

SLOCUM EL

Campus Improvement Plan

2015/2016

Excellence in Education

SLOCUM ISD

Mission

The mission of Slocum Independent School District is to provide learning experiences for students to acquire the knowledge of citizenship, economic responsibility, and to prepare them to be productive citizens motivated to continue learning which will enable them to function successfully in a complex changing world. Learning experiences will be of the highest quality provided by qualified and enthusiastic staff committed to providing each student with appropriate learning.

Vision

The Slocum Independent School District will ensure each student a nurturing environment and an opportunity to acquire the skills, knowledge, and attitude to become a principal contributor to society.

Nondiscrimination Notice

SLOCUM ISD does not discriminate on the basis of race, color, national origin, sex, or disability in providing education services, activities, and programs, including vocational programs, in accordance with Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Educational Amendments of 1972; and section 504 of the rehabilitation Act of 1973; as amended.

SLOCUM ISD Site Base

Name	Position
Rawson, Bill	Local Business Owner
Deer, Errin	High School Principal
Dunnahoe, Tracy	Secondary Parent Representative
Hogan, Regina	Secondary Representative
Fletcher, Olga	Elementary Parent Representative
Beasley, Alanna	Teacher at Large
Thomas, Ky' Anne	Elementary Representative (3-5)
Hilliard, Rita	Community Representative
Lasiter, Cliff	Superintendent
Leuschner, Mark	Elementary Principal
Diana Casto	Community Representative
Parker, Joel	Technology Director
Soileau, Charlotte	Elementary Representative (PK-2)
Tolar, Loretta	Junior High Teacher Representative
Wilson, Mandy	Special Education Teacher Representative

Comprehensive Needs Assessment Data Information

The following information sources provided the data for the comprehensive needs assessment: 2012-2013 Texas Academic Performance Report, and Pearson Education. An in-depth review and disaggregation of data by the district led to the development of the goals, objectives, and strategies included in the campus plans. Areas most in need of improvement from the past three years (below 85%) are:

<u>2013</u>	<u>2014</u>	<u>2015</u>
3 rd Math	3 rd Math	3 rd Math (81%)
4 th Reading, Math, Writing	4 th Reading, Math, Writing	4 th Reading (81%), Writing (84%), Math (80%)
5 th Math, Science	5 th Reading, Math, Science	5 th Reading (84%), Science (83%)
7 th Writing	6 th Math	6 th Math (75%)
8 th Social Studies	8 th Social Studies, Science	7 th Writing (81%), Math (72%)
EOC English I & II, Algebra I, Biology	EOC ELA I	EOC ELA I

Based on a review of the 2013, 2014, and 2015 STAAR results, the areas stated above are most in need of improvement for the 2015-2016 school year. SISD is focusing on gaining more knowledge of the STAAR tests and utilizing data from the previous year's testing to emphasize a more structured and aligned curriculum to meet student's needs. An importance is being placed upon the depth of student learning and expansion of the problem solving processes that correlate with the rigorous new testing standards currently in place.

The Ten Basic Components of a Title I School Wide Program are noted in the District Plans. The basic components are as follows:

1. A comprehensive needs assessment.
2. School wide reform strategies.
3. Instruction by highly qualified teachers.
4. High-quality, ongoing professional development.
5. Strategies to attract high-quality highly qualified teachers to high-need schools.
6. Strategies to increase parental involvement.
7. Plans for assisting preschool children transition from early childhood programs to local elementary school programs.
8. Measures to include teachers in the decisions regarding the use academic assessments.
9. Activities to ensure that student difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.
10. Ensure the coordination and integration occurs between federal, state, and local services and programs.

