

EAST RIDGE ELEMENTARY CAMPUS IMPROVEMENT PLAN



2016-2017

PLANNING AND APPROVAL

The Comprehensive Campus Improvement Plan was developed collaboratively by the Campus Council.

CAMPUS COUNCIL

<u>NAME</u>	<u>POSTITION</u>
Audra Rainbolt	Parent
Jamie Ince	Community Representative
Richard Ferguson	Business Representative
Carolyn Mullican	Teacher
Stephanie Sanders	Teacher
Kim Dickson	Teacher
Jimmy Bennett	Teacher
Jana Stewart	Teacher
Paula Carmichael	Non Teaching Professional
Vicki Mayberry	Principal

Approval: _____
Chairperson, Campus Council

Date: _____

10 Components of School Wide Program

C-1: Comprehensive Needs Assessment

C-2: School Wide Reform Strategies

C-3: Instruction by Highly Qualified Staff

C-4: Professional Development

C-5: Strategies to Attract HQ Teachers

C-6: Strategies to Increase Parental Involvement

C-7: Transition

C-8: Teachers Included in Decisions Regarding Assessments

C-9: Effective and Timely Assistance to Students

C-10: Coordination and Integration of Federal, State, and Local Services and Programs

**STATE COMPENSATORY FUNDS
PROGRAM INTENT CODE 24, 26, 28, 30 & 31 FUNDS**

Sweetwater ISD receives state compensatory education funding which provides significant funding used to increase students' academic achievement. These funds facilitate the educational progress as shown by the chart below:

Campus	PI 24	PI 26	PI 28	PI 30	PI 31
Sweetwater High School	106,844	0	0	0	100,796
Wallace Alternative School	0	280,000	58,239	0	0
Sweetwater Middle School	189,484	0	0	0	30,200
Sweetwater Intermediate School	95,483	0	0	227,445	0
East Ridge Elementary School	72,759	0	0	184,544	0
Southeast Elementary School	98,572	0	0	187,884	0
Sweetwater ISD	78,000	0	0	18,000	0
Total	641,142	280,000	58,239	617,873	130,996

COMPREHENSIVE SCHOOL IMPROVEMENT PLAN

SWEETWATER INDEPENDENT SCHOOL DISTRICT

CAMPUS: EAST RIDGE ELEMENTARY

AEIS INDICATOR: STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS (STAAR) AND ATTENDANCE

LONG RANGE GOAL: All students will achieve full educational potential as measured by STAAR.
School attendance will remain above the state goal for attendance.

OBJECTIVES: *East Ridge's attendance rate will be maintained at 96.3% or higher.
*90% or more of ER students will master an end of year assessment for each grade level.
*Third grade students will achieve in the 90% range or higher on the Reading and Math STAAR TEST.

INITIATIVES APPROPRIATE FOR ATTENDANCE, MATHEMATICS, READING, WRITING, LANGUAGE ARTS, SCIENCE, AND SOCIAL STUDIES

ACTIVITIES/STRATEGIES	RESOURCES	PERSON RESPONSIBLE	TIMELINE	Title I Schoolwide Component	Formative/Summative Evaluation
The East Ridge Campus Council will approve the 2016-2017 Campus Improvement Plan	Test Data, 2016 STAAR, Parent Surveys, Attendance data	Campus Council	October 2016	C1	Meeting Agendas, Minutes, Campus Improvement Plan, Sign-In Sheet
The East Ridge PBIS Tier 1 and Tier 2 committees will develop school wide expectations for learning and behavior	Office Discipline Referrals	PBIS Committee	August 2016	C1, C2	Office Discipline Referrals (ODRs)
An SL Data Committee will meet to review benchmark data	Benchmark Tests	Data Committee	Aug. 2016 – May 2017	C1, C2	STAAR scores
PBIS Tier 2 committee will review Tier 2 student behavior data	Referral Forms, Strength & Difficulty Questionnaires	PBIS Tier 2 Committee	Weekly, Aug. 2016 – May 2017	C1, C2	Decrease in ODRs
Campus Council will meet as needed during the school year to write the Campus Improvement plan and to review progress	refreshments	Campus Council	Three or more times a year	C1	Meeting agendas, Letters to Council Members

during the year					
The Campus Council will hold one public meeting per year for the purpose of discussing the performance of the campus	Campus Improvement Plan	Campus Council	November 2016	C1,C2	School Board Agenda, Campus Sign-In Sheet
Teachers will use the Texas Essential Knowledge And Skills (TEKS) and TEKS Resources to create and sequence lessons	TEKS Resources	Teachers	August 2016 – May 2017	C3	Lesson Plans TEKS Scope and Sequence
Cooperative learning activities will be provided in classrooms with TEKS and STAAR objectives incorporated	STAAR objectives	Teacher	August 2016 - May 2017	C3,C8	Lesson Plans Observations and Walk-throughs
ACTIVITIES/STRATEGIES	RESOURCES	PERSON RESPONSIBLE	TIMELINE	Title I Schoolwide Component	Formative/Summative Evaluation
The PTO will plan and fund student involvement activities such as the Fall Carnival	PTO \$1000	PTO, Parents, Principal, Teachers, Students	Oct. 2016 –May 2017	C6	PTO sign-in sheet & minutes
The PTO will provide rewards for Perfect Attendance drawings once a year	PTO \$300	PTO, Parents, Principal, Teachers, Students	May 2017	C6	List of students with perfect attendance
Encourage perfect attendance each six weeks by providing awards	Community Sponsorship	Principal, Teachers, Students	Oct. 2016- May 2017	C2	List of students with perfect attendance each six weeks
Encourage all students to strive for academic achievement by publishing a list of students each six weeks in the local newspaper who make the "All As" or "All As & Bs" honor rolls	\$120 for certificates and ribbons from the school	Principal, Teachers, Newspaper	Sept. 2016 - May 2017	C9	List of students making straight A's and A's & B's, Newspaper Publicity each six weeks
Encourage all students to strive for academic achievement by providing rewards and recognition through partnerships with businesses	Donations and coupons from businesses	Principal, Teachers, PTO, Dairy Queen, Sonic, Dominos, Taco Bell, What A Burger, Wendy's, Scholtzsky's, etc.	Sept. 2016 - May 2017	C9	List of students making straight A's and A's & B's each six weeks
Use home/school liaisons to facilitate improved student attendance, achievement & parental involvement	Attendance records Parental involvement materials, truancy officer	Principal, Liaison	Aug. 2016 - May 2017	C6	Attendance rate Parent contact logs
Continue utilizing "Positive Behavior Support" in all classes	Class plan, Posted class rules	PBIS Team, Principal,	Aug 2016 - May 2017	C10	Discipline plans, Decreased discipline referrals

		Teachers, Paraprofessionals			
Use developed rules and lesson plans for expected behavior in common areas.	\$100 materials	PBIS Team Principal All Staff	Ongoing	C2	Teacher surveys Decreased discipline referrals
Inform parents of 2016 - 2017 Student Code of Conduct available on SISD website and have parents sign School Compact at the beginning of the year, or when new students enroll.	Office	Principal, Secretary, Teachers	Aug. 2016 - May 2017	C2	Student Code of Conduct
Continue to provide English As A Second Language (ESL) classes for identified limited English proficient students.	Teacher Salaries	ESL Committee, Principal, Asst. Superintendent, Parental Involvement Liaison, ESL teachers	Aug. 2016 - May 2017	C3	ESL Records, Lesson Plans
ACTIVITIES/STRATEGIES	RESOURCES	PERSON RESPONSIBLE	TIMELINE	Title I Schoolwide Component	Formative/Summative Evaluation
Teachers assigned to teach ESL classes will attend a workshop concerning ESL	ESC 14	ESL teachers	Sept. 2016 - May 2017	C3,C4	Attendance Records and Certificates
Provide training to all teachers in T-TESS	Appraisal Calendar, Software	Principal	Sept. 2016- May 2017	C4	Meeting Agenda Teacher Self-Report/Goals
100 th Day of School Celebration/Activities and rewards for grades 2-3	\$200 (for pencils, bookmarks, etc.)	Teachers Principal	Jan. 2017	C9	Teachers and student participation
Earth Day/Arbor Day Activities for grades 2-3 Clean up campus grounds	\$100 Agency funds for gloves	Teachers Principal	April 21, 2017	C9	Teacher and student participation
Reading Night Math & Science Night	\$500 for supplies	Grade Level Teams Paraprofessionals	Feb 7, 2016 Nov 15, 2016	C6	Student and parent participation (sign in sheets)
Supervise the instructional process and provide feedback to teachers.	Classroom visits	Principal	Aug. 2016 - May 2017	C2	T-TESS Scores
Classrooms with 100% attendance and no tardies will go to park w/ principal	Buses	Principal Liaison	Oct. 2016 - May 2017		Attendance Records
Utilize I-station to detect at risk students. I-station program to improve Reading and Math Skills.	I-Station Program	Principal	Aug. 2016-May 2017	C1, C2, C9	Improved Six Weeks Grades, Improved STAR Scores, Improved STAAR Scores
Utilize the Bridges Lab to meet needs of	Salaries	Principal, Assistant	Aug. 2016 -		Grades each six weeks

