 9	Professional staff, Administrators	Curriculum Map, data driven Lesson Plans, Math monitoring notebook, and classroom observations. Data sources: MAP data, Math Quick Checks, Think Through Math, Number Talks, TEMI, observations of UPS check/ problem solving strategies, and District Assessments.				
Funding Sources: 199 General Funds - \$1000.00							
4) Professional learning will be made available to staff (Leading Indicator 1.4)	4	Designated professional staff, Administrators, Vertical math team, PLC	Implementation of new understandings recorded in designed lessons and delivery of observed lessons (walkthroughs), Math PLC, Comprehending Math book study (Google Classroom).				
Funding Sources: 199 General Funds - \$1000.00							
5) Teachers and students will purposefully plan, implement, and use technology to strengthen students skills and knowledge.		All staff	DRA data, MAP data, STAAR data, I-Station data. Rosetta Stone, additional web based materials, MEF grants for technology, Think Through Math, Google Apps, and use of mobile devices.				
Funding Sources: 199 General Funds - \$1000.00							
= Accomplished = Considerable = Some Progress = No Progress = Discontinue							

Goal 1: E. H. Slaughter Elementary staff will plan and deliver rigorous instruction so that students will demonstrate exemplary academic performance.

Performance Objective 3: Students will demonstrate academic Science knowledge as measured by 90% of students at grade level proficiency as measured by grade level performance standards.

Summative Evaluation: By using district assessments, STAAR, Map data, Unit assessments

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
1) Teachers will design lessons that give special consideration and intention to teaching vocabulary, maintaining science notebooks with students, assign purposeful reading and hold meaningful discussions.	3, 9	All professional staff , Building administrators	Sample Reflective entries in Science notebooks, End of unit assessments/ District assessments, MAP data, Monitoring notebook, STAAR data, lesson and content objectives, Science Fair, Crepe Myrtle projects, and performance standard data.				
2) Professional staff will design instruction utilizing models such as inquiry model and 5E model.	3, 9	All professional staff	End of Unit Assessments, MAP data, STAAR data, Performance Standard data, Samples of Science Journals, and designed lessons.				
Funding Sources: 199 General Funds - \$1000.00							
3) Teachers and students will purposefully plan, implement, and use technology to strengthen students skills and knowledge.	3, 8, 9	All staff	Curriculum Map, Designed Lessons, End of Unit Assessment data, MAP data, and STAAR data. Rosetta Stone, additional web based materials, MEF grants for technology, Fusion virtual lab (Think Central), digital products, and use of mobile devices and Google Apps.				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue							

Goal 1: E. H. Slaughter Elementary staff will plan and deliver rigorous instruction so that students will demonstrate exemplary academic performance.

Performance Objective 4: LEP students will demonstrate academic success with 90% of students meeting grade level proficiency standards.

Summative Evaluation: District assessments, STAAR, ELPS training, SIOP strategies are used during instruction









Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
1) Special consideration and attention will be given to monitoring of LEP students academic progress and language development.	1, 3, 8, 9	All staff, RTI team, Building Administrators, Instructional Coaches, Bilingual/ESL Department	TELPAS data, IPT testing, MAP data, STAAR data, Classroom assessments and observations, District Benchmark Assessment data, writing samples, subject notebooks, goal-setting with students.				
2) Language objectives will be posted and taught consistently.	3, 9	K-5/specials teachers, Instructional Specialists, Building Administrators	Curriculum Maps, Weekly Lesson Plans with designated ELPS, IPT testing, Classroom observations/ Walkthroughs, STAAR data, TELPAS data, MAP Data, I Station Data, and District assessment data.				
3) Certified ESL/ Bilingual teachers will meet regularly to review and share best practices to use in the classroom.	4	Building Administrators, Professional ESL/ Bilingual certified staff, Bilingual/ESL department	Designed lessons that reflect ESL strategies such as SIOP model, ELPS, vocabulary development, and second language learner strategies, Documented ELPS objectives in designed lessons, Classroom observations, Student work samples, TELPAS data, Bilingual quarterly meetings, quarterly ELL focused staff meetings.				
4) Technology such as Rosetta Stone will be utilized to strengthen LEP students ability to communicate in English.		All staff, Instructional Specialists	Rosetta Stone Usage Data, TELPAS Data, MAP Data, I Station Data, STAAR Data, Google Apps, use of mobile devices.				
5) Designated staff will attend SIOP, ELPS, and TELPAS trainings.	5	Administration Human Resources and Bilingual/ESL Department	PD credits earned by teachers, certifications of completion of staff				
= Accomplished = Considerable = Some Progress = No Progress = Discontinue							

Goal 1: E. H. Slaughter Elementary staff will plan and deliver rigorous instruction so that students will demonstrate exemplary academic performance.

