

**SOUTHEAST ELEMENTARY SCHOOL  
COMPREHENSIVE SCHOOL IMPROVEMENT PLAN  
2016-2017**



**Sweetwater Independent School District**

# **SWEETWATER INDEPENDENT SCHOOL DISTRICT VISION STATEMENT**

Sweetwater ISD leads in providing a relationship focused environment that empowers students to realize their potential.

**We**

*Embrace diversity*

*Equip for the global environment*

*Encourage responsible citizenship*

## **SWEETWATER ISD STUDENT EXIT OUTCOMES**

By the time students exit Sweetwater ISD, each will:

- demonstrate self-esteem as a learner and person.
- demonstrate general academic knowledge and competencies.
- demonstrate use of extended thinking skills.
- demonstrate problem-solving, decision-making, and group process skills.
- utilize and adapt to technological advances.
- show respect and concern for self and others.
- demonstrate social, civic, economic, and environmental responsibility.
- be a self-directed, life-long learner.

## **SWEETWATER ISD BELIEVES THAT . . .**

### **All Children . . .**

need to be treated fairly and with respect.  
need to feel ownership for their learning.  
learn differently and at different rates.  
can realize success.  
should feel safe at school.  
need to have their basic needs met (educational, physiological & psychological).  
are naturally curious.  
need knowledge applied to real life situations.  
are affected by self-esteem, and self-esteem affects learning.  
learn more if they respect their teacher.  
respond to caring and positive attention.  
will be held accountable for their responsibilities, actions, and success.  
benefit and learn from success and failure.  
must be ready to learn, participate, and be successful.  
need support from home.  
have equal worth and value.  
best exceed in an open, inviting climate of continuous courtesy, and mutual respect.

### **Effective Instruction Should . . .**

be built on previous learning/knowledge.  
change to meet societal and student needs.  
have purpose.  
be flexible to meet needs of different children.  
include a variety of instructional and learning activities.  
provide gains in knowledge and skills.  
have an intervention plan for failures; teach students to grow from failures.  
be geared for student success.  
be modified for learning styles.  
prepare students for the future.  
provide problem solving and critical thinking skills.  
be enjoyable.

honor all levels of success.  
provide students opportunities to exceed and reach beyond their grasp.  
prepare students to develop positive attitudes.  
be continually reinforced.  
be clear, concise, and focused.

### **Teachers and Administrators Should . . .**

feel ownership for students learning.  
use every opportunity to build each students' self esteem.  
hold high, accurate, and flexible expectations for all students.  
provide a majority of class time devoted to actively engaging students in learning activities; decrease seat work time.  
monitor guided practice as it is being completed.  
communicate frequently with students' parents regarding student work and behavior.  
recognize that inappropriate student behavior is reinforced by an adults caustic, derogatory, emotional, and/or angry response.  
avoid using homework or extra work as a discipline technique.  
continue professional education in instructional techniques and programs.  
teaching and learning research through workshops and seminars and/or college classes.

### **School Must . . .**

provide a safe, healthy, secure, and nurturing environment.  
be a meaningful workplace.  
promote self-responsibility and respect for others.  
be a cooperative and collaborative system between family, schools, community, and business.  
prepare students to be successful in a real, changing world.  
be a place to be successful.  
serve diverse cultures.

## **SOUTHEAST ELEMENTARY**

**The Comprehensive Campus Improvement Plan was developed collaboratively by the  
Campus Council of Southeast Elementary.**

### CAMPUS COUNCIL

Wendy Smartt	Parent
Trudy Bennett	Business Representative
Becky Rees	Community Representative
Amy Cortez	Kindergarten Teacher
Jennifer Withrow	Kindergarten Teacher
Amy Hernandez	1 <sup>st</sup> Grade Teacher
Christi Riley	1 <sup>st</sup> Grade Teacher
Rebecca Kidd	Resource Teacher
Rita Hernandez	Non-Teaching Representative
Whitney Montgomery	School Nurse
Crystal Bibb	Counselor
Peggy Elliott	Principal

Approval :                     Peggy Elliott                      
                    Chairman of Campus Council

The campus council meets annually to discuss, evaluate, and establish the campus goals and objectives. The results of student assessment, campus facilities, budget needs, present and future technology needs, and other related issues concerning the campus are some of the topics discussed at these meetings.

