

**McKinney Independent School District**  
**Slaughter Elementary**  
**2018-2019 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 is a K-5 campus that is designated Title I with an enrollment of 620 students. Our student enrollment is projected to increase over the next several years. 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 11 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.

### Problem Statements Identifying Demographics Needs

**Problem Statement 1:** Our withdrawal and enrollment numbers are increasing with students being enrolled in the 2017-2018 school year **Root Cause:** Our population trend in our area is highly transient with many families moving for work opportunities.

# Student Achievement

## Student Achievement Summary

Earl Slaughter Elementary continues to reach high levels of academic achievement. In analyzing our progress in STAAR performance for the 2017-2018 school year, our all student group remained consistent at 77% passing. We had 70% passing in writing, 79% passing in reading, 67% passing in science, and 90% passing in math.

On average for grades 3-5, 70% met projected proficiency according to MAP standards in reading. In math, 81% met projected proficiency in MAP. Our goal area of strength for reading is literary concepts, while our goal area of strength for math is data analysis.

Utilizing IStation data for the primary grades presented some common strands with strengths. Listening comprehension and overall comprehension were strengths in kinder, first, and second. Second grade increased their Tier one students from 66% at the beginning of the year to 80% at the end of the year.

## Student Achievement Strengths

We continue to see growth in our math data, while students are maintaining consistency in performance in reading. Our goal area strength for reading, according to MAP, is literary concepts. In math, our strength is in data analysis. IStation data shows strengths in listening and reading comprehension. STAAR data reveals a strength in understanding across genres.

## Problem Statements Identifying Student Achievement Needs

**Problem Statement 1:** There are elements of writing in need of improvement. **Root Cause:** Lower scores were reported in the areas of revision and the written composition.

**Problem Statement 2:** Improvement is needed in science. **Root Cause:** Lower achievement was shown in the area of Earth and Space..

# 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. Our campus is supporting the Live Kind Initiative. 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 liason, Kathy Davis. We also believe providing service oriented projects such as participation in Relay for Life, Canned Food Walk, and Jump Rope for Heart. We are looking forward to building strong partnerships with our outreach volunteers. Based on HRS survey given to administrators, staff, students and the community, Slaughter is considered a safe and collaborative environment.

## Problem Statements Identifying School Culture and Climate Needs

**Problem Statement 1:** We need to provide opportunities to boost parental engagement in meaningful events to support students social and emotional needs.

**Root Cause:** Our transient and low SES (over half of our students) population increases our need for participation.

# 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 2016-2017 school year, our staff is comprised of 50 professional teachers. Although we hired 12 teachers prior to the start of the school year, 5 left for career advancement in education, 2 resigned for medical reasons, 3 were added positions, 1 stayed home with her baby, and 1 retired. We also had several internal teachers switch grade level assignments. We currently have several staff that are seeking master degrees in the areas administration. 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 at 75% of our staff has at least 5 years or more of experience; only four staff members have zero years of experience. At E. H. Slaughter Elementary 100% of of our teacher's are ESL certified and approximately 90% of staff have completed SIOP training.

## Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

**Problem Statement 1:** We had a need to provide more new teacher learning opportunities. **Root Cause:** Many teachers have earned masters degrees and left our campus for promotions leaving positions open for new teachers.

# 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 Balanced Literacy, Daily 5, and Math Workshop. 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.

## Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

**Problem Statement 1:** Our staff is committed to utilizing PLCs to analyze and develop instructional practices. **Root Cause:** Teachers identified their own student learning objectives.

# Parent and Community Engagement

## Parent and Community Engagement 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 outreach volunteers and partnerships.

## Parent and Community Engagement 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.

## Problem Statements Identifying Parent and Community Engagement Needs

**Problem Statement 1:** We continue to look for additional resources and volunteers to teach our students extra-curricular activities. **Root Cause:** As the community changes, our needs change and grow.