Performance Objective 5: Teams of teachers/administrators responding to data, will monitor and adjust teaching for student learning Leading Indicator 1.5)

Summative Evaluation: Teachers are meeting for mid 9 week checks in regards to data, assessing student success with interventions and follow up plans of instruction.

Data meetings, Team meetings, RTI meetings, A team meeting

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
1) Based on formative and summative data, staff will design and provide one-one instruction, tutorials, small group instruction with support staff, and team flex grouping.	3, 9	All professional staff, Building administrators, ILT, Instructional Specialists, Academic Coaches, CIS	MAP data, STAAR data, End of Unit assessments, PEIMS, TELPAS Data, I Station Data, TEMI, District Assessment data, quarterly data PLCs, Countdown to STAAR, Numeracy Consultants.				
Funding Sources: Title IA Funds - \$22000.00							
2) At least 100% of E. H. Slaughter professional staff will become ESL certified.	3	Building Administrators, ESL/ Bilingual Department	ESL endorsement certificates				
3) Data PLC meetings at A-Team, Grade Levels, and ILT will analyze campus data regularly to monitor academic performance (Lagging Indicator 1.5)	8, 9	A-Team, Instructional Coaches, ILT Classroom teachers	DRA, Unit Assessments, MAP data, I Station data, TEMI, RTI data, STAAR data, customized Eduphoria reports, TELPAS Data, and District Assessment data, data goal sheet per grade level (quadrants),				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue							

Goal 1: E. H. Slaughter Elementary staff will plan and deliver rigorous instruction so that students will demonstrate exemplary academic performance.

Performance Objective 6: Grade levels will utilize the RtI process for student improvement (Leading Indicator 1.5)








Summative Evaluation: Teachers meet weekly with RtI committee to set/evaluate goals and student response to specific goals and interventions provided.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
1) RtI coordinators will regularly meet with teachers to assist in identifying students who are in need of support and plan for interventions (Lagging Indicator 1.5).	1, 8, 9	RtI Coordinators, SPED teachers, Building Administrators, All professional staff, Counselor, and Specials teachers as needed	Agendas and notes from RtI meetings, Teacher documentation submitted to RtI: Lexia Data, I Station data, MAP data, DRA data, End of Unit Data, DA data, (TEMI) Numeracy Consultants, Think Through Math (Lagging Indicator 1.5)				
2) Teachers will meet regularly as an RtI PLC with coordinators to discuss student data and complete assigned tasks.	8, 9	RtI coordinators K-5 Teachers Administrators	RtI team weekly agenda and notes Student data submitted in Aware				
3) The Special Education team is a valuable resource of the RtI team and assists in monitoring student referrals.		Special Education Team Lead, RtI Coordinators	Attendance record of RtI meetings and minutes and entered into Aware.				
= Accomplished = Considerable = Some Progress = No Progress = Discontinue							

Goal 1: E. H. Slaughter Elementary staff will plan and deliver rigorous instruction so that students will demonstrate exemplary academic performance.

Performance Objective 7: The performance of G/T (Alpha) students will be monitored throughout the year to ensure students access to grade level curriculum at the appropriate complexity.













Summative Evaluation: Data meetings, Team meetings allow for extensions to be done with students performing at or above grade level on assessments such as district assessments, STAAR, MAP. Monthly updates are sent from GT teachers from Webb Elementary bridging communication between classroom and GT teachers.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
1) A grade level teacher will communicate regularly with Alpha teachers on student progress and needs.	3, 8	All professional staff, Building Administrators, Alpha Teacher 3-5, and Alpha Teacher K-2	Communication documents/logs, student documents (ex: positive behavior support plans, accommodations, etc.), emails				
2) Teachers will design data-driven lessons to differentiate learning that engage students at the appropriate levels of complexity.	3, 8, 9	Building Administrators Classroom Teachers	Designed lessons, student products, team planning				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue							

Goal 1: E. H. Slaughter Elementary staff will plan and deliver rigorous instruction so that students will demonstrate exemplary academic performance.

Performance Objective 8: Special Education team will design IEPs based on TEKS (where appropriate) and collaborate with the classroom teachers to facilitate mastery of the IEP.