selected students in grades 2nd-3 rd		Supt., Bridges Teacher	May 2017	C2,C10	Star Reading test, TAKS
Use math and reading TEKS Resource Unit Tests and released STAAR questions to plan appropriate group and individual instruction	Released tests Pearson Education STAAR Practice Tests STAAR released questions	Teachers	Following each TEKS Resource Unit Assessment	C1, C8	TEKS Resource Unit Tests Six Weeks Grades
Teachers in grades 2-3 will provide materials in the STAAR format. Students will choose the correct answer from four choices in a multiple choice format and practice bubbling in their answers	Released tests, Adopted texts, STAAR review materials	Teachers	Aug. 2016 May 2017	C8,C10	Lesson Plans-weekly
Three times per semester The Grace Museum will teach art lessons to all students	\$6000 from the General Fund	Principal & Rep. from Grace Museum	Sept. 2016-2017	C2,C9,C10	Teacher & Parent Surveys
ACTIVITIES/STRATEGIES	RESOURCES	PERSON RESPONSIBLE	TIMELINE	Title I Schoolwide Component	Formative/Summative Evaluation
Provide opportunities in language arts for students to work cooperatively on research projects within language arts and across disciplines for 2 nd - 3 rd	Books Research materials Internet Lab	Teacher	February 2017 - May 2017	C9	Six Weeks Grades
Emphasize reading mechanics in each subject & emphasize STAAR objectives	STAAR materials State Adopted Texts, computer lab	Principal, Teachers, Paraprofessionals	Aug. 2016 - May 2017	C9	Six Weeks Grades Prior TAKS Scores
Send teachers to training for STAAR strategies	Region XIV ESC Travel \$ 200	All teachers	Sept. 2016 - May 2017	C4	Prior Improved TAKS scores, Benchmarks, Six Weeks Grades
Chess Program in 2 nd and 3 rd	First Choice Program/\$2000 from the Gen. Fund	Classroom teachers	Sept. 2016 - May 2017	C2,C6,C10	Students' ability to play the chess activities successfully in 2 nd and play chess by EOY in 3 rd
Enroll dyslexic students in Dyslexic Program	SPIRE program, Title I funds	Principal, Teachers, Dyslexia Teacher, RTI committee	Aug. 2016 - May 2017	C10	Reading tests, Six Weeks Grades

Reward students with activities if 90% pass all parts of STAAR	Activities (\$1000-Gen. Fund per STAAR test)	Principal/Teachers	April 2016 - May 2017	C8	STAAR results
"At risk" students will be identified and reviewed annually	Star Reading, Star Math, I-station	Principal, Counselor, Teachers	Oct. 2016 Ongoing	C1,C10	"At Risk List"
Assess each identified "at-risk" student to determine needs and provide appropriate acceleration teaching methods.	Star Reading & Math, I-station	Principal, Teachers	Oct. 2016 Ongoing	C1,C10	Report Cards, Student records, STAAR Scores, Benchmarks, Lesson Plans
All students will utilize the classroom set of ipads for reading assistance using research based Reading Programs.	Reading Program Technology or Title I funds	Principal, Teachers,	Sept. 2016 - May 2017	C2,C9	Report Card, Star Reading Test, Istation, STAAR
ACTIVITIES/STRATEGIES	RESOURCES	PERSON RESPONSIBLE	TIMELINE	Title I Schoolwide Component	Formative/Summative Evaluation
All students will utilize the ipads for assistance in Math Facts	Math Facts/Math APPS	Teachers	Sept. 2016 - May 2017	C10	Report Card, Star Math Test,
Through the ESL program, provide instruction in written English for LEP students	Language arts materials Composition materials Computers/printers	Principal ESL teachers Assistant Superintendent	Sept. 2016 - May 2017	C10	Writing grades, STAAR, EOC results
The ESL program will modify instruction, pacing, & materials for LEP students	Appropriate materials	Principal ESL teachers Assistant Super.	Sept. 2016 - May 2017	C10	Modified materials Writing grades STAAR, EOC results
Imagine Learning computer programs 2 nd grade for struggling readers	Title I funds	Teachers Paraprofessional Principal	Aug. 2016 - May 2017	C2	Reading tests
Accelerated Reader program utilized to increase reading skills	Accelerated Reader Program, library	Principal, Teachers Parent, Librarian	Aug. 2016 - May 2017	C2	Reports, Benchmarks ,STAAR, report cards
Provide opportunities in science & social studies for students to work cooperatively on research projects within science and social studies disciplines 2 nd -3 rd	Books, Research materials, Internet	Principal, Teachers	Aug. 2016 - May 2017	C2	Six weeks grades/AR points
Provide opportunities in science for students to participate in hands on science experiments	Science TEKS	Teachers and Seek Teacher	Aug. 2016 -	C9	Six week grades

and lessons			May 2017		
The Zone intervention pull out program for struggling students	I-Station, ipads, computer programs	Principal, Teachers, Mrs. Marlett and Mrs. Hightower	Aug. 2016 - May 2017	C9	Six Weeks grades, Benchmarks, Star Rdg and Math tests, STAAR test
Increase active teacher/pupil instruction/learning time to 90% of class time; decrease work sheets/use of Balanced Literacy	Lesson plans ESC 14	Principal, Teachers	Aug. 2016 - May 2017		Six Weeks grades, STAAR results, PDAS
Provide ESL training to modify the language of instruction and use sheltered English instructional approaches	ESC consultants	Principal Assistant Superintendent ESC teachers	Aug. 2016 - May 2017	C4,C10	Test results Six weeks grades
Make curricular & instructional adjustments as appropriate for the 2017 STAAR test	3 rd grade teachers	Principal Teachers	Aug. 2016 - May 2017	C1,C2,C8	Test results, Six Weeks grades, and Unit Tests
Use manipulatives during math instruction	Manipulatives District Funds	Principal, Teachers	Aug. 2016 - May 2017	C2	Daily work, Six weeks grades,
ACTIVITIES/STRATEGIES	RESOURCES	PERSON RESPONSIBLE	TIMELINE	Title I Schoolwide Component	Formative/Summative Evaluation
Provide an array of services that are differentiated and appropriate for the experiences of the G/T students, grades 2 nd -3 rd through the teaching of math, reading, writing and language arts	G/T instructional materials, Core curriculum instructional materials	Principal Seek teacher Teachers	Aug. 2016 - May 2017	C10	Student and parent conferences, Student, parent and teacher questionnaires, Student products
Provide accelerated instruction for borderline ("bubble") students to pass STAAR	TEKS, Title I funds Math materials Extended day sessions	Principal teachers	Aug. 2016 - May 2017	C2,C8	Six Weeks grades STAAR test Benchmarks
Emphasize writing mechanics and STAAR objectives across ALL subject areas	STAAR writing objectives, Scope and Sequence	Principal, Teachers, Paraprofessionals	Aug. 2016 - May 2017	C9	Writing grades
Assist teachers in the use of all district approved instructional initiatives	Knowledge of initiatives	Principal	Aug. 2016 - May 2017	C3,C4	Daily & six weeks grades, STAAR, Benchmarks
Conduct a series of pretests for all students throughout the year, Teks Resources Unit tests	Released TAKS test Commercial test Teacher-made tests	Principal, Teachers	Aug. 2016 - May 2017	C1,C8	Six weeks grades Released STAAR materials
Provide tutorials and /or peer tutorials for	STAAR practice	Principal,			Six weeks grades, Benchmark