STAAR Performance Data

<u>Grade/Subject</u>	<u>2013</u>	<u>2014</u>	<u>2015</u>	<u>Grade/Subject</u>	<u>2013</u>	<u>2014</u>	<u>2015</u>
3-Reading	89	97	92	*9-EOC ELA Reading I	76		
3-Math	64	64	81	*9-EOC ELA Writing I	64		
				9-EOC Algebra I	66	95	88
4-Reading	67	73	81	9-EOC Biology	79	100	92
4-Math	47	59	80	**9-EOC World Geography	88		
4-Writing	63	78	84				
				*10-EOC ELA Reading II	92		
5-Reading	86	83	84	*10-EOC ELA Writing II	58		
5-Math	54	84	96	**10-EOC Geometry	96		
5-Science	67	81	83	**10-EOC Chemistry	92		
				**10-EOC World History	81		
6-Reading	89	88	97				
6-Math	96	81	75	**11-ELA	100		
				**11-Mathematics	89		
7-Reading	87	100	90	**11-Science	100		
7-Math	90	87	72	11-U.S. History	100	100	100
7-Writing	71	87	81				
8-Reading	93	96	92	ELA I		79	71
8-Math	93	88	96	ELA II		89	87
8-Social Studies	78	75	92				
8-Science	96	78	96				

Data compiled from the 2012-2013 and 2013-2014 Texas Academic Performance Reports, and Pearson Education (2014, 2015).

*The 9th/10th EOC ELA Reading and Writing Tests are combined in 2014.

**EOC Tests that are discontinued for 2014. STAAR A included in 2015 Scores.

There are 5 EOC Tests beginning in 2014: ELA I, ELA II, Algebra I, Biology, and U.S. History.

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Goal 1. Raise STAAR scores to 90% mastery or greater for all student groups in each subject area.

Objective 1. The percentage of students passing all STAAR tests taken will be 90% or greater for each student group in each subject area

<i>Activity/Strategy</i>	<i>Person(s) Responsible</i>	<i>Timeline</i>	<i>Resources</i>	<i>Evaluation</i>
1. Provide students with quality preparatory education throughout their education at Slocum School. (Title I SW: 3,4,5,9,10) (Target Group: All) (NCLB: 1,3)	Principal(s), Superintendent	Current school year	(F)IDEA Special Education, (F)Title I, (S)Local Funds, (S)State Compensatory	Reviews of District/Campus Plan by SBDMC (F). Accountability rating for district and campuses (S).
2. Provide quality staff development and professional growth opportunities to teachers, paraprofessionals, and education leaders in specialized areas. (Title I SW: 1,4) (Target Group: All) (NCLB: 1,2,3,4,5)	Principal(s), Superintendent	Current school year	(F)IDEA Special Education, (F)Title I, (L)Classroom Teachers, (O)Designated Funds, (O)Local Budget Data, (S)Local funds, (S) State Compensatory	Certificates of Completion from Region Service Centers and/or proof of Conference/Staff Development Attendance.
3. Provide adequate facilities and materials for instruction, including use of technology as Title I reform strategy. (Title I SW: 1,2) (Target Group: All) (NCLB: 1,2)	Principal(s), Superintendent	Current school year	(F)Title I, (F)Title IV Safe and Drug Free, (O)Designated Funds, (O)Supplemental Materials, (S)Local Funds, (S)State Compensatory	Review of yearly Accountability Rating from state and federal governments.
4. Monitor teacher instruction by Educational Leaders. (Title I SW: 3,6) (Target Group: All) (NCLB: 1,2,3,4,5)	Principal(s)	Current school year	(O)PDAS	Formal and Informal classroom walk-throughs and PDAS Evaluations per schedule(s) set.
5. Provide classroom daily/weekly/yearly incentives for STAAR/performance strategies used in the classroom. (Title I SW:3,6) (Target Group: All) (NCLB: 1,2,4)	PFK-Parents for Kids, Principal(s), Teacher(s)	Current school year	(L)Classroom Teachers, (O)Supplemental Funds, (S) Local Funds	STAAR performance measures.
6. Maintain adequate teacher/pupil ratio in core classes in elementary grades. (Target Group: All) (NCLB: 1,2,4)	Principal(s), Superintendent	Current school year	(O)Designated Funds, (S)Local Funds, (S)State Compensatory Funds	Maintain 22 to 1 ratio or lower.
7. Provide STAAR/classroom remediation for students not passing the previous year's test or who show academic weakness in areas of math or reading. (Title I SW: 2,8,9,10) (Target Group: All) (NCLB: 1,2,4)	Accelerated Instruction Teacher, core Subject Teachers, Teacher(s)	Per six weeks	(F)Title IV Safe and Drug Free, (L)Classroom Teachers, (O)Designated Funds, (S)Local Funds, (S)State Compensatory Funds	Improvement in STAAR scores/regular classroom grades.