# 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.

## Problem Statements Identifying Technology Needs

**Problem Statement 1:** We strive to keep staff updated with the latest technological tools, such as Google drive. **Root Cause:** As technology evolves our teaching practices must evolve with them.

# 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
- Running Records results

## Student Data: Student Groups

- Special Programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Special education population, including performance, discipline, progress, and participation data
- 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.
- 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.

**Evaluation Data Source(s) 1:** By using district assessments, STAAR, MAP data, I station, DRA, Running records

### Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			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.	Administration, Professional staff, RtI team, CFA team	Curriculum Map, Lesson Plans, DRA data, MAP data, STAAR data, I station data, Monitoring notebooks, District End of Unit Assessments, writing samples, Fundamental Five, Instructional Strategies chart, CFA				
	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.	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 quarter, classroom incentive plans, Reader's Workshop, Campus wide celebrations, Dr. Seuss character week, Six Flags and Pizza Hut! Book it reading programs, book clubs, Bluebonnet and 2x2 books)	A-Team, ILT, and Professional Staff, Book of the Quarter Committee.	Book of the Quarter designed lessons and displays, monitoring notebooks of K-5 teachers, book buddies, classroom observations, library usage reports, and DRA, MAP data, I Station Data, Gettin' Groovy and Writing Camp and other alternate assessment data, Book Swap Shelf, book fair, Library Week.				
	Funding Sources: 199 General Funds - 4000.00					
4) PLC will be offered to staff that focus on instructional strategies for ELAR.	Administrative team, ILT, and PLC facilitators	Eduphoria credited hours, lesson plans, classroom observations, and data sets, mentor sentences, Jeff Anderson Patterns of Power				
	Funding Sources: 199 General Funds - 1000.00					

5) Professional staff will implement plans to strengthen vocabulary instruction K-5.	Administrators, A-Team, professional staff, Tls	Designed lessons, walkthroughs, word walls, displays around school, objectives include words from the TEKS, Words Their Way, Instructional Rounds/Peer Coaching				
6) Students will produce a guaranteed number of finished and rubric scored compositions per grade level per quarter (Leading Indicator 1.4).	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, 1-2 published compositions per quarter, writing/reading buddies				
7) Grade level will address consistency in rubric scoring and authenticity of writing model. (Leading Indicator 1.4)	All staff, Content vertical teams/PLC, Central Office Coordinators	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, personal dictionary/journal, frequently misspelled word list				
8) Teachers and students will purposefully plan, implement, and use technology to strengthen students skills and knowledge.	All staff, Tech PLC	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, Reading A-Z, Lexia, Learning Ally, Converge				
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.	Administrative Team	STAAR data, District Assessment data, teacher formal/informal assessment, Learning Walks, monitoring notebooks, Jeff Anderson - Patterns of Power, Region X Roadshow, EMC2, Converge, and on-going professional development.				
Funding Sources: 199 General Funds - 1500.00						
10) Teachers will engage in campus ELA learning walks and peer coaching to develop and further instructional practices. (HRS Leading Indicator 2.6)	All staff	PLC, class instruction and lesson plans, collaborative note-taking (Google Slides), debrief, peer coaching, Model of Learning Board and Cards				
= Accomplished    = Continue/Modify    = 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.