## Beliefs

- All children can learn, but all children do not learn in the same way.
- All children learn best in a safe, nurturing, and stimulating environment.
- All children learn best when they are active participants in the process.
- All children have immeasurable, inherent worth and thrive on positive recognition.
- All children should have access to excellent educational opportunities.
- The education of all children is the responsibility of the family, school district, and community.

## Profile

Southeast Elementary is composed of Pre-K, Kindergarten and First Grade students within the Sweetwater Independent School District.

### Demographics:

Southeast Elementary has an ethnically diverse community with 57.5% of the students being served Hispanic, 38.3% white, 3.4% African American, .0% American Indian, 0.3% Pacific Islander and .5% Asian. Approximately 76.9% of students are eligible for free or reduced-price lunches under the National School Lunch Program and 5% of students are Limited English Proficient (LEP). Based on the (PEIMS) Public Education Information Management System data as of October 1, 2016, the total enrollment for Southeast Elementary school for the school year 2016-2017 is 348.. The staff consists of one full time principal, one full time counselor, 23 professional staff members, 9 paraprofessionals, 1 nurse and 6 auxiliary staff. The campus committee supports the goal of providing opportunities for campus staff to attend workshops and professional training workshops at the district, regional, and state level. Professional development in the areas of teaching strategies, discipline management, learning styles, conflict resolution, and computer technology are strongly recommended to the staff.

### Student Assessment & Success:

For the school year 2016-2017, Southeast Elementary received a rating of “**Met Standard**” from the Texas Education Agency. This rating means at least 80% of all students and all student sub-groups in 3<sup>rd</sup> Grade passed all parts of the STAAR. Southeast Elementary is grouped with East Ridge Elementary 2<sup>nd</sup> and 3<sup>rd</sup> Grade campus for state accountability (since we do not have a STAAR test at our level). Southeast Elementary uses various instruments to determine student achievement. The primary reading outcome assessment measure at Southeast Elementary used in 2015-2016 was Istation. The primary reading outcome assessment measure for Southeast Elementary in 2016-2017 is Istation. Other sources of assessment include STAR reading, STAR Math, TELPAS, and locally designed assessments (Math and Reading). Assessment data is also obtained from the SOI Lab and from the Imagine Learning Reading Program. The campus will procure other assessments with District and Title I funds as needed to insure student success in the classroom and on standardized tests.

**Parental and Community Involvement:**

Southeast Elementary values our parents and community members. Southeast has a strong Parent Organization made up of volunteers who spend countless hours on campus assisting in classrooms and providing programs and funding opportunities for the students and staff. Other contributors such as the Lions Club and Rotary Club contribute glasses and shoes for our children. Backpack Buddies provide weekly nutritious snacks for students in need. Strong parental and community involvement remains one of the most important goals at Southeast Elementary. The campus staff encourages the parents and community of Sweetwater to become involved with their children and their schools. Project Read brings in Community mentors to read with students and mentor them throughout their 1st grade year. The key to successful learning is the sincere and eager involvement that parents and community members can give to the children of the Sweetwater ISD. We appreciate the involvement and support of the Southeast Community.

**Mission:**

Southeast Elementary is committed to building a foundation for learning in a safe, positive and nurturing environment where a culture of excellence in education is exhibited for each child with the belief that all children can learn.

**This document addresses the 10 Components of the School Wide Title I Program:**

- Comprehensive Needs Assessment
- School Wide Reform Strategies
- Instruction by TEA Certified Staff
- Professional Development
- Strategies to Attract HQ Teachers
- Strategies to Increase Parental Involvement
- Transition
- Teachers Included in Decisions Regarding Assessments
- Effective and Timely Assistance to Students
- Coordination and Integration of Federal, State, and Local Services and Programs

**The Southeast Elementary Site Base committee reviewed the AEIS (Academic Excellence Indicator System) data prepared by the Texas Education Agency and other relevant information relating to student success. Additional sources of information were obtained from the following:**