SLOCUM EL

Goal 1. Raise STAAR scores to 90% mastery or greater for all student groups in each subject area.

Objective 1. The percentage of students passing all STAAR tests taken will be 90% or greater for each student group in each subject area

<i>Activity/Strategy</i>	<i>Person(s) Responsible</i>	<i>Timeline</i>	<i>Resources</i>	<i>Evaluation</i>
8. Use STAAR related test and/or benchmark tests to disaggregate data for placement of students in remediation for educational improvement. (Title I SW: 2,8,9,10) (Title I TA: 1,2,3) (Target Group: All) (NCLB: 1,5)	Accelerated Instruction Teacher, Teacher(s)	Per six weeks; as needed	(S)Local Funds, (S)State Compensatory	Improvement in regular classroom scores and STAAR scores.
9. Place Special Education Students in the least restrictive environment. (Title I SW: 2,3,6,8,10) (Target Group: SPED) (NCLB: 1,4)	Principal(s), Special Ed Teachers, Teacher(s)	EOY ARDS (Spring)	(F) IDEA Special Education, (S) Local Funds	Decrease in numbers of Special Education students out of regular classroom instruction.
10. Use updated technology resources to engage students in regular class/STAAR activities as well as enhance technology applications in grades K-5. (Title I SW: 1,2,3,4) (Target Group: All) (NCLB: 1,2,3,4,5)	Accelerated Instruction Teacher, Director of Technology, Special Ed Teachers, Teacher(s)	Current School Year	(F) CTE Funds, (F) IDEA Special Education, (O) Designated Funds, (O) Supplemental Materials, (S) State Compensatory	Increase in regular scores as well as standardized test scores.

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Goal 1. Raise STAAR scores to 90% mastery or greater for all student groups in each subject area.

Objective 2. Students at risk for reading and math difficulties will be identified by performance on standardized tests and/or by scoring lower than 70 in core subjects at reporting periods.

<i>Activity/Strategy</i>	<i>Person(s) Responsible</i>	<i>Timeline</i>	<i>Resources</i>	<i>Evaluation</i>
1. Engage in collaboration with other staff in teaching strategies addressing group and individual student needs. (Title I SW: 2,9) (Target Group: ALL) (NCLB: 1,5)	Accelerated Instruction Teacher, Principal(s), Special Ed Teachers, Teacher(s)	Current school year	(S)Local Funds, (S)State Compensatory	Teacher collaboration activities and cooperation.
2. Provide full day Prekindergarten program. (Title I SW: 3,7,10) (Target Group: All) (NCLB:1,4,5)	Superintendent, Teacher(s)	Current school year	(S)Local Funds, (S)State Compensatory	Teacher progress reports; PK Evaluation Reports. Kindergarten School Readiness Assessment Data Submission.
3. Administer early reading instruments/benchmarks to all students in K-2 and 3-5 to identify students at risk for reading difficulties/remediation needs. (Title I SW: 2,9,10) (Target Group: All) (NCLB:1,2,4,5)	Accelerated Instruction Teacher, Teacher(s)	August/September; as needed	(S)Local Funds, (S)State Compensatory	Results of TPRI beginning, middle, and end of year. Results of ITBS/STAAR at end of year.
4. Students in K-5 at risk for reading difficulties placed in Accelerated Reading Program. Students in 2-5 at risk for math difficulties placed in Accelerated Math Program. (Title I SW: 2,7,8,9,10) (Target Group: All) (NCLB: 1,2,4,5)	Accelerated Instruction Teacher, Teacher(s)	August/September; as needed	(F)Title I, (S)Local Funds, (S)State Compensatory	Review of ARI/AMI records. Teacher progress reports/evaluation reports
5. Students not making expected progress will be considered for appropriate interventions including Dyslexia Screening and/or Response to Intervention Program. (Title I SW: 2,8,10) (Target Group: All) (NCLB: 1,5)	Dyslexia specialist, Teacher(s)	Per six weeks; as needed	(F)Title I, (S)Local Funds, (S)State Compensatory	Evaluation materials considered for other possible placement in programs.
6. Flex Days added to the school year for more one-on-one remedial instruction and/or for credit recovery. (Title I SW: 2,3,9,10) (Title I TA: 4,5,8) (Target Group: All) (NCLB: 1,2,3,4)	Accelerated Instruction Teacher, Core Subject Teachers, Principal(s), Special Ed Teachers, Teacher(s)	December, May	(L)Classroom Teachers	Track the number of students who are required to attend Flex Days.