students not achieving mastery	materials, OYEP funds	Counselor, Teachers	Aug. 2016 - May 2017	C8,C9	results, daily work
3 rd grade students not meeting Reading & Math benchmark expectations will attend tutorials after school	STAAR instructional & practice materials, OYEP funds	Principal, Teachers	Oct. 2016 - April 2017	C8,C9	Progress reports Benchmark results Six weeks grades
ACTIVITIES/STRATEGIES	RESOURCES	PERSON RESPONSIBLE	TIMELINE	Title I Schoolwide Component	Formative/Summative Evaluation
Teachers in all classes administer some exams In STAAR format	Teacher-made tests Commercial tests	Principal, teachers	Aug. 2016 - May 2017	C9	Six weeks grades, Results of practice tests, C-Scope Unit tests
Provide technology instruction for all students.	Ipads	Principal Teachers Technology Director	Aug. 2016 - May 2017	C2	Six Weeks grades
Provide instruction in the dietary guidelines for Americans and Food Guide Pyramid	United States Department of Agriculture Food and Nutrition Service, Better Living for Texans/Texas Cooperative Extension & Food & Nutrition Service, USDA, Healthy and Wise curriculum	Principal, Teachers, PE Teacher	Sept. 2016 - May 2017	C10	Teacher surveys, Parent surveys
Conduct parent /teacher conferences with all students that failed one or more parts of the STAAR test	STAAR scores	Principal, 3 rd grade teachers	May 2017	C2,C6	Sign-In Sheets
Provide a least restrictive environment for our special education students by incorporating	Region 14 ESC training	Principal Reg. Ed. Teachers	Aug. 2016 -		STAAR results Star Math and Reading

reverse inclusion classrooms for 2-3 grade.	\$500 materials/travel	Sp. Ed. Teachers	May 2017	C2,C10	Observation
2 nd & 3 rd grade recognize good conduct at the end of each six weeks	Video	2 nd & 3 rd grade teachers	End of each six weeks		Report card conduct grades
Attract highly qualified staff and retain qualified staff by local recognitions	Job fairs, accept applications, teacher of the year award, Sweetwater Reporter News	Principal Superintendent, Superintendent secretary	Aug. 2016	C5	All staff qualified for job assignments by reviewing certificates, teacher of the year awards, campus recognition, local newspaper
Six Weeks Math and Reading Cape Award	Math and Reading Capes	Principal, Teachers	Aug. 2016 - May 2017	C2	Six Weeks Math and Reading Grades
Vocabulary Word of the Week	Vocabulary Words	Principal, Teachers	Aug. 2016-May 2017	C2	Student Response/Vocabulary Winners
Zone Enrichment Day on Fridays	Enrichment Activities	Principal, Zone Teachers	Aug. 2016-May 2017	C2	Decrease in Office Referrals, Walkthroughs

STAFF DEVELOPMENT ACTIVITIES

ACTIVITIES/STRATEGIES	RESOURCES	PERSON RESPONSIBLE	TIMELINE	Title I Schoolwide Component	Formative/Summative Evaluation
Provide training in STAAR, teachers' competencies in the TEKS, instructional issues/technology concerns, & development of TEKS/STAAR Action Plans in LA, math, science, and social studies	ESC 14	Administrators, Teachers, ESC 14	Aug. 2016 - May 2017	C4	Six Weeks grades STAAR results, Teacher Lesson Plans
Provide training in STAAR strategies	ESC 14	Principal	Oct. 2016	C4	STAAR results, Six Weeks grades
Vertical planning in all core & non-core areas	TEKS	Principal Teachers	Aug. 2016 - May 2017	C3,C4	Test results, Six weeks grades, T-TESS
Provide ESL training to modify the language instruction, use sheltered English instructional approaches	ESC 14	Asst. Superintendent, ESL Teachers, Principal	Aug. 2016 - May 2017	C3	Test results, ESL records
Assist teachers in the instruction of technology by training workshop and	ESC 14	Principal Technology Team	Aug. 2016 - May 2017	C4	Teacher Surveys Star Chart

conferences		Technology Assistant			
Train staff in time-out and restraint techniques	CPI training	Principal Sped. Rep	Aug. 2016	C4,C10	Sign-in Sheets
Campus Training in ARD Committee Decision-Making Process	Training Manual	Principal, Diag/Hearn	Aug. 2016	C4	Sign-in Sheets
Provide effective teaching strategies for diverse populations	Region 14 workshops	Principal, Teachers	Aug. 2016 - May 2017	C3,C4	Six Weeks grades
Campus Training in Capturing Kids Hearts	Flippin Group	Principal	Aug. 2016	C4	Lower % of Discipline Referrals, Six Weeks Grades
Campus Think Central Training	Teachers	Stafford	Aug. 18, 2016	C4	Six Weeks Grades, Improved STAAR Test Scores

VIOLENCE PREVENTION AND INTERVENTION ON CAMPUSES

Goal: To provide a safe, orderly environment in which teachers can teach effectively and students learn without disruption.

OBJECTIVE: East Ridge Elementary School will develop goals and methods for violence prevention and intervention.

NEEDS ASSESSMENT: Although Sweetwater ISD campuses enjoy safe and orderly environments; campuses must develop strategies to prevent violence, therefore East Ridge will provide more opportunities to address these needs.

ACTIVITIES/STRATEGIES	RESOURCES	PERSON RESPONSIBLE	TIMELINE	Title I Schoolwide Component	Formative/Summative Evaluation
Continue to review, refer to, and implement Emergency Operation Plan	Crisis Management Plan	Counselor, Principal	Aug. 2016 - May 2017	C1	Use of note book
A staff member will be on duty each day beginning at 7:00 a.m.	Salaries	Staff assigned	Aug. 2016 - May 2017	C9	
Use developed lesson plan for appropriate assembly behavior	\$50 materials	PBIS Team Principal Counselor	Aug. 2016 - May 2017	C10	Observation of Assembly Behavior Office referrals
PBIS will monitor school wide behavior techniques and develop lesson plans for staff	\$25	PBIS Team Principal	Aug 2016 - May 2017	C10	Observation
Students will be taught Social Skills through daily videos of morning announcements	Various books on Social Skills	PBIS Principal Counselor	Aug 2016 - May 2017	C9	Discipline referrals
Implementation of techniques for de-escalation of non-compliant student behavior.	ESC 14	PBIS Team Principal Counselor Teachers	Aug. 2016 - May 2017	C9	Observation Office referrals
Students will be introduced to lessons on appropriate social, health, and nutritional skills during PE classes	\$300	Counselor PE teacher Nurse	Aug 2016- May 2017	C9	Health grades Observation
All outside doors will be locked, except					

the front door, and will remain locked during the school day. Faculty members will be on duty in front of the building and South door at 7:30 a.m. until the 8:10 bell.	Procedure manual	Principal Teachers Paraprofessionals	Aug. 2016 - May 2017	C10	Duty schedule
Capturing Kids Hearts	Flippin Group	Principal, Teachers	Aug. 2016-May 2017	C2	Lower Percentage of Discipline Referrals, Improved Campus Climate
ACTIVITIES/STRATEGIES	RESOURCES	PERSON RESPONSIBLE	TIMELINE	Title I Schoolwide Component	Formative/Summative Evaluation
If a student is not in the classroom at 8:20 a.m., he or she and the parent must see the home school liaison for a tardy slip.	\$300 tardy slips	Teachers, Liaison, office staff	Aug. 2016 - May 2017	C2,C6	List of daily tardies
Frequent tardies will generate letters for the school liaison to the parent. Additional tardiness will generate call from principal. Continued truancy will result in a referral to the Truancy Prevention Facilitator. The Truancy Prevention Facilitator will implement truancy prevention measures.	Liaison Truant Officer	Principal, Teachers, Liaison	Aug. 2016 - May 2017	C2,C6	List of daily tardies
Parents should telephone the school office before 8:00 a.m. if a student is ill and will not be attending class. The home school liaison will attempt to contact the parent, if the parent does not contact the school.	Liaison, office staff	Liaison	Aug. 2016 - May 2017	C2,C6	Log of parent calls
Parents coming to school during the day enter the building through the front doors. If the parent is checking the student out for the day, he or she must sign them out through the office and one of the office staff will get the child.	Campus-made log book	Office staff	Aug. 2016 - May 2017	C6	Visitor Book
Students must follow all directives given by any faculty member. In the cafeteria students must exhibit good manners,	Cafeteria monitor/para	PBIS Team Teachers All staff	Aug. 2016- May 2017		Decreased cafeteria discipline referrals