**Evaluation Data Source(s) 2:** By using district assessments, STAAR, Map data, TEMI, Numeracy Consultants

**Summative Evaluation 2:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			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.	All professional staff, Administrators, Instructional Specialists, Rtl Team, PLC, CFA team	Curriculum Map, Lesson plans, MAP data, STAAR data, Quick Checks, K-1 Teacher-Made Assessments, 2-5 District Assessments, monitoring notebooks, observation daily problem solving such as UPS Check, data meetings, Countdown to STAAR, Go Math, Math Movies, CFA				
2) Teachers will regularly use the following resources to design for rigorous content and substance in lesson designing: IFD's, GO Math (2-5), math CFA, MAP data for instruction and District Assessment data, Think Through Math, Reflex (K-5)	All professional staff, Administrators, Instructional Specialists, Academic Coaches, and CFA team	Math Quick Checks, 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, Math PLC, Number Talks, STAAR Coach, Motivation Math, Reflex				
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.	Professional staff, Administrators	Curriculum Map, data driven Lesson Plans, Math monitoring notebook, and classroom observations. Data sources: MAP data, Math CFA, Think Through Math, Number Talks, observations of UPS check/ problem solving strategies, and District Assessments.				
Funding Sources: 199 General Funds - 1000.00						
4) Professional job-embedded learning will be made available to staff (Leading Indicator 1.4, 2.5)	Designated professional staff, Administrators, Vertical math team, PLC	Implementation of new understandings recorded in designed lessons and delivery of observed lessons (walkthroughs), applying MAP lessons, Instructional Rounds, peer coaching, Virtual Learning Walk				
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	MAP data, STAAR data, Reflex, 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						











6) Teachers will engage in campus Math learning walks to develop and further instructional practices. (HRS Leading Indicator 2.6)	All staff	PLC, class instruction and lesson plans, collaborative note-taking (Google Slides), Instructional Rounds, debrief, Virtual Learning Walk folder, Model of Learning Board and Cards				
 = Accomplished  = Continue/Modify  = 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.

**Evaluation Data Source(s) 3:** By using district assessments, STAAR, Map data, Unit assessments

**Summative Evaluation 3:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			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.	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, and performance standard data.				
2) Professional staff will design instruction utilizing models such as inquiry model and 5E model.	All professional staff	End of Unit Assessments, MAP data, STAAR data, Performance Standard data, Samples of Science Journals, designed lessons, K-5 station rotations, research projects, Virtual Learning Walk folder				
Funding Sources: 199 General Funds - 1000.00						
3) Teachers and students will purposefully plan, implement, and use technology to strengthen students skills and knowledge.	All staff	Curriculum Map, Designed Lessons, End of Unit Assessment data, 5th grade MAP data, and STAAR data. additional web based materials, MEF grants for technology, Fusion virtual lab (Think Central), digital products, and use of laptops and Google Apps.				
4) Teachers will engage in campus Science learning walks to develop and further instructional practices. (HRS Leading Indicator 2.6)	All staff	PLC, class instruction and lesson plans, collaborative note-taking (Google Slides), Instructional Rounds, peer coaching, debrief				
 = Accomplished  = Continue/Modify  = 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.

**Evaluation Data Source(s) 4:** District assessments, STAAR, ELPS training, SIOP strategies are used during instruction

**Summative Evaluation 4:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Special consideration and attention will be given to monitoring of LEP students academic progress and language development.	All staff, RTI team, Building Administrators, Instructional Coaches, Bilingual/ ESL Department	TELPAS data, IPT testing, MAP data, STAAR data, Classroom assessments and observations, learning walks, District Benchmark Assessment data, writing samples, subject notebooks, goal-setting with students.				
2) Language objectives will be posted and taught consistently.	K-5/specials teachers, Instructional Specialists, Building Administrators	Curriculum Maps, Weekly Lesson Plans with language objectives linked to ELPS, IPT testing, Classroom observations/ Walkthroughs, campus learning walks, STAAR data, TELPAS data, MAP Data, I Station Data, and District assessment data.				
3) Certified ESL/ Bilingual teachers will participate in learning walks and meet regularly to review and share best practices to use in the classroom.	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, quarterly ELL focused campus meetings, GLAD, ELlevation, Seidlitz strategies, peer coaching, A-Team Notes.				
4) Technology such as Rosetta Stone (3-5) 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, Raz-Kids (K-2), Reading A-Z, Lexia, Learning Ally.				
5) Designated staff will attend SIOP, ELPS, and TELPAS trainings.	Administration Human Resources and Bilingual/ESL Department	PD credits earned by teachers, certifications of completion of staff				
= Accomplished               = Continue/Modify               = 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)

**Evaluation Data Source(s) 5:** Teachers are meeting for quarterly 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