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Goal 2. Raise the Average Daily Attendance to 97% or above.

Objective 1. The percentage of ADA will improve annually until the 97% or above goal is reached. If goal is reached, the percentage of attendance will be maintained. 2009-2010. Baseline: 97.2%

<i>Activity/Strategy</i>	<i>Person(s)Responsible</i>	<i>Timeline</i>	<i>Resources</i>	<i>Evaluation</i>
1. Provide recognition/rewards to students for perfect attendance at end of each semester. (Title I SW: 1) (Target Group: All) (NCLB:4)	Principal(s)	Per semester	(S)Local Funds	Review of attendance rate reported at monthly board meetings.
2. Display “perfect Attendance Roll” in front hall of elementary and secondary building along with “Honor Roll” and publish in local newspapers. (Title I SW:2) (Target Group: All) (NCLB: 4)	Principal(s)	Per semester	(O)Principal	Attendance/Academic Records
3. Send letter to parents when studentns have excessive absences. (Title I SW: 6,9) (Target Group: All) (NCLB:1,4,5)	Attendance Clerk	Every 5 absences	(S)Local Funds	Review of student records.
4. Inform students and parents of the state required 90% attendance to get credit for subjects. Students below 90% will be required to attend make up school. (Title I SW: 2,9) (Target Group: All) (NCLB: 5)	Attendance Clerk, Principal(S)	Per six weeks; as needed	(S)Local Funds	Attendance Reports
5. Promote healthy attitudes and habits for the prevention of sickness; Posters around school, flyers home, Influenza shot clinic. (Title I SW: 2,6,10) (Target Group: All) (NCLB:4)	School Nurse, Teacher(s)	Per six weeks; October clinic	(S)Local Funds	Average daily attendance rate.

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Goal 3. Maintain 100% of Highly Qualified Teaching Staff

Objective 1. SISD will meet the federal standard of 100% of teachers being Highly Qualified in all teaching areas.