Summative Evaluation: Communication logs are shared informally between classroom and special education teachers as needed, in addition to quarterly meetings that support instruction/student growth.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
1) Special Education teachers will meet with classroom teachers regularly to discuss student mastery of goals and performance.	3, 8, 9	Administrators, Special Education Professional Staff, and Specials Professional Staff	Team meeting agenda notes, Monitoring notebooks, Benchmark Assessments, End of Unit Assessments, MAP data, DRA data, I Station data, IEP data, inclusion log				
2) Specified staff will attend and complete CPI training.		Special Education staff and Administrators	Completion certificates of staff				
3) Special Education team will review and monitor IEPs and assessment data to recommend appropriate STAAR test and accommodations.	8, 10	SpEd Team Lead, Special Education staff, and Administrators	IEP indicating STAAR accommodations				
4) Special Education enrollment will be monitored to reflect current campus demographics.		SpEdTeam Lead, Special Education Staff, Registrar, and Administrators.	Enrollment percentages by demographics as reported in PEIMS and eSchool, PBMAS				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue							

Goal 1: E. H. Slaughter Elementary staff will plan and deliver rigorous instruction so that students will demonstrate exemplary academic performance.

Performance Objective 9: Daily Average attendance rates at E.H. Slaughter Elementary will be at 96% or higher.











Summative Evaluation: Campus reward program set to promote perfect attendance. We follow district policies in regards to attendance, and truancy.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
1) Academic activities such as our reading incentive plan, Field Day, Science Fair, assemblies(GMS), mentors/ PALS, 3E partnerships, and special grade level academic days will be planned.	6, 9	ILT, Building Administrators, CIS, Counselor	Average attendance rate data, School Climate Survey data. Designed lessons, Recorded activities on school-wide calendar, Grade level newsletter, weekly updates, Remind, social media (Facebook, Twitter), Teacher websites, volunteer rates of Mentors/ PALS, and Adopt-a-School (3E): Covenant Church and Wesley United Church record of participation.				
				Funding Sources: 199 General Funds - \$500.00			
2) Primary homeroom teachers, registrar, and administrators will monitor attendance regularly.	9	All professional staff, Administrators, Registrar	Record of attendance notices sent, Staff Communication logs, District guidelines will be followed as it pertains to Truancy.				
3) Staff will meet regularly with students to confer about their learning and set academic goals.	8, 9	Classroom teachers, Administrators	Classroom observations, Designed Lessons, and Monitoring Notebooks				
4) Quarterly perfect attendance awards		Registrar and Assistant Principal	eSchool reports on attendance and tardies; incentive plans				
	Funding Sources: 199 General Funds - \$500.00						
5) Campus attendance committee monitors daily attendance and communicates regularly with parents.		Assistant Principal, registrar	Meeting minutes, parent communication logs, attendance and tardy reports from eschool				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue							

Goal 1: E. H. Slaughter Elementary staff will plan and deliver rigorous instruction so that students will demonstrate exemplary academic performance.

Performance Objective 10: E. H. Slaughter Elementary will utilize technology to establish rich digital learning experiences which enhance the curriculum, improve instruction, and increase productivity and communication.

Summative Evaluation: Technology professional development is done on a regular basis. Whole group modeling with MRS, Screen casting, and Google Classrooms.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
1) Staff will maintain classroom websites and utilize digital communication as a communication tool for students and their families.	6	Administrators and all Professional Staff	Updated websites, activity and use of Web 2.0 technology tools, mobile devices, Google Apps, and parent group distribution lists.				
2) Content Standards will be linked with technology activities so that students are challenged to engage in rigorous tasks, provide student choices, and create profound learning.	2, 8, 9	Administration, Designated Point People, All Professional Staff	Curriculum Maps, Lesson Plans, Students Work Samples, Student Observation/ Walkthroughs, and variety of teacher and District assessment tools.				
3) When appropriate and feasible on-line systems and resources will be used in-lieu of hard copy materials.	2, 10	Administration, District Technology Staff, and Campus Technology Experts.	On-Line registration Process completed, Frequency of programs such as Eduphoria and other software accessed regularly instead of hard copies of materials.				
4) E. H. Slaughter Elementary will develop and maintain a Facebook and Twitter page so that we provide an additional communication tool to the community.		Media Resource Specialist, Administration, Staff	Record of site visits and updated material located on Facebook. Tweets focused on campus happenings and learning.				
5) Students and staff will effectively utilize available technology tools as consumers and producers. Staff will design lessons developing 21st century skills including the 4 C's.	1, 2, 3, 8, 9	Media Resource Specialist, Classroom teachers, Administration, Instructional Support Staff	Websites, Web 2.0 tools, apps, monitor library check out system, student created digital products, student research projects, makerspace, student Google Drive accounts and use of Google Apps, Coding Club, ePortfolios such as Artsonia.				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue							

Goal 2: E. H. Slaughter Elementary will ensure a safe and nurturing environment where people feel valued and we make a difference in our community.