**Summative Evaluation 5:**










Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			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 (2-5).	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, District Assessment data, quarterly data PLCs, Countdown to STAAR, CFA				
Funding Sources: Title IA Funds - 22000.00						
2) Data PLC meetings at A-Team, Grade Levels, and ILT will analyze campus data regularly to monitor academic performance (Lagging Indicator 1.5)	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), mid-quarter data PLC meetings (differentiate/fac meetings)				
= Accomplished              = Continue/Modify              = 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)

**Evaluation Data Source(s) 6:** Teachers meet weekly with RtI committee to set/evaluate goals and student response to specific goals and interventions provided.

**Summative Evaluation 6:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			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).	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, Think Through Math (Lagging Indicator 1.5) Student data quadrants				
2) Teachers and team representatives will meet regularly as an RtI PLC with coordinators to discuss student data and complete assigned tasks.	RtI coordinators K-5 Teachers Administrators Counselor	RtI team weekly agenda and notes Student data submitted in Aware Student data quadrants				
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 with minutes entered into Aware. Attendance at data meetings				
 = Accomplished  = Continue/Modify  = 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.

**Evaluation Data Source(s) 7:** 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.

**Summative Evaluation 7:**













Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Administrative Team will communicate quarterly with Alpha teachers on student progress and needs.	Administrative Team, District GT teacher	Communication documents/logs, student documents (ex: positive behavior support plans, accommodations, etc.), emails, newsletters, GT Website				
2) Teachers will design data-driven lessons to differentiate learning that engage students at the appropriate levels of complexity.	Building Administrators Classroom Teachers	Designed lessons, student products, team planning				
= Accomplished              = Continue/Modify              = 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.

**Evaluation Data Source(s) 8:** Inclusion logs are shared informally between classroom and special education teachers as needed, in addition to quarterly meetings that support instruction/student growth.

**Summative Evaluation 8:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Special Education teachers will meet with classroom teachers formally and informally to discuss student mastery of goals and performance.	Administrators, Special Education Professional Staff, and Specials Professional Staff	Monitoring notebooks, Benchmark Assessments, End of Unit Assessments, MAP data, DRA data, I Station data, IEP data, inclusion log, data meetings, RtI meetings, staffings				
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.	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  = Continue/Modify  = 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.

**Evaluation Data Source(s) 9:** Campus reward program set to promote perfect attendance. We follow district policies in regards to attendance, and truancy.

**Summative Evaluation 9:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			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.	ILT, Building Administrators, CIS, Counselor, Campus Attendance Committee	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 Terri Lee church volunteer, pledge leaders on announcements				
Funding Sources: 199 General Funds - 500.00						
2) Primary homeroom teachers, registrar, and administrators will monitor attendance regularly.	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.	Classroom teachers	Classroom observations, Designed Lessons, and Monitoring Notebooks				
4) Quarterly perfect attendance awards	Registrar Administrative Team	eSchool reports on attendance and tardies; incentive plans, GMS, announcements				
Funding Sources: 199 General Funds - 500.00						
5) Campus attendance committee monitors daily attendance and communicates regularly with parents.	Assistant Principal, registrar, campus representatives	Meeting minutes, parent communication logs, attendance and tardy reports from eschool				
6) Classes will participate in PAW-fect Attendance competition to encourage attendance and punctual arrival.	Classroom teachers Administrative team Registrar Campus Attendance Committee	PAW-fect Attendance Sign eSchool reports announcement notes pledge leaders on announcements				
= Accomplished              = Continue/Modify              = 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.

**Evaluation Data Source(s) 10:** Technology professional development is done on a regular basis.

Whole group modeling with MRS, Screen casting, and Google Classrooms.