<i>Activity/Strategy</i>	<i>Person(s) Responsible</i>	<i>Timeline</i>	<i>Resources</i>	<i>Evaluation</i>
1. The district pays above the state base salary set by the Texas Education Agency. (Title I SW: 3) (Target Group: All) (NCLB: 3)	Superintendent	August-Yearly	(F)IDEA Special Education, (F)Title I, (S)Local Funds, (S)State Compensatory	Annual NCLB Highly Qualified Survey due to TEA each year
2. Provide teachers the opportunity to secure highly qualified status. (Title I SW: 3) (Target Group: All) (NCLB: 3)	Principal(s)	August-May	(S)Local Funds	Highly Qualified status met within a certain time period.
3. Actively recruit and carefully select Highly Qualified teachers for reemployment positions through regional colleges and universities. (Title I SW: 3) (Target Group: All) (NCLB: 3)	Principal(s), Superintendent, Teacher(s)	As needed for vacant positions	(S)Regional Colleges and Universities	Percentage of Highly Qualified teachers hired.
4. Advertise district vacancies online with professional organizations. (Title I SW: 3) (Target Group: All) (NCLB: 3)	Principal(s), Superintendent	As needed	(O)Professional Resources online	Number of Highly Qualified teachers applying for employment positions.
5. Provide instructional support through an effective staff development program. (Title I SW: 4) Title I TA: 6) (Target Group: All) (NCLB: 1,4)	Principal(s)	Year round	(F)IDEA Special Education, (F)Title I, (O)Designated Funds, (O)Region Service Centers, (S)Local Funds, (S)State Compensatory	Staff development records/teachers meeting the required staff development guidelines
6. Identify quality performance of professional staff through appraisal system. (Title I SW: 2,9) (Target Group: All) (NCLB:1,2)	Principal(s)	August-May	(O)PDAS	PDAS performance results

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Goal 4. Provide Students with secure and orderly campuses conducive to learning.

Objective 1. Create a safe and drug free environment for students to perform satisfactorily educationally and in a crisis situation.

<i>Activity/Strategy</i>	<i>Person(s) Responsible</i>	<i>Timeline</i>	<i>Resources</i>	<i>Evaluation</i>
1. Participate in Safe & Drug Free School activities: Red Ribbon Week, conflict resolution, guidance lessons. (Title I SW: 1,10) (Title I TA: 4,7) (Target Group:All) (NCLB: 4)	Counselor	Monthly/Red Ribbon Week-Oct.	(F)Title IV Safe and Drug Free	Safe and Drug Free School annual evaluation report
2. Provide after school detention and In-School Suspension for students violating the Student Code of Conduct. (Title I SW: 2) (Target Group: All) (NCLB: 4)	Principal(s)	As needed	(S)Local Funds	Summary of discipline reports: PEIMS, discipline records
3. Implement District Crisis Management Plan. (Title I SW: 10) (Target Group: All) (NCLB: 4)	Principal(s)	Ongoing	(F)Title IV Safe and Drug Free, (O)Region Service Centers, (S)Local Funds	Safe and Drug Free school annual evaluation report
4. Implement Emergency Operations Plan. (Title I SW: 10) (Target Group: All) (NCLB: 4)	Principal(s)	Ongoing	(F)Title IV Safe and Drug Free, (O)Region Service Centers, (S)Local Funds	Annual update or as needed
5. Conduct District Safety Audit. (Title I SW: 1,2) (Target Group: All) (NCLB: 4)	Principal(s), Teacher(s)	Every 3 years	(F)Title IV Safe and Drug Free, (S)Local Funds	Evaluation of Safety Audit results by SBDM Committee
6. Conduct Drills in Emergency Preparedness Procedures Plan. (Title I SW: 10) (Target Group: All) (NCLB: 4)	Principal(s)	Throughout year	(S)Local Funds	Observe time and management drills.
7. Implement a “Freedom From Bullying” policy to address student welfare. (Title I SW: 1,2,9) (Title I TA: 8) (Target Group: All) (NCLB: 4)	Counselor, Principal(s), Superintendent, Teacher(s)	Current	(F)Title IV Safe and Drug Free, (O)Professional Resources online	Decrease the number of bullying incidences on campus.

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Goal 5. Monitor number of Special Education Students Identified.

Objective 1. Reduce the total number of students receiving Special Education Services.