use appropriate voice level, request assistance by raising a hand, and treat everyone with respect.	professional/Teachers				
Each grade level will chart progress of students' positive cafeteria behavior which will be rewarded by special seating and a party in The Enrichment Rm.	\$500 decorations and parties	PBIS Team Classroom Teacher	Aug. 2016 - May 2017		Decreased cafeteria discipline referrals
Faculty members will model respect and tolerance for all types and groups of students		PBIS Team All faculty members	Aug. 2016 - May 2017	C3	Decreased discipline problems
All students are released only to individuals with student pick up cards.	\$150 Colored cardstock	Office Staff All Staff	Aug. 2016 - May 2017	C6	All children make it home safely
ACTIVITIES/STRATEGIES	RESOURCES	PERSON RESPONSIBLE	TIMELINE	Title I Schoolwide Component	Formative/Summative Evaluation
At the end of the day faculty members will monitor the children as they are being placed in their parent's cars.	All faculty members	All faculty members	Aug. 2016 - May 2017	C9	Students are safe as they exit the building
All bus and daycare children will remain in the building until their ride comes inside to pick them up.	Staff members	All faculty members	Aug. 2016 - May 2017	C6,C9	Students remain safe inside the building until picked up
Students will demonstrate proper behavior on the bus.	Bus drivers, PE teacher, principal	PBIS Team Bus drivers, Principal	Aug. 2016 - May 2017		Decreased bus discipline referrals
The Student Code of Conduct will be enforced. There will be zero tolerance of racial, ethnic, ability or appearance put-downs. Discipline will be assigned according to the Student Code of Conduct	Student Code of Conduct section of Student Handbook	All staff members	Aug. 2016 - May 2017	C10	Decreased discipline referrals
Intercom access will be available in all areas of the building.		Maintenance Principal	Aug. 2016 - May 2017	C9	Accessibility
Regular fire drills	Red and Green Cards	Principal	Aug. 2016 - May 2017	C1,C9	Fire Drill report
Tornado drills will be conducted twice yearly	Red and Green Cards	Principal	Oct. 2016 - May 2017	C1,C9	Log of Drills
Teach students to take responsibility for	PBIS lesson plans	PBIS Team Principal			

actions. Help students determine possible choices to make and how to make an acceptable choice.	-bathroom -hall -cafeteria -voice levels -bus -assembly	Counselor Teachers	Aug. 2016 - May 2017	C9	Decreased discipline referrals
PBIS Tier 2 committee will review Tier 2 student behavior data	Office Discipline Referrals	PBIS Team	Weekly, Aug. 2016 – May 2017	C9	Decreased discipline referrals

PARENTAL INVOLVEMENT

Goal: Encourage parents to be involved in their children’s education.

OBJECTIVE: East Ridge Elementary campus will increase and encourage parental involvement.

NEEDS ASSESSMENT: Research indicates that children’s academic achievement levels are higher when parents are regularly involved in the educational process therefore Southeast is providing more opportunities for parents to be involved.

ACTIVITIES/STRATEGIES	RESOURCES	PERSON RESPONSIBLE	TIMELINE	Title I Schoolwide Component	Formative/Summative Evaluation
Grandparents Week Celebration will be held annually	\$50 name badges	Principal, Teachers, Cafeteria Workers	Sept. 2016	C6,C10	Publicity, Pictures
Parents will be invited for Thanksgiving meal.	\$100 Invitations	Principal, Teachers, Cafeteria Workers	Nov. 2016	C6,C10	Publicity, Pictures
Students will be notified by mail of teacher assignments before school begins. The school secretary will provide mailing labels for all correspondence	\$100 Postage and cards	Teachers Secretary	Aug. 2016	C1,C6	Postage Record
East Ridge will increase parental involvement by 90%	\$100 Postage and cards	Teachers Secretary	Aug. 2016	C1,C6	Postage Record
Parents will be invited to view their students work during open house	News release/Automated Phone Call	Principal, Teachers, Paraprofessionals	Oct 2016	C6,C10	News release Notes to parents
Family Reading Night and Math/Science Night	District Calling System PTO member list	Teachers Principal PTO	2 nd -3 rd November 15, 2016, February 7,2017	C6,C10	Parent Participation sign in sheets
Parents will be invited to attend all assemblies and field trips.	Notes to parents	Principal, Teachers	Aug. 2016 - May 2017	C6,C10	Notes to parents
PTO meetings with faculty scheduled	News release	PTO officers,	Aug. 2016 -	C6,C10	News release

once a month during the year	Notes to parents	Principal, Teachers	May 2017		Notes to parents
ACTIVITIES/STRATEGIES	RESOURCES	PERSON RESPONSIBLE	TIMELINE	Title I Schoolwide Component	Formative/Summative Evaluation
All parents will be invited to review the third grade TEKS and have an overview of the STAAR test	News release, Notes to parents, Copies of released STAAR info, 3 rd Grade TEKS, Calling System	Principal, Counselor, 3 rd grade teachers	October 20 th , 2016 from 5:30 to 6:30	C1,C6	Sign-in sheets
All Third grade parents will be given notification of passing requirements for 3 rd grade and an overview of STAAR test	Copy of passing requirements	Principal, 3 rd grade teachers	Oct. 20 th 2016 and Ongoing for new students	C1,C6	Sheets signed by parents that they have read requirements and understand them
Establish school/parent compacts	Compacts	Principal, teachers	Aug. 2016	C6	Compacts signed by parents/teachers/principal
Imagine Learning Night for parents	Imagine Learning Rep.	Principal	September 27, 2016	C1	Returned surveys
Students and parents are invited to tour the school from local daycares, Southeast Elem, and private/home school	Notices in the newspaper, radio, TV, letters	Principal	Apr. 2017	C7	Enrollment for the next school year.

East Ridge Elementary strives to facilitate and increase parental involvement in all aspects of our school. In 2016-2017 East Ridge is adding two opportunities for parents to visit the school and become involved in their child's education. Imagine Learning will allow parents the opportunity to learn about the computer program their child is involved in daily at school and will learn how to use it at home. Also, this year, a Carnival Night has been added in October. It will be a great night of fun for parents, students, and teachers and is a great opportunity to meet other families while providing support to our students and teachers. East Ridge expects to increase parental involvement in 2016-2017 by 10 percent.

STUDENT ATTENDANCE

STUDENT ATTENDANCE

Goal: To maximize student attendance to improve student academic achievement.

OBJECTIVE: In 2016-2017 East Ridge will have an average daily attendance of 96.3% East Ridge will maintain or increase the average daily attendance.

NEEDS ASSESSMENT SUMMARY: In 2016-2017, East Ridge had a 95.5% average daily attendance.

ACTIVITIES/STRATEGIES	RESOURCES	PERSON RESPONSIBLE	TIMELINE	Formative/Summative Evaluation
Provide incentives for perfect attendance each six weeks	Rewards from local business	Principal	Aug. 2016 - May 2017	Attendance Rate
Provide awards for students who have perfect attendance & all "A's" for the year.	Awards \$1500-Gen. Fund	Superintendent	Aug. 2016 - May 2017	Attendance rate
Frequent tardiness will generate letters from the school liaison to the parent. Additional tardiness will result in more letters to parents and phone call from the principal. Discipline measure or referral to SRO officer will be implemented for frequent late arrivals to school.	Liaison Truant Officer	Teachers, Liaison	Aug. 2016 - May 2017	List of daily tardies
Use home/school liaisons to facilitate improved student attendance & achievement & parental involvement	Attendance records Parental involvement Materials	Principal, liaison	Aug. 2016 - May 2017	Attendance rate



GOAL #7: To maximize student attendance to improve student academic achievement.

NEEDS ASSESSMENT:

GOAL #7: OBJECTIVE #1: In 2016-2017, SISD will have an average daily attendance of 95.5%.

EVALUATION DESIGN: Calculate student attendance each six weeks, and revise strategies for student attendance.

IMPROVEMENT PLAN: ATTENDANCE RATE

ACTIONS, ACTIVITIES & STRATEGIES	RESOURCES	PERSON(S) RESPONSIBLE	TIME LINE		Title I School- wide Component s	FORMATIVE EVALUATION
			Imple ment	Comple te		
1. Use home/school liaisons at all campuses & a School Resource Officer at SHS to facilitate improved student attendance, achievement & parental involvement. SI-8	General Funds Title I	Liaisons & Truant Officer Principals	8/22/16	Assess Every 6 Weeks	PI	Attendance Rate Parents Contact Logs
2. Build a day into the District Calendar for Parent Contacts and/or Conferences to increase parental involvement. SI-8	Calendar	District Council Asst. Supt.	10/4/14	10/4/15	PI	Adopted Calendar Sign in Sheets Logs
3. Provide awards for students who have perfect attendance and/or all "A's", All classes with 100% attendance each six weeks go to park with principal or something special	Awards Kiwanis Club Donation – \$1,500	Superintendent Principal	8/22/16	Every 6 Weeks		Attendance Rate Report Cards Honor Rolls
4. Follow the Truancy Prevention	Plan	All Staff	8/22/16	5/26/17		Attendance Rate

Measures Plan.		County Court-At-Law				
----------------	--	---------------------	--	--	--	--

VIOLENCE PREVENTION AND INTERVENTION ON CAMPUSES

(State law requires that this indicator be developed by each campus)

GOAL #9: To provide a safe, orderly environment in which teachers can teach effectively and students learn without disruption

NEEDS ASSESSMENT: Although Sweetwater ISD campuses enjoy safe and orderly environments, campuses must develop strategies to prevent violence.