- STAAR Data
- Istation Data
- SOI Data
- Special Programs Evaluations
- Capturing Kid's Hearts Evidence
- Parent Participation
- Attendance Rates
- Grades and Failure Reports
- PBIS Data
- Discipline Referrals
- AYP Data
- Response to Intervention Data
- Evaluation of the 2016-2017 Campus Improvement Plan

**LONG RANGE GOALS:**

- Southeast Elementary will provide curriculum and instruction to support high student performance for all students.
- TEA Certified staff will be recruited, developed, and retained so that students receive the best possible instruction.
- All students will achieve full educational potential.
- Southeast school attendance rate will remain above the state goal for attendance.
- Instructional methods will reflect research-based strategies in order to maximize student achievement in all areas. Walk through and feedback will encourage top grade instruction. Focus will be on content, context, and cognitive questioning.
- Parents will be full partners with educators in the education of their children.
- Students will receive an education in a safe, drug-free environment conducive to learning.
- Technology will be continue to be implemented in every classroom and used to increase the effectiveness of student learning.
- Strategies and recognitions will be utilized to enhance students' self-esteem and motivation to succeed.
- Utilize RtI (Response to Intervention) to meet the needs of struggling students. This will include academics, speech, and behavior issues.
- Positive Behavior Intervention Support will set expectations and build positive behavior structures and universal support.
- Capturing Kid's Hearts process will equip staff with the tools to enable leading students to their personal best.

**OBJECTIVES:**

- In 2017, Students at each grade level will achieve a 90% or better mastery on the end of year assessment in Reading and Math.
- Southeast School's attendance rate will be 97% or higher.



## **IDENTIFIED NEEDS IN PROGRESS:**

### **Technology Procurement and Upgrades in all classrooms**

Title I funds are being used to address the need for Technology tools in the classrooms. Ceiling mounted projectors, Mimio Smart Board Technology and Elmos have been installed in each classroom and the library. Each classroom is equipped with 5 student computers and 1 teacher computer. Each teacher has been issued an iPad. Each classroom has access to 5 iPads daily and a campus cart of iPads is accessible for checkout by the classrooms. A District Educational Technologist trains and assists teachers in use of the new technology with students in the classroom.

### **Student behavior that disrupts classroom teaching and student learning**

Southeast has implemented the Schoolwide Positive Behavior Intervention Support (PBIS) program. PBIS Tier I and Tier II teams are in place with staff members trained by an ESC14 Behavior Coach and CPI trained staff. Teachers in all classrooms teach special behavior lessons to students for classroom, hallway, and cafeteria expectations. The Capturing Kid's Heart process is in place with consistent interventions in the classrooms. A redirection room is available staffed with a paraprofessional. Other school components will be added throughout the year in order to target specific classroom disruptions.

### **Overall reading ability and fluency of students**

Southeast will continue the Imagine Learning Reading Program. All students will follow this computer assisted instruction under the direction of each teacher. First grade students identified as needing additional reading help will be assigned to Project Read under the direction of a paraprofessional as a daily pullout program to read with a community mentor. Saxon Phonics has been incorporated into the K and 1 curriculum to increase phonemic awareness taught in small increments to achieve mastery and retention. All teachers have been trained in the Balanced Literacy approach to increase reading comprehension, accuracy, fluency, and expanded vocabulary. The TEKS Resource System is a curriculum management tool used to assist teachers in alignment of curriculum to the TEKS. Accelerated Reader and the Book It program are used for reading incentives.

### **Percentage of students identified as Special Education**

Southeast will use the Response to Intervention (RtI) methodology for providing assistance to struggling students. Research based strategies for remediating student performance will be exhausted, and Special Education selection criteria applied before students are put into the Referral Process.

## 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
<b>Total</b>	<b>641,142</b>	<b>280,000</b>	<b>58,239</b>	<b>617,873</b>	<b>130,996</b>

State Compensatory Education Funds designated for Southeast Elementary will be used on this Title I School wide campus along with other funds to upgrade the overall educational program.

**SWEETWATER INDEPENDENT SCHOOL DISTRICT  
SOUTHEAST ELEMENTARY COMPREHENSIVE SCHOOL IMPROVEMENT PLAN**

This document is a general plan, with some specific goals, objectives, and proposed strategies/actions to improve weaknesses and maximize strengths. It is a guideline for continuous, comprehensive improvement study, evaluation and implementations.