<i>Activity/Strategy</i>	<i>Person(s) Responsible</i>	<i>Timeline</i>	<i>Resources</i>	<i>Evaluation</i>
1. Response to Intervention Program (RtI) will be used before any student enters the formal referral process. (Title I SW: 9,10) (Target Group: All) (NCLB: 4,5)	Accelerated Instruction Teacher, Counselor, Principal(s), Teacher(s)	As needed	(F)IDEA Special Education, (S)Local Funds	Monitor success of students in RtI in comparison to students referred for testing
2. Pre-referral committee members will be trained in intervention strategies. (Title I SW: 2,10) (Target Group: All) (NCLB: 1,4,5)	Accelerated Instruction Teacher, Counselor, Principal(s), Teacher(s)	As needed	(F)Title I, (S)Local Funds	Collaboration among committee members pertaining to intervention strategies
3. Strategies will be implemented to enhance speech/language development of all Pre-K and Kindergarten students. (Title I SW: 7,9) (Target Group: All) (NCLB: 4)	Teacher(s)	As needed	(S)Local Funds	Target the number of students referred for Speech only.
4. Place Special Education students in the least restrictive environment. (Title I SW: 3,6) (Target Group: SPED) (NCLB: 1,4,5)	Principal(s), Special Ed Teachers, Teacher(s)	Yearly	(F)IDEA Special Education, (S)Local Funds	ARD Committee decision
5. Special Education Students that are new to the district will be re-assessed if needed. (Title I SW: 2,9,10) (Target Group: SPED) (NCLB: 1,4)	Principal(s), Special Ed Teachers	As needed	(F)IDEA Special Education, (S)Local Funds	Monitor number of students new to the district who qualify for Special Education Services.

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Goal 5. Monitor number of Special Education Students Identified

Objective 2. Ensure Special Education students receive appropriate individualized instruction, placement, and testing.

<i>Activity/Strategy</i>	<i>Person(s) Responsible</i>	<i>Timeline</i>	<i>Resources</i>	<i>Evaluation</i>
1. Complete benchmark testing to determine accelerated instruction for low performers on benchmarks. (Title I SW: 3,8,9) (Target Group: SPED) (NCLB: 1,3,4,5)	Core Subject Teachers, Special Ed Teachers	Per Semester	(F)Title I, (S)Local Funds, (S)State Compensatory	The number of students receiving accelerated instruction from benchmark scores.
2. Make informed ARD decisions based on current data (benchmarks/AI results) before determining state assessments. (Title I SW: 2,8,10) (Target Group: SPED) (NCLB: 1,5)	Core Subject Teachers, Principal(s), Special Ed Teachers	Testing Dates	(F)IDEA Special Education	Minutes of ARD meetings; greater number of students taking STAAR in all areas.
3. Maximize the use of small group instruction, modifications, accommodations, and content mastery. (Title I SW: 2,3,9,10) (Title I TA: 3) (Target Group: SPED) (NCLB: 1,4,5)	Core Subject Teachers, Special Ed Teachers	August-May	(F)IDEA Special Education, (S)Local Funds, (S)State Compensatory	Increase number of students coded 40 or 41 and receiving more instruction in the regular classrooms.
4. Provide differentiated instruction in the regular classrooms to meet the learning goals of all students within the group. (Title I SW: 3,4,9) (Target Group: All) (NCLB: 1,3,4,5)	Core Subject Teachers	August-May	(F)Title I, (S)Local Funds, (S)State Compensatory	Increase number of students coded 40 or 41 and receiving more instruction in the regular classrooms
5. Provide effective scientific research based interventions to students before the referral process is considered. (Title I SW: 2,9) (Title I TA: 3) (Target Group: All) (NCLB: 1,3,4,5)	Core Subject Teachers, Teacher(s)	Ongoing-as needed	(F)Title I, (S)Local Funds	Response to Intervention documentation; Less students evaluated for Special Education Services.
6. Positive behavior interventions (Title I SW: 2,10) (Target Group: SPED) (NCLB:4)	Core Subject Teachers, Principal(s), Special Ed Teachers	August-May	(F)IDEA Special Education, (S)Local Funds, (S)State Compensatory	Listed positive behavior interventions in ARD documents. Smaller percentage of students placed in In-School Suspension.
7. Utilize Functional Behavioral Assessments and Behavior Intervention Plans as needed. (Title I SW: 9,10) (Target Group: SPED) (NCLB: 1,4,5)	Core Subject Teachers, Principal(s), Special Ed Teachers	Ongoing	(F)IDEA Special Education, (S)Local Funds, (S)State Compensatory	FBA and BIP in place as noted in ARD minutes; Smaller percentage of Special Education Students placed in In-School Suspension.