GOAL #9, OBJECTIVE: Each campus will develop goals and methods for violence prevention and intervention. Components will include

- (1) actions, activities, & strategies
- (2) resources
- (3) person (s) responsible
- (4) time line
- (5) formulative evaluation

EVALUATION DESIGN: To be determined by individual campuses.

An Emergency Operations plan has been developed and approved by the SISD Board of Trustees for the District and all campuses. These procedures and policies will be continued in the 2016-2017 school year.

PARENTAL INVOLVEMENT

(State law requires that this indicator be developed by each campus)

GOAL #10: Encourage parents to be involved in their children's education.

NEEDS ASSESSMENT: Research indicates that children's academic achievement levels are higher when parents are regularly involved in the educational process.

GOAL #10, OBJECTIVE #1: Each campus will develop a program to encourage parental involvement. Components will include

- (1) actions, activities, & strategies
- (2) resources
- (3) person (s) responsible
- (4) time line
- (5) formulative evaluation

EVALUATION DESIGN: To be determined by individual campuses

**CAMPUS: EAST RIDGE ELEMENTARY
TAPR INDICATOR: STAAR**

Goal: All student groups will demonstrate exemplary performance in Reading and Math as measured by STAAR

OBJECTIVE: In 2017, all student groups will score 90% or better on STAAR Reading and Math.

Reading Grade 3	2016	Avg. Raw Score/% Correct	Commended Performance
	Total # of student	Percent	Percent
All Students	161	79%	24%
African American	8	63%	0%
Hispanic	84	71%	17%
White	64	91%	36%
Economically Disadvantaged	128	76%	20%

Math Grade 3	2016	Avg. Raw Score/% Correct	Commended Performance
	Total # of student	Percent	Percent
All Students	161	80%	17%
African American	8	38%	0%
Hispanic	84	76%	11%
White	64	88%	22%

Economically Disadvantaged	128	76%	14%
----------------------------	-----	-----	-----

TAPR INDICATOR: STAAR

ACTIVITIES/STRATEGIES	RESOURCES	PERSON RESPONSIBLE	TIMELINE	Title I Schoolwide Component	Formative/Summative Evaluation
Analyze 2015-2016 STAAR results to pinpoint areas of weakness and make appropriate curricular and instructional adjustments for STAAR	STAAR Raw Scores	Principal & Teachers	Aug. 2016 - May 2017	C1	Classroom Evaluations Benchmarks 2016 Unit Tests
Continually analyze disaggregated benchmark data	Benchmark AEIS reports	Principal Counselor Teachers	Aug. 2016 - May 2017	C8	Staff Meeting Agendas Lesson Plans Team Leader Mtgs
Assist teachers in the use of all district approved instructional initiatives 2-3	Knowledge of initiatives	Principals	Aug. 2016 - May 2017		Daily & six weeks grades,
Conduct a series of pretests for all students throughout the year	Released STAAR tests, Commercial tests (\$300 Gen.Funds), Istation, Star Math & Reading, Teacher made tests	Teachers Principal Counselor	Aug. 2016 - May 2017	C2	Six weeks grades, STARR results
Provide adult tutorials and/or peer tutorials for students not achieving mastery	STAAR practice materials	Principal, Teachers, Paraprofessional, Tutors	Oct. 2016- May 2017	C8	Six weeks grades, STAAR results, Benchmark results, Daily work
Provide student incentives to pass	Incentives (\$500)	Principal, Teachers	Oct. 18,		Daily Work, Test grades, STAAR

the STAAR test	General Fund)		2016	C10	results
Communicate with parents regarding strategies to help their children succeed on STAAR/STAAR Night	STAAR materials (\$100 Gen. Fund)	Principal & Teachers		C6	Test grades, STAAR results
Teachers have an informal swap shop of STAAR strategies and materials	Materials Vertical Team Meetings	Teachers	Aug. 2016 - May 2017	C3	Scores on practice tests and benchmarks
Teachers in all subjects use strategies which assist students' reading, mathematics, written composition, science and social studies achievement	Reading, math, writing, science, and social studies TEKS	Principal & Teacher	Aug. 2016- May 2017	C3	Lesson plans, STAAR
ACTIVITIES/STRATEGIES	RESOURCES	PERSON RESPONSIBLE	TIMELINE	Title I Schoolwide Component	Formative/Summative Evaluation
Teachers in all classes and subject areas administer exams in STAAR format	Teacher made tests	Teachers, all grade levels	Aug. 2016 - May 2017	C2,C9	STAAR scores
Give STAAR practice tests in STAAR format	Teacher awareness, STAAR materials, STAAR checklists	Principal & All teachers	Aug. 2016 - May 2017	C2,C8,C9	Progress Reports, Six weeks grades
Conduct at least three informal meetings to discuss TEKS grade level objectives and curriculum alignment	TEKS, Textbooks, etc.	Principal & Teachers	Aug. 2016 - May 2017	C1,C7	STAAR results
Use released STAAR math, reading, STAAR item analyses to plan appropriate group and individual instruction	STAAR released test, item analyses STAAR materials	Teachers	Aug. 2016 - May 2017	C2,C8,C9	Six weeks grades, STAAR results
Provide opportunities in math for students to work cooperatively on research projects within mathematics and across all subject	Research Books, Internet	Principal & Teachers	Aug. 2016 - May 2017	C9	Six weeks grades, STAAR results

areas					
Provide accelerated instruction for borderline ("bubble") students to pass STAAR math	TEKS, Math materials, Extended day sessions	Principal & Teachers	Aug. 2016 - May 2017	C8,C9	Six weeks grades, STAAR scores
Provide accelerated instruction to assist students to achieve more than one year's growth in math as indicated by STAAR TLI	TEKS, Math materials, Extended day sessions, Title funds	Principal & Teachers	Aug. 2016 - May 2017	C8	Six Weeks grades, STAAR scores
Provide opportunities in language arts for students to work cooperatively on research projects within language arts and across disciplines	Books, Research materials, Internet	Principal & Teachers	Aug. 2016 - May 2017	C9	Six weeks grades, STAAR tests
Emphasize reading mechanics in each subject & emphasize STAAR objectives	Teacher made materials	Principal & Teachers	Aug. 2016 - May 2017	C8	Progress reports & STAAR checklists
ACTIVITIES/STRATEGIES	RESOURCES	PERSON RESPONSIBLE	TIMELINE	Title I Schoolwide Component	Formative/Summative Evaluation
Use The Zone to increase reading achievement levels in 2 nd	I Station, Prodigy	Principal & The Zone teacher	Aug. 2016 - May 2017	C8,C10	Reading tests, Six weeks grades
Provide accelerated instruction to assist students to achieve more than one year's growth in reading as indicated by STAAR	TEKS, Reading materials, Extended day sessions	Principal & Teachers	Aug. 2016 - May 2017	C8	Six Weeks grades, STAAR scores
Attend TEKS and STAAR Teachers Workshops	Reg. 14 ESC, General Fund	Principal and teachers	Aug. 2016 - May 2017	C4	STAAR scores

East Ridge

School Health Requirements for the 2016-2017 School Year*

School Health Advisory Councils (SHACs) – SB 283, TEC §28.004

- Meet 4 times per year, minimally.
- Contain a minimum of 5 members.
- Report directly to the school board at least once annually with detailed account of SHAC activities and recommendations.
- Appoint parent as chair or co-chair.
- Recommend indicators for evaluating effectiveness of Coordinated School Health Programs.

Coordinated School Health (CSH) – SB 892, HB 742 TEC §11.253

- Develop goals and objectives based on fitness assessment data, academic performance, attendance rates, academic disadvantages, the use of success of any method to ensure students are reaching required moderate or vigorous physical activity (MVPA), and any other indicator recommended by SHAC.
- Include in all Campus Improvement Plans (CIPS) for elementary middle and junior high school campuses.
- School districts will request food allergy information upon a student's enrollment and all information obtained will be kept confidential and disclosed to only appropriate personnel. Information will be kept in the students permanent record and or the students health records.

Physical Activity – SB 891, TEC §28.002

- Students enrolled in all full-day prekindergarten must participate in MVPA for a minimum of 30 minutes per day or 135 minutes per week.