**CAMPUS: SOUTHEAST ELEMENTARY**

**AEIS INDICATOR: STATE OF TEXAS ASSESSMENT OF ACADEMIC READINESS (STAAR) and ATTENDANCE**

**INITIATIVES APPROPRIATE FOR ALL AREAS INCLUDING READING/ENGLISH LANGUAGE  
ARTS, WRITING, MATHEMATICS, SCIENCE, SOCIAL STUDIES AND ATTENDANCE**

**Long Range Goal:** Southeast Elementary will provide curriculum and instruction to support high student performance for all students. School attendance will remain above the state goal for attendance.

**Objectives:** 90% or more of Southeast students will master an end of year assessment for each grade level. Southeast attendance rate will maintain above the state average for Average Daily Attendance.

ACTIVITIES/STRATEGIES	RESOURCES	PERSON RESPONSIBLE	TIMELINE	DOCUMENTATION FORMATIVE SUMMATIVE EVALUATION
The Southeast Campus Council will develop the 2016-2017 Campus Improvement Plan	Campus Data, Parental Input, Teacher and Staff Input, General Supplies Budget for supplies and refreshments	Campus Council	August 2016 – May 2017	Meeting Agendas, Minutes, Campus Improvement Plan past goals, Sign In Sheets
Campus Council will meet as needed during the school year to write the Campus Improvement plan and to review progress during the year	\$20 Postage, stationary, refreshments	Campus Council	August 2016 – May 2017	Meeting Agendas, Letters to Council Members
Distribute and review Campus Improvement Plan with campus staff	District & Campus Improvement Plans	Principal	October 2016	Meeting Agendas, District Imp. Plan, Campus Imp. Plan
Distribute copies of the Campus Improvement	Campus Improvement	Principal	October 2016	SISD Board Meeting

<b>ACTIVITIES/STRATEGIES</b>	<b>RESOURCES</b>	<b>PERSON RESPONSIBLE</b>	<b>TIMELINE</b>	<b>DOCUMENTATION FORMATIVE SUMMATIVE EVALUATION</b>
Plan to the District Improvement Council	Plan			Agenda
The Campus Council will hold one public meeting per year for the purpose of discussing the performance of the campus	Campus Improvement Plan, AEIS Report	Campus Council	May 2017	Meeting Agenda and Sign In Sheets
Teachers will use the Texas Essential Knowledge and Skills (TEKS) and TEKS RESOURCE SYSTEM for lesson planning	TEKS, TEKS RESOURCE SYSTEM	Teachers	August 2016 – May 2017	Lesson Plans
Encouragement of all students to strive for academic achievement by providing rewards and recognition after each six weeks grading period	PTO Rewards, Local Business Rewards, and Recognition	Principal, Teachers, PTO, Local Businesses	September 2016 – May 2017	List of students making straight A's, List of students making all A's and B's, Coupons, Assembly
Encouragement of perfect attendance by providing awards and incentives - weekly, six weeks, semester and yearly	Community sponsorship	Principal, Teachers, Students	September 2016 - May 2017	List of students with perfect attendance each six weeks
Achieve an average daily attendance of 95%. Utilize campus attendance clerk to monitor student attendance and hold conferences/make court referrals as needed	Attendance records, Title I funds	Principal, Attendance Clerk	August 2016 – May 2017	Attendance reports, phone logs, conference notes, court referrals
Use attendance clerk, home/school liaison and School Truancy Prevention Officer to facilitate improved student attendance, achievement and parental involvement	Attendance records, Parental involvement materials, Title I funds	Principal, Counselor, Liaison, Truancy Prevention Officer	August 2016 - May 2017	Attendance rate, Parent contact logs
Follow the Texas Compulsory School Attendance Plan and the SISD Truancy Prevention Measures Plan	Plan	All Staff, Truancy Officer, Justice of the Peace	August 2016 – May 2017	Attendance Records/Rate
Build a day into the District Calendar for Parent Contacts and/or Conferences to increase parental involvement.	Calendar	District Council Assistant Superintendent	October, 2016	Calendar, Sign in Sheets, Logs
Conduct home visits to all students	Campus Improvement Plan, Teacher Conference Times	Teachers	August 2016- May 2017	Logs
Provide awards for students who have perfect attendance and all A's	Awards, Kiwanis Club	Superintendent	August 2016 – May 2017	Attendance Records, Report Cards, Honor Rolls
Student Involvement activities such as the	PTO	PTO, Parents,	August 2016 –	PTO Sign In Sheets and