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Goal 6. Short Term Goal: Provide activities and leadership opportunities for all students regardless of ethnicity, gender, and/or disabilities.

Objective 1. The At-Risk student will improve self-esteem and self-respect.

<i>Activity/Strategy</i>	<i>Person(s) Responsible</i>	<i>Timeline</i>	<i>Resources</i>	<i>Evaluation</i>
1. Provide tutoring for at-risk students by mainstream teachers. (Title I SW: 2) (Target Group: At Risk) (NCLB: 1,4)	Teacher(s)	Twice weekly-as needed	(F)Title I, (S)Local Funds	Monitor and reduce numbers of At-Risk students.
2. Provide counselor directed self-esteem activities, including conflict resolution, violence prevention, and suicide prevention. (Title I SW: 1,2) (Target Group: All) (NCLB: 4)	Counselor	Current school year	(F)Title I, (F)Title IV Safe and Drug Free, (O)Region Service Centers, (S)Local Funds	Monitor student participation in programs offered throughout the year.

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Goal 6. Short Term Goal: Provide activities and leadership opportunities for all students regardless of ethnicity, gender, and/or disabilities.

Objective 2. All student groups will have the opportunity to become more aware of extracurricular activities.

<i>Activity/Strategy</i>	<i>Person(s) Responsible</i>	<i>Timeline</i>	<i>Resources</i>	<i>Evaluation</i>
1. Make announcements on intercom of extracurricular activities. Post activities on District Calendar/marquee in front of school. (Title I SW: 10) (Target Group: All) (NCLB: 4)	Principal(s)	Current school year	(S)Local Funds	Timely posting of activities.
2. Encourage student participation in academic UIL competition. (Title I SW: 10) (Target Group: All) (NCLB: 4)	Principal(s), Teacher(s)	Current school year	(S)Local Funds	Monitor/increase number of students participating in UIL activities.

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Goal 6. Short Term Goal: Provide activities and leadership opportunities for all students regardless of ethnicity, gender, and/or disabilities.

Objective 3. Gifted and Talented students will be afforded opportunities for enrichment.

<i>Activity/Strategy</i>	<i>Person(s) Responsible</i>	<i>Timeline</i>	<i>Resources</i>	<i>Evaluation</i>
1. Provide enrichment to Gifted and Talented students in the classroom along with a pull-out program for exposure to further enrichment. (Title I SW: 10) (Target Group: All, GT) (NCLB: 4)	Teacher(s)	Current school year	(S)Local Funds	Monitor GT students participating in program.

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Goal 6. Short Term Goal: Provide activities and leadership opportunities for all students regardless of ethnicity, gender, and/or disabilities.

Objective 4. Elementary students receive recognition for 2015-2016 accomplishments.

<i>Activity/Strategy</i>	<i>Person(s) Responsible</i>	<i>Timeline</i>	<i>Resources</i>	<i>Evaluation</i>
1. Elementary Awards Ceremony (Title I SW: 10) (Target Group: All) (NCLB: 4)	Principal(s)	May	(S)Local Funds	Number of students attaining Commended Performance on STAAR, Principal Commendation Awards, Attendance Awards, and “Caught Being Good” awards.

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Goal 7. Long Term Goal: Promote partnerships that will increase parental involvement.

Objective 1. Increase the parental involvement in the education of students.