Performance Objective 1: Build strong sustainable community relationships with families and other stake holders which strengthen the academic success of students.

Summative Evaluation: Family fun night, Wolfpups, Family fun nights, School Fall dance, Boo Burgers, Spring Fling, Wesley Methodist Church volunteer outreach program, Mentors









Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
1) Distribute school communications about upcoming school events through the use of marquee updates, newsletters, teacher websites, Parent Link, Remind, Wolfpups, Facebook, weekly parent emails.	6	PTO, Office staff, Principal, Grade level teams	Parents awareness of school events, increase in attendance at events, call-outs, emails, Bilingual parent news board.				
	Funding Sources: 199 General Funds - \$1000.00						
2) PTO planned Family Events (PTO Funded)	6	PTO Board, PTO teacher representatives, Building Administrators	Number of families in attendance at events and PTO Facebook				
3) Teachers will communicate to families of students during the first two weeks of school to build rapport with families.	6, 9	Classroom teachers, Team leads, Building Administrators, CIS	Communication/Phone log, PEIMS, "Supply and Say Hi Night", PTO's "Boo-Hoo's and Backflips"	✓	✓	✓	✓
4) CIS will work with community, families, and students and provide support for students.	6, 9	CIS staff	CIS paperwork, PEIMS, School Climate Survey data, KC club, announcements, quilting club, pen-pals, classroom volunteer, mentor coordination, REACH program, Food for Kids, Clothe-A-Kid, Angel Tree.				
5) Families and students will be invited to special events at the school.	6, 9	ILT, Professional Staff, specials teachers, and other designated professional staff	Attendance at events, School Calendar, Grade Level Newsletters, and technology tools utilized for communication purposes, Choir and Art displays, picture slide shows of events, Senior Breakfast, Girls on the Run, Relay for Life, Good Morning Slaughter assemblies, Veteran's Days, School-wide dance, Field Day, and special grade level/classroom activities, book fairs, Open House, Fine Arts gatherings.				
	Funding Sources: 199 General Funds						
6) Partnerships will continue with Community in Schools with the assistance from 3E designated organizations, Serenity High School Student Volunteers, PALS, Mentors, and other designated volunteers.	6, 9	CIS, Counselor, PTO Board, and Administrators.	Recorded hours of all volunteers, Sign in logs, CIS records, specified calendars, Appreciation Lunches, Lawson future kindergarten visit.				
	Funding Sources: Title IA Funds - \$1500.00						

7) Encourage families to become actively involved in all aspects of their child's education.	6, 7, 10	Counselor, Building Administrators, CIS, PTO	Events recorded on school calendar, Record of volunteers at campus, Title I notebook, CIS documentation, PTO documentation, Veteran's Day Appreciation, Wolfpups, campus communications				
	Funding Sources: Title IA Funds - \$2200.00						
= Accomplished = Considerable = Some Progress = No Progress = Discontinue							

Goal 2: E. H. Slaughter Elementary will ensure a safe and nurturing environment where people feel valued and we make a difference in our community.

Performance Objective 2: E. H. Slaughter will pursue a community culture of wellness, service, honesty, integrity, and trust.

Summative Evaluation: On going scheduled guidance counseling, Healthy School Program, KC club, Junior Alpha Alerts, Question of the week from Counselor

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
1) Establishment of a working Kindness and Compassion Club across grade levels will be established and meet regularly.	2	School Counselor, CIS, Team Leads, Specials Team, Building administrators	Recorded membership of KC Club , Calendar of recorded meetings, Evidence of Club activities, School Climate survey data				
				Funding Sources: 199 General Funds - \$500.00			
2) Regular monitoring of student office referrals, attendance rates, and counselor referrals will occur.	9, 10	Counselor, Registrar Administrators	Attendance rates, PEIMS, Office Referral rates, School Climate survey results, Student-Counselor contact log				
				Funding Sources: 199 General Funds - \$1000.00			
3) Staff and students will participate in service oriented events at least twice per year such as Relay for Life, Walk for Diabetes, and/or Jump Rope for Heart.	6, 9, 10	Counselor, PE Teacher, CIS, Administration, and other designated individuals	Scheduled Events on Master Calendar, Attendance Rates, Discipline Referral Data, Staff and Student Participation Rates				
				Funding Sources: 199 General Funds - \$1000.00			
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue							

Title I

Schoolwide Program Plan

Slaughter Elementary School is continually striving to increase student achievement. We believe our district has made great gains in achieving this goal. Our schools are dedicated to giving every student the best possible education through an intensive core curriculum. Our curriculum stems from scientifically based research. Slaughter Elementary School will continue to strengthen the core academic program, increase the quality and quantity of learning time, and address the learning needs of all students in our district with specialized, challenging instructional and career programs. We are working hard, constantly improving, and refining instruction and management to make our district as effective, productive, and economical as possible.