Physical Education – SB 891, TEC §28.002

- *"Curriculum must be sequential, developmentally appropriate, and designed, implemented, and evaluated to enable students to develop the motor, self-management, and other skills, knowledge, attitudes, and confidence necessary to participate in physical activity throughout life."*
- Develop specific district goals and objectives for accomplishing the above, including (to the extent practicable) student/teacher ratios that are small enough to enable the district to carry out the purposes of and requirements for the physical activity requirements in grades prekindergarten-eighth and to ensure of the safety of all students.
- If the student/teacher ratio established in a district is greater than 45 to 1 in a physical education class, the district must identify the manner in which the safety of students will be maintained.

Health Education – SB 283, TEC §28.004

- Written notice must be sent home before each school year indicating whether or not the district will provide human sexuality instruction to students.

- If human sexuality instruction is provided, a summary of its content, the requirements established under state law, a statement of the parent's right to review the materials, the option to remove the student without penalty, and information describing opportunities for parental involvement in the development of the curriculum (SHAC) must be included in the written notice.

High School Graduation Requirements – HB 3, §TEC 28.002

- Chart of revised high school graduation requirements may be found on the following TEA websites:
 - a. For students who entered grade 9 before 2007-08
<http://ritter.tea.state.tx.us/taa/comm070609a.doc>
 - b. For students who entered grade 9 in 2007-08 or later <http://ritter.tea.state.tx.us/taa/comm070609b.doc>

**This list does not represent all of the new requirements related to school health. Future communication from TEA will provide additional information that has not been included in this document. Inquiries can be directed to Marissa Rathbone, Director of School Health, at the Texas Education Agency at Marissa.Rathbone@tea.state.tx.us.*

East Ridge Elementary School Highly Qualified Recruitment and Retention Plan 2016-2017

Goal : Highly Qualified Staff	All students will be taught by highly qualified teachers who are assisted by highly qualified paraprofessionals.
Performance Measures (PM)	<ol style="list-style-type: none"> 1. 100% of core area teachers will be highly qualified by the end of the school year. 2. 100% of instructional paraprofessionals will meet the highly qualified standards by the end of the school year. 3. 100% of new hires will meet highly qualified status prior to employment. 4. The percentage of classes being taught by highly qualified teachers in the aggregate and in high-poverty schools will be 100%. 5. The percentage of teachers receiving high-quality professional development will be 100%. 6. Low-income students and minority students will not be taught at higher rates than other student groups by teachers who are not highly qualified, inexperienced, or out of field. 7. 100% of teachers not highly qualified in a core academic subject due to rural and special education flexibility will meet Highly Qualified standards by the end of the school year. 8. Provide incentives to attract and retain all Highly Qualified teachers.
Summative Evaluation	Personnel files and highly qualified worksheets

School-Wide Component	PM	Strategy/Activity	Target Population	Person Responsible	Budget/Resources	Formative Assessment	Benchmark Timeline
Instruction By Highly Qualified Teachers	3	Conduct recruitment activities to ensure highly qualified personnel in all positions. Activities will include participating in job fairs, posting vacancies in multiple sites/organizations and maintaining active webpage.	All Staff Members	Superintendent	Local Funds Title II, A	Number of positions posted Number of applications completed Number of visits on the web page counter	Aug. 1, 2016 Feb. 1, 2017 May 1, 2017

Instruction By Highly Qualified Teachers	8	Establish an effective teacher mentoring system in order to retain highly qualified staff.	All Teachers	Campus Principals	Local Funds Title II, A	Mentor assignments	Aug. 10, 2016
Instruction By Highly Qualified Teachers	1	Analyze data from all teachers' certifications, testing, staff development, and service records to ensure that all meet highly qualified status.	All Teachers	Campus Principals	Local Funds Title II, A	Personnel files Professional Development records Teacher interviews	Aug. 10, 2016
School-Wide Component	PM	Strategy/Activity	Target Population	Person Responsible	Budget/Resources	Formative Assessment	Benchmark Timeline
Instruction By Highly Qualified Teachers	7	Assist teachers in maintaining or attaining certification through alternative programs, GT certification, ESL certification, coursework, and TExES testing in order to assure all staff is highly qualified.	All Teachers	Campus Principals	Local Funds Title II, A	Number of teachers in ACPs Professional Development Records	Aug. 2016
Instruction By Highly Qualified Teachers	2	Analyze data from paraprofessionals' files to ensure all instructional aides are highly qualified.	All Instructional Paraprofessionals	Campus Principals	Local Funds Title II, A	Personnel files Professional Development records	Aug. 2016
Instruction By Highly Qualified Teachers	2	Require any instructional aides not considered highly qualified to complete paraprofessional training.	All Instructional Paraprofessionals	Campus Principals	Local Funds Title II, A	Professional Development records Number of paraprofessionals attending training	May 25, 2017
Strategies to Attract Highly Qualified Teachers	8	Pay for teachers to attain ESL certification	All teachers	Superintendent	Local Funds Title II, A	Staff Development records Stipends paid Personnel files	May 25, 2017

Instruction By Highly Qualified Teachers	3	Hire only highly qualified teachers	All teachers	Superintendent/ Campus Principals	Local/ State funds	Personnel files Teachers' credentials	Jun. 2017
Instruction By Highly Qualified Teachers	4 & 6	Change teaching assignments for teachers who do not meet highly qualified requirements for core area subjects to ensure low-income and minority students are not taught by teachers who are not highly qualified	All Teachers	Campus Principals	Local funds	Review of master schedules; review of teachers HQ status	Jun. 2016 Jan. 2017
Instruction By Highly Qualified Teachers	1	Provide staff development release time for teachers who are not highly qualified to become highly qualified	All Teachers	Superintendent Campus Principals	Local/State funds Title II, Part A	Review of staff development certificates; review of Absence From Duty sheets	Aug. 2016 Jan. 2017 Jun 2017
Instruction By Highly Qualified Teachers	1	Replace unexpected teacher vacancies with Highly Qualified staff	All Teachers	Superintendent Campus Principals	Local/State funds	Review Personnel files, professional development records, and teaching credentials	As unexpected vacancy arises
School-Wide Component	PM	Strategy/Activity	Target Population	Person Responsible	Budget/Resources	Formative Assessment	Benchmark Timeline
Instruction By Highly Qualified Teachers	5	Continue yearly training of Dyslexia/Special Education/ESL and all classroom teachers in core academic areas	Dyslexia/ Special Education/ ESL teachers	Superintendent Campus Principals	Local, Title I & Title II A Funds	Professional Development records on file and at Region 14 ESC	Aug. 2016 Jan. 2017 Jun 2017
Instruction By Highly Qualified Teachers	5	Each campus will develop professional development plan based on performance data and	All Teachers	Campus Principals	Local/State funds	100% of campuses have professional development plan that ensures all teachers will received	November 2016

		teacher input				high quality professional development	
--	--	---------------	--	--	--	---------------------------------------	--

SISD Coordinated Health Program

The SISD Coordinated Health Program includes eight coordinated health features which are responsive to individual strength, interests, and needs, and provides experiences which are meaningful, relevant, and respectful of the social and cultural context in which children live.

These eight Coordinated Health Features include:

1. A Comprehensive Health Education Curriculum of fitness, nutrition, personal health, family health, community health, consumer health, environmental health, growth and development, mental and emotional health, injury prevention and safety, prevention and control of disease, substance use and abuse
2. Strength, Conditioning and Wellness activities in physical education classes
3. Support of the Curriculums with an emphasis on real world experiences
4. Utilizing the current dietary guidelines with available nutrition and physical activity tools such as My Pyramid, the updated Food Guide Pyramid
5. Health promotion opportunities for the staff such as Walk Across Texas and providing health screening opportunities
6. Counselor participation such as coordinating presentations and programs on nutrition, bullying and drug abuse prevention activities.

7. Activities that promote and foster a safe and healthy school environment
8. Parental and community involvement through activities that require parent participation and engage community resources
 - Example: Monthly parent letters in English and Spanish

East Ridge Elementary 2016-2017

Improvement Plan — Special Education

Goal: To meet the needs of students with disabilities.