<i>Activity/Strategy</i>	<i>Person(s) Responsible</i>	<i>Timeline</i>	<i>Resources</i>	<i>Evaluation</i>
1. Inform parents of school guidelines by signing a commitment in the Parent-School Compact. (Title I SW: 9) (Target Group: All) (NCLB: 4)	Teacher(s)	August	(S) Local Funds	100% of signed compacts back from students.
2. Obtain Parental involvement to serve on Site Base Decision Making Committee. (Title I SW: 6) (Target Group: All) (NCLB: 4)	Parent Volunteers, Principal(s), Superintendent	Monthly	(S)Local Funds	Annual membership roll and minutes of SBDMC meetings.
3. Encourage parents to participate in Parents for Kids (PFK) organization. (Title I SW: 6) (Target Group: All) (NCLB: 4)	Parent Volunteers, PFK-Parents for Kids, Teacher(s)	Fall; Monthly meetings	(S)Local Funds	Minutes of meeting, records of workshops and/or parent training/involvement.
4. Encourage Parents/Grandparents to participate in Parent Involvement Days such as Grandparent's Day, Thanksgiving Feast, Christmas Program, etc...(Title I SW: 6) (Title I TA: 7) (Target Group: All) (NCLB:4)	Parent Volunteers, PFK-Parents for Kids, Principal(s), Teacher(s)	Current school year	(O)Region Service Centers	Sign-in sheets; participation rate.
5. Send newsletters to parents updating them on information at school and upcoming activities. (Title I SW: 6) (Target Group: All) (NCLB: 4)	Superintendent	Monthly-as needed	(S)Local Funds	Observation of newsletters sent home.
6. Conduct Meet and Greet for parents and community members. (Title I SW: 6) (Target Group: All) (NCLB: 4)	Principal(s), Teacher(s)	September/October	(S)Local Funds	Sign-in sheets
7. Encourage parental support in extracurricular activities. (Title I SW: 6) (Target Group: All) (NCLB: 4)	Principal(s)	Monthly	(S)Local Funds	Observation of parental support at school activities.

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Goal 7. Long Term Goal: Promote partnerships that will increase parental involvement.

Objective 1. Increase the parental involvement in the education of students.

<i>Activity/Strategy</i>	<i>Person(s) Responsible</i>	<i>Timeline</i>	<i>Resources</i>	<i>Evaluation</i>
8. Inform parents of student progress on report cards/progress reports and during teacher/parent conferences, as well as school progress with Accountability Results, TAPR reports, Public Hearing, School Report Card, etc...(Title I SW: 6) (Target Group: All) (NCLB: 4)	Principal(s), Superintendent, Teacher(s)	Current school year	(S)Local Funds	Review of records
9. Parent Connect Website for parents to access students' grades and/or attendance. (Title I SW: 6) (Target Group: All) (NCLB: 4)	Director of Technology	Current school year	(S)Local Funds	Parent/Teacher communication; current user list
10. Create and maintain a School Health Advisory Committee consisting of school personnel, parents, and students to promote Health and Physical Education within the school. (Title I SW: 1,2,6,10) (Title I TA: 8) (Target Group: All) (NCLB: 1,4)	Superintendent	Current school year	(S)Local Funds	Minutes of meetings/results of meeting discussions.

No Child Left Behind Performance Goals

(These goals have not been updated by the U.S. Department of Education as of the 2013/2014 school year.)

- Goal 1.** By 2013-2014, all students will reach high standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.
- Goal 2.** All limited English proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.
- Goal 3.** By 2005-2006, all students will be taught by highly qualified teachers.
- Goal 4.** All students will be educated in learning environments that are safe, drug-free, and conducive to learning.
- Goal 5.** All students will graduate from high school.

Resources

Resource	Source
CTE Funds	Federal
IDEA Special Education	Federal
Title I	Federal
Title IV Safe and Drug Free	Federal
Classroom Multimedia	Local
Dogs Against Drugs/Canine Detection	Local
Designated Funds	Other
PDAS	Other
Professional Resources online	Other
Region Service Centers	Other
Learning.com	State
Local Funds	State
Regional Colleges and Universities	State
State Compensatory	State