**Summative Evaluation 10:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Staff will utilize digital communication as a communication tool for students and their families.	Administrators and all Professional Staff	Activity and use of technology tools, mobile devices, Google Apps, and parent group distribution lists, team and/or individual websites, Remind 101, Facebook, Twitter.				
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.	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.	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 and responsibly utilize available technology tools as consumers and producers. Staff will design lessons developing 21st century skills including the 4 C's and good digital literacy and digital citizenship.	Media Resource Specialist, Classroom teachers, Administration, Instructional Support Staff	Websites, tech 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, Google Classroom, Google Drive as online portfolio.				
6) Teachers will participate in professional learning to enhance technology integration.	Media Resource Specialist	Eduphoria, Google Classroom, teacher lesson designing and planning, after school tech training				
= Accomplished               = Continue/Modify               = 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.

**Evaluation Data Source(s) 1:** Family fun night, School dance, Boo Burgers, Spring Fling, CIS volunteer outreach program, Mentors, Math/Science Night, Safety Patrol, Assisted Living Field Trip, Gentlemen's Club, Kindness and Compassion Club

**Summative Evaluation 1:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Distribute school communications about upcoming school events through the use of marquee updates, newsletters, teacher websites, Parent Link, Remind, Facebook, weekly parent emails.	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)	PTO Board, PTO teacher representatives, Building Administrators	Number of families in attendance at events (such as: Family Movie Night, Bingo, Spring Fling), and PTO Facebook Page				
3) Teachers will communicate to families of students during the first two weeks of school to build rapport with families.	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.	CIS staff	CIS paperwork, PEIMS, School Climate Survey data, KC club, Gentlemen's 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.	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 (i.e. Facebook, Twitter, Remind 101), Choir and Art displays, picture slide shows of events, Senior Breakfast, , 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, Trunk or Treat, Kinder Round-Up, Kinder and Fifth Grade Celebrations.				
Funding Sources: 199 General Funds - 0.00						



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.	CIS, Counselor, PTO Board, and Administrators.	Recorded hours of all volunteers, Sign in logs, CIS records, specified calendars, Appreciation Lunches, Lawson field trip.				
	Funding Sources: Title IA Funds - 1500.00					
7) Encourage families to become actively involved in all aspects of their child's education.	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, campus communications				
	Funding Sources: Title IA Funds - 2200.00					
 = Accomplished  = Continue/Modify  = 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.

**Evaluation Data Source(s) 2:** On going scheduled guidance counseling, Healthy School Program, KC club, Junior Alpha Alerts, Question of the week from Counselor

**Summative Evaluation 2:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Establishment of a working Kindness and Compassion Club for fifth grade who reaches out to all grade levels will be established and meet regularly.	School Counselor, CIS, Team Leads, Specials Team, Building administrators, 5th Grade Representative	Recorded membership of KC Club , Calendar of recorded meetings, Evidence of Club activities, School Climate survey data, Safety Patrol, Lawson Visit Ambassadors, Library and Gym Helpers, Slaughter Lives Kind initiative	✓	✓	✓	
Funding Sources: 199 General Funds - 500.00						
2) Regular monitoring of student office referrals, attendance rates, and counselor referrals will occur.	Counselor, Registrar Administrators	Attendance rates, PEIMS, Office Referral rates, School Climate survey results, Student-Counselor contact log				
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 Walk to End Hunger, Shoe Drive.	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						
4) Establishment of a working Gentlemen's club in 5th Grade will be established and meet regularly.	School Counselor, CIS, Building administrators, 5th Grade Representative	Recorded membership of Gentlemen's Club, Calendar of recorded meetings, Evidence of Club activities, School Climate survey data				
5) Develop and implement the Slaughter Lives Kind initiative to promote kindness campus wide.	School Counselor, building administrators, teachers, CIS	School wide displays, documentation of acts of kindness, public communication through #SlaughterLivesKind, reinforce with morning announcements, kindness assembly, monthly community service				
= Accomplished              = Continue/Modify              = Considerable              = Some Progress              = No Progress              = Discontinue						

# **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)**

# District 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
<b>Sub-Total</b>					\$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
<b>Sub-Total</b>					\$30,700.00
<b>Grand Total</b>					\$46,200.00