Actions, Activities & Strategies	Resources	Person(s) Responsible	Time Line		Monitor & Adjust	Formative Evaluation
			Implement	Complete		
1. Hire and retain highly qualified staff to enhance direct services and improve academic support for students failing the state assessment test. Continue to hire professionals responsible for implementing and supervising Early Intervening strategies and programs.	Local and state funds Job Openings posted on ESC 14 and web site Utilize on-line application IDEA funds	Superintendent Principals Special Education Director	8-2016	8-2017		Highly qualified report Logs for direct services Number of staff with 15+ years with SISD Early Intervening documentation
2. Provide support services for high cost students with disabilities.	IDEA and ARRA funds Local and state funds	Administrators Special Education Director	8-2016	8-2017		Financial expenditures
3. Utilize transition facilitator to facilitate job placements in the community for students with disabilities.	IDEA and ARRA funds VAC list	Special Education Director Transition Specialist	8-2016	8-2017		Job placements Schedule of transition facilitator Log of contacts
4. Provide professional development for special education and regular education teachers that focuses on proven, innovative evidence-based strategies and positive behavioral supports to improve outcomes for students with disabilities in the areas of: <ul style="list-style-type: none"> • Working with students with challenging behaviors, • Early Intervention Strategies, • ARD Committee Decision Making, 	Region 14 Staff ARRA Funds Local & SSA Funds IDEA B Funds for Early Intervening Services Professional Consultants Staff Training <u>ARD Committee Guide</u> DVD and Presentations	Campus Administrators SISD Teachers & Counselors, Administrators Diagnosticians SSA Staff District	8-2016	8-2017		Sign-in sheets of participant attendance IDEA B Application Local Budget In-service Records Certificates of Completion

<ul style="list-style-type: none"> • Educators' Legal Requirements, • Use of modifications, accommodations, and individualized instruction • Developmentally appropriate speech 	Accommodation/ Modification Sheets Teacher Records Developmental speech lists	Administrators and new teachers Speech Therapists		8-2016 9-2016		Accommodations/ Modification Sheets Teacher Records
5. Address strategies to increase the effectiveness of IEPs, transition processes, decreasing dropout rates, ARD meeting facilitation, and provide parent training.	Standards Based IEP training for teachers Transition planning training for SSA staff AEIS	ESC 14 Staff Transition Specialists Administrators Teachers SSA Staff	8-2016	8-2017		Sign-in sheets Certificates of Completion Agenda of meetings Indicator 13 documentation AEIS scores
6. Use technology, supplies, materials and other equipment as effective tools to identify, organize and meet the individual needs of students with disabilities, to ensure access to the general classroom, increase student achievement, and assist with transition to career opportunities.	Local, state and IDEA funds Local Technology Director hired	Administrators Teachers WCTSSA staff	8-2016	8-2017		Financial expenditures ARD Forms
7. Utilize case management systems that promote data sharing.	eSped software, Eduphoria Skyward, RSCCC or other data software	Administrators Records clerks WCTSSA staff	8-2016	8-2017		Financial expenditures PEIMS data ARD Forms
8. Provide training on PBMAS requirements.	PBMAS Manual ESC Training	Special Education Director, SSA Staff PBMAS Guide, ESC 14	8-2016	10-2017		Sign-in sheets of Agenda of meetings Certificates of Completion
9. Campus Intervention Teams (CIT) will plan strategies that will assist in reducing the percentage of students in special education.	Region 14 Staff, Early Intervening Specialists, IDEA funds	Campus Administrator or designee will serve as the chair of the CIT team	8-2016	8-2017		CIT Meeting Minutes Lesson plans
10. <ul style="list-style-type: none"> • Provide training for Response to Intervention (RTI) to improve achievement for individual students, • Documents reflect the focus on early intervention for an extended period of time 	Increased teacher awareness, knowledge, and staff development materials	Campus Intervention Teams (CIT) Early Intervening	8-2016	8-2017		CIT Procedures and documents and training documentation CIT modifications folders, letters to parents, CIT minutes, guidelines and

<ul style="list-style-type: none"> utilizing scientifically researched-based teaching methodology, Benchmark, test, and document student difficulties and reasons for the lack of progress in the general education classroom, Use knowledge from staff development events to help classroom teachers implement effective instructional activities, increase ability to work with different learning styles and differentiated instruction, Document strategies and modifications used in the general and supplemental programs, 	<p>CIT Procedures and Documents Early Intervening Specialists Student Early Intervening Folders EIS Utilize recommendations in the book <u>Addressing Over-Representation of African American Students in Special Education, What Successful Teachers Do in Diverse Classrooms:</u> eChild information</p>	<p>Specialists Esc 14 Campus Administrator Early Intervening Specialists and teachers and counselors</p>				<p>information on each campus. Benchmark tests and data Lesson plans List of referrals Referrals to the 504 Committee and other intervention programs</p>
Actions, Activities & Strategies	Resources	Person(s) Responsible	Time Line		Monitor & Adjust	Formative Evaluation
			Implement	Complete		
<ul style="list-style-type: none"> RTI meets each 6 weeks or more often to address needs of at-risk students, Ensure that intervention strategies and programs offered are scientifically researched-based and appropriate, Provide educational and behavioral evaluations, services, and supports, including scientifically-based literacy instruction. 	<p>RTI Procedures and Documents, EIS Student Folders</p>	<p>Campus Administrator RTI Members Campus Administrator RTI Members Early Intervening Specialists</p>	<p>8-2016</p>		<p>8-2017</p>	<p>RTI minutes, guidelines, letters to parents, and binders on each campus. List of scientifically researched based teaching methodologies offered Number of students in EIS</p>
<p>10. Involve parents as active participants and encourage them to discuss culturally relevant concerns and suggestions for instructional supports at Campus Intervention Team (CIT) meetings,</p>	<p>RTI Meetings</p>	<p>Campus Administrator Counselors Parents</p>	<p>8-2016</p>	<p>8-2017</p>		<p>Intervention Team minutes, guidelines, letters to parents, and binders on each</p>

<ul style="list-style-type: none"> • Give parents clear information and feedback as to their role in and the purpose of the interventions for their child, and • Monitor campus referrals to eliminate repeated referrals. 	RTI Meetings	Campus Administrator Counselors, Parents Campus Administrator Counselors Early Intervening Specialists				campus Intervention Team minutes, guidelines, letters to parents, and campus documentation Early Intervening Specialist maintains information
11. Ensure that RTI Teams rule out lack of English proficiency as the reason for a referral to special education.	RTI Meetings Language Surveys Language Tests	Campus Administrator	8-2016	8-2017		Campus Intervention Teams (CIT) minutes
12. Dismiss students from special education (SPE) who have mastered all areas of their individual educational plans (IEP's) and have demonstrated skills sufficient to succeed in general education, resulting in reduced percentage of students in special education (SPE)	Student's IEP's Passing grades Student test scores: Mastery of grade level TEKS Passing TAKS, TAKS-ACC, TAKS-M	Campus Administrator ARD Committees	8-2016	8-2017		Number of Dismissal ARD's PBMAS scores Reduction in number of identified SPE students 14.2% by October 2010 13.5 % by October 2011
13. Provide students with skills for job placement, post-secondary education or employment.	Courses offered ARRA Funds IDEA Funds, Assessments, Outside Agencies	Administrators, SAA Staff, Transition & VAC Coordinators, Parents, Teachers, Counselors	8-2016	8-2017		Number of students employed

Actions, Activities & Strategies	Resources	Person(s) Responsible	Time Line		Monitor & Adjust	Formative Evaluation
			Implement	Complete		
14. When needed, special education testing is conducted by a bilingual examiner or with the use of a trained interpreter.	Bilingual SSA Staff Ancillary Examiners	SSA Staff	8-2016	8-2017		Student Full and Individual Evaluations (FIE's)
15. Require documentation of educational need when referring for a suspected speech or language impairment.	Teacher knowledge and awareness Current grades Report cards Benchmark tests Work samples	Campus Administrator Intervention Teams SSA Speech Pathologists	8-2016	8-2017		Intervention Team Reports Referral information
16. Utilize recommended templates for determining eligibility criteria and educate teachers on age appropriate speech.	Region 14 Staff and Consultants Speech Pathologists Templates	SSA Director SSA Speech Pathologists	8-2016	8-2017		FIEs Speech Impaired Criteria SSA Operating Guidelines
17. Speech pathologists will model sample lessons for practicing correct speech and language for Headstart, Pre-K and K teachers.	Speech Pathologists Pre-K, Headstart and K Teachers	SSA Director Campus Administrators	8-2016	8-2017		Lesson Plans Schedules
18. Provide reports each semester to campus and district administrators concerning percent of special education students identified on each campus.	Data and charts	Skyward Administrators	8-2016	8-2017		SSA Campus Referral Log reduced by: 2% by October 2010 3% by October 2011
19. Provide training for child care and community providers.	ESC 14 Staff	ESC 14	8-2016	8-2017		Sign-in sheets
20. Provide professional development and training for staff in:	Speech Pathologists	District Administrators	8-2016	8-2017		Sign-in Sheets