We will continue our efforts to utilize best practices with the implementation of new resources, as well, to provide ample learning and growth opportunities for the students of Slaughter Elementary School.

Ten Schoolwide Components

1: Comprehensive Needs Assessment

A comprehensive needs assessment of the entire school (including taking into account the needs of migratory children) that is based on information on the performance of children in relation to the state content and student performance standards.

2: Schoolwide Reform Strategies

Slaughter Elementary School will focus on the following areas:

- Provide opportunities for all children to meet the state's proficient and advanced levels of student performance;
- Use effective methods and instructional strategies that are based on scientifically based research that:
 - strengthen the core academic program in the school;
 - increase the amount and quality of learning time, such as providing an extended school year, such as: before and after school tutorials, summer programs, and help providing an enriched and accelerated curriculum;
 - include strategies for meeting the educational needs of historically underserved populations.
- Include strategies to address the needs of all children in the school, but particularly the needs of children of low-achieving children and those at risk of not meeting the state student achievement standards who are members of the target population of any program that is included in the schoolwide program, which may include;
 - counseling, pupil services, and mentoring services;

- college and career awareness and preparation, such as college and career guidance, personal finance education, and innovative teaching methods, which may include applied learning and team-teaching strategies; and
- the integration of vocational and technical education programs; and
- Address how the campus 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

Slaughter Elementary School strives to maintain that all teachers of core academic subjects and instructional paraprofessionals (employees who provide instructional support) in a schoolwide program school meet the qualifications required by section 1119. Student achievement increases in schools where teaching and learning have the highest priority, and students achieve at higher levels when taught by teachers who know their subject matter and are skilled in teaching.

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

Teachers and other staff in schoolwide program schools must be equipped to face the challenge of helping all students meet the State's academic achievement standards. To do this, they must be familiar with the goals and objectives of the schoolwide plan, and receive the sustained, high-quality professional development required to implement them. The statute requires that professional development be extended, as appropriate, to those who partner with teachers to support student achievement, such as principals, paraprofessionals, and parents. Slaughter Elementary School in partnership with the Educational Service Center will continue to provide the best possible opportunities for growth and learning opportunities for our staff.

5: Strategies to attract highly qualified teachers

To high need campuses.

6: Strategies to increase parental involvement

In accordance with Section 1118, such as family literacy services.

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

Slaughter Elementary School early childhood programs; including Early Head Start/Head Start, PPCD Program, and Pre-Kindergarten Program. Our district focuses on capitalizing on acquiring a strong start for all of our students. Staff in the areas listed, provide the support and knowledge necessary to the students attending to ensure an easy transition.

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

As described in Section 1111 (b)(3) in order to provide information on, and to improve upon, the performance 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

The schoolwide program campuses must identify and monitor students who need additional learning time to meet standards and provide them with timely, additional assistance that is tailored to their needs. This assistance must be available to all students in the school who need it. Our district utilizes tutoring services from certified and non-certified employees to provide the necessary assistance and additional learning time for the students in need.

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

To include programs under NCLB, violence prevention programs, nutrition programs, housing programs, Head Start/Early Head Start, adult education, vocational and technical education, and job training.

Campus Funding Summary

199 General Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1			\$500.00
1	1	2			\$1,000.00
1	1	3			\$4,000.00
1	1	4			\$1,000.00
1	1	9			\$1,500.00
1	2	3			\$1,000.00
1	2	4	Kim Sutton training		\$1,000.00
1	2	5			\$1,000.00
1	3	2			\$1,000.00
1	9	1			\$500.00
1	9	4			\$500.00
2	1	1			\$1,000.00
2	1	5	Funds calculated as needed		\$0.00
2	2	1			\$500.00
2	2	3			\$1,000.00
Sub-Total					\$15,500.00
Title IA Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	8			\$5,000.00
1	5	1			\$22,000.00
2	1	6			\$1,500.00
2	1	7			\$2,200.00
Sub-Total					\$30,700.00
Grand Total					\$46,200.00