<ul style="list-style-type: none"> • Teaching age appropriate language development in general education classes, • Teaching language process skills in general education, • Understanding language acquisition by students living in bilingual homes, and • Strategies to implement language development in the general education classrooms. 	<p>Other SSA Staff</p> <p>Director of SSA</p> <p>Region 14 Staff</p> <p>Outside Consultants</p>	<p>Campus Administrators</p> <p>Teachers</p>				<p>Observation of implementation of language teaching in the general education classes</p>
<p>21. Provide parent education in the levels of developmentally appropriate speech.</p>	<p>Speech Pathologists</p> <p>Teachers</p> <p>Appropriate speech age lists</p>	<p>Campus Administrators</p> <p>Speech Pathologists</p>	8-2016	8-2017		<p>ARD Meetings</p> <p>Conferences</p> <p>Screenings</p>
<p>22. Through an Inclusion model, teach the following skills in the general education classroom:</p> <ul style="list-style-type: none"> • Vocabulary improvement, • Following directions, • Concept development, • Language processing and critical thinking skills, and • Phonemic awareness. 	<p>Speech Pathologists</p> <p>Region 14 Staff</p> <p>Consultants</p>	<p>Campus Administrator</p> <p>Speech Pathologists</p>	8-2016	8-2017		<p>Schedules of speech pathologists and general education teachers</p> <p>Lesson Plans</p>
<p>23. Monitor Instruction of LEP students in general education classes taught by an ESL teacher.</p>	<p>Teacher Appraisal System</p>	<p>Campus Administrator</p>	8-2016	8-2017		<p>Document classroom visits</p> <p>Teacher Appraisal System</p>
<p>24. Implement procedures to conduct a full evaluation when a three year evaluation is required, if appropriate, or provide a Review of Existing</p>	<p>Evaluation instruments</p> <p>Templates</p>	<p>SSA Director</p> <p>SSA Evaluation Staff</p> <p>SSA Speech</p>	8-2016	8-2017		<p>ARD and FIE information</p> <p>Evaluation and Eligibility Criteria,</p> <p>SSA Operating</p>

Evaluation Data (REED).		Pathologists				Guidelines Reevaluation List,
-------------------------	--	--------------	--	--	--	----------------------------------

**East Ridge Elementary
Improvement Plan—Special Education PBMAS Indicators**

Indicator : SPE Discretionary In-School Suspension (ISS) and Discretionary Disciplinary Alternative Education Programs (DAEP)

Goal/Objective: To maintain a percentage of SPE students assigned to discretionary in-school suspension and discretionary placements to a level equal to or less than the state median.

Actions, Activities & Strategies	Resources	Person(s) Responsible	Time Line		Monitor & Adjust	Formative Evaluation
			Implement	Complete		

1. Reduce the percentage SPE students assigned to discretionary in-school suspension or DAEP to a level equal to or less than the state proposed rate.	PEIMS Reports PBMAS Indicator Scores Skyward Reports	Campus Administrators District Administrators	8-2016	8-2017		PEIMS Reports PBMAS Indicator Scores 30 % in October 2012 20 % in October 2012 10 % in October 2012
2. Ensure that the Student Code of Conduct and campus discipline procedures do not punish students based on a handicapping condition.	Student Code of Conduct Campus Procedures	Campus Administrators Intervention Teams	9-2016	8-2017		ARD Minutes Manifestation Determination
3. Administrators and teachers will understand regulations.	IDEA 2004 Region 14 Staff	Campus Administrators District Administrators SSA Staff	9-2016	8-2017		Sign-in Sheets
4. Students in ISS will receive special education services.	Special Education Staff ARD	Campus Administrators	8-2016	8-2017		Lesson Plans Schedules
5. Review annually and revise campus procedures for ISS placement, as appropriate.	SISD Staff	Campus Administrators	8-2016	8-2017		Reduce number of ISS placements
6. Campuses will track the number of	Skyward Reports	Campus Administrators	8-2016	8-2017		Skyward printouts

discipline referrals of students enrolled in SPE and students not enrolled in SPE.						
7. Administrators will track percentage by teacher of discipline referrals for students enrolled in SPE and not enrolled in SPE. Require training in discipline techniques if a teacher is responsible for a large percentage of discipline referrals.	Skyward Reports Region 14 Workshops Region 14 Consultants	Campus Administrators	8-2016	8-2017		Skyward printouts Training sign-in sheets Reduce number of discipline referrals
8. Students will participate in inclusion instructional settings, as appropriate	SPE Staff General Education Staff ARD Committees	Campus Administrators	8-2016	8-2017		Schedules PEIMS Instructional Setting Codes
9. Regular education counselors will initially work with behavioral issues.	Regular Education Counselors	Campus Administrators	8-2016	8-2017		Schedules Student Contracts Intervention Forms
10. Special education counselors will work with special education students based on evaluations and ARD recommendations.	Special Education Counselors Counseling & Psychological Evaluations	SSA Director	8-2016	8-2017		Special Education Counselor schedule, Behavior Assessments and ARDs

11. Utilized intervention strategies to increase student achievement and to meet the needs of individual students.	SISD Budget	Campus Administrators District Administrators	8-2016	8-2017		Improved state testing scores
12. CIT develops behavior intervention plans before behavior escalates.	Campus Intervention Teams	Campus Administrators	8-2016	8-2017		Behavior Intervention Plans

**East Ridge Elementary
Improvement Plan—Special Education PBMAS Indicators**

Indicator : Ethnic Distribution of Students Receiving SPE

Goal/Objective: To reduce the percentage of ethnic groups (African American, Hispanic and White) of SPE students to a level equal to or less than the state median.

			Time Line	Monitor	
--	--	--	------------------	----------------	--

Actions, Activities & Strategies	Resources	Person(s) Responsible	Implement	Complete	& Adjust	Formative Evaluation
<p>1. Provide annual professional development and training for staff in:</p> <ul style="list-style-type: none"> • Cultural and Linguistically Diverse Learner (CLD) differences, • Teaching strategies utilizing Universal Design methods to teach students from different cultures, and • Distinguishing between a learning disability and a cultural difference or an economic difference, • Eliminating biases that may result in low expectation for student performance. 	<p>Region 14 Staff</p> <p>Region 14 Workshops</p> <p>Outside Consultants</p> <p>Utilize strategies in the books such as <u>Addressing Over-Representation of African American Students in Special Education</u></p> <p><u>Universal Design for Learning: A Guide for Teachers and Education Professionals, What Successful Teachers Do in Diverse Classrooms: 71 Research-Based Classroom Strategies</u></p> <p>Professional In-service Training</p>	<p>Campus Administrator</p> <p>District Administrators</p> <p>Campus Administrator</p> <p>Campus Administrator</p> <p>Campus & District Administrators Teachers</p>		8-2017		<p>Sign-in sheets of attendance</p> <p>Documented by agenda and sign-in sheets</p> <p>Documented by agenda and sign-in sheets</p> <p>Sign-in sheets of attendance Increased student performance on state testing</p>
2. Provide information	Intervention Team	Campus	8-2015	8-2016		Records of parent

on the intervention process to families in their native language.	Interpreter Printed brochures and forms in native language	Administrator Intervention Teams Interpreters				correspondence Records of parent attendance at meetings
3. Cooperate with parents to find effective ways of teaching students both at home and at school.	Parents Parent Meetings and Parent Training Title I, Head Start and ESL Parent Meetings Training at Region 14	Campus Administrator Intervention Teams Title I and ESL Personnel Head Start Personnel	8-2015	8-2016		Records of parent correspondence Records of parent attendance at meetings Parent surveys
4. Discuss the effects of cultural and environmental influences at ARD meetings.	Region 14 Staff and Consultants	ARD Committee	8-2015	8-2016		ARD Committee reports and minutes
5. Conduct a full individual evaluation or REED every three years to determine if the student is still eligible for special education services	Assessment material and software	Diagnosticians	8-2015	8-2016		Full Individual Evaluations (FIEs) and Review of Existing Educational Data (REED)
6. Use evaluation instruments that are not discriminatory or have a racial or cultural basis.	Evaluation Manuals Test Manuals SSA Operating Guidelines Professional Training	SSA Evaluation Staff Director of Special Education	8-2015	8-2016		Student Full and Individual Evaluations Participant attendance

<p>7. Recommend to ARD Committees the following reevaluation instruments to ensure that economically disadvantaged students are dismissed from SPE when they no longer qualify:</p> <ul style="list-style-type: none"> • Wechsler Scales of Intelligence & Woodcock-Johnson III 	<p>SSA Evaluation Staff Region 14 Staff Assessment Training</p>	<p>SSA Evaluation Staff Campus Administrators Campus ARD committees</p>	<p>8-2015</p>	<p>8-2016</p>	<p>ARD Committee Reports ARD Committee Recommendations</p>
--	---	---	---------------	---------------	--