ACTIVITIES/STRATEGIES	RESOURCES	PERSON RESPONSIBLE	TIMELINE	DOCUMENTATION FORMATIVE SUMMATIVE EVALUATION
Harvest Festival will be planned and funded by the PTO		Principal, Teachers, Students	May 2017	minutes
Utilize positive behavior support and reinforcement in all classrooms	Class plans, posted class rules	PBIS Team, Principal, Counselor, Teachers	August 2016 - May 2017	Discipline plans
Utilize the Capturing Kid's Hearts Process to lead students to their personal best	Staff Training, Posted Social Contracts, PBIS	All Staff	August 2016- May 2017	Lesson Plans, Student behaviors
Provide a positive self-esteem program for all students with prizes for "Caught You Being Good" gold ticket drawings	Agency Fund	Principal, Counselor, Teachers	September 2016 - May 2017	Ice Cream prizes, Pictures of Drawing Winners in newspaper
Outstanding Student certificates issued for Students with Outstanding Citizenship	PBIS, Campus Improvement Plan	Teachers, Counselor, Aides	September 2016 - May 2017	Outstanding Certificates displayed in hallway
Provide English as a Second Language (ESL) classes for identified Limited English proficient (LEP) students with modified instruction, pacing, and materials for LEP students	ESL strategies, ESL techniques, ESL materials	LPAC Committee, Principal, Liaison, ESL Teachers, Parents	August 2016 - May 2017	ESL Records, Lesson Plans, Payroll
Teachers assigned to teach ESL classes will attend ESL training sessions to modify the language of instruction and use sheltered English instructional approaches.	ESC14 consultants, travel reimbursement	ESL teachers	August 2017 - May 2017	Attendance Records and Certificates
Encourage staff members to become ESL certified. Reimburse the cost of the test when it is passed.	Reimburse TExAS Fees	Principal	August 2016	Certification documents
Use Balanced Literacy Approach to increase Reading and Writing Comprehension, Accuracy, Fluency and Expanded Vocabulary	State Adopted Curriculum, TEKS RESOURCE SYSTEM, ESC14 Consultants	Principal, Teachers	August 2016	Lesson Plans, Assessments
Reading assistance will be provided using research based reading programs such as Imagine Learning, Renaissance	Imagine Learning, Title I Funds	Principal, Reading Lab Aide	August 2016	Schedules, STAR Reading Assessments
Maintain Reading initiatives such as Project Read and AR Reading incentives for K & 1	Project Read	Principal, Project Read Aide	August 2016- May 2017	Schedules, Community Sign in, Reading materials
Use Saxon Phonics in K & 1 to increase Phonological Awareness, Graph phonemic	Saxon Phonics Program, Title I Funds	Principal, Teachers	August 2016	Lesson Plans, STAR Reading Assessments

ACTIVITIES/STRATEGIES	RESOURCES	PERSON RESPONSIBLE	TIMELINE	DOCUMENTATION FORMATIVE SUMMATIVE EVALUATION
Knowledge, Listening Comprehension, and Vocabulary				
Recruit and employ bilingual teachers and paraprofessionals who can provide school communication for bilingual families.	Campus Budget	Principal	August 2016	Payroll
Reading mechanics in each subject will be Emphasized	State adopted texts	Principal, Teachers,	August 2016 – May 2017	Six Weeks Grades, STAR Reading
Teachers in grades K-1 will provide some materials in the STAAR format. Students will choose the correct answer from four choices in a multiple-choice format	TEKS RESOURCE SYSTEM, Adopted texts, Teacher made materials, other materials	Teachers	August 2016 – May 2017	Lesson Plans, Worksheets
Instruct Kindergarten students in gross/fine motor skills for increased readiness in math, reading and handwriting	Motor skills curriculum, Bridges lab, SOI in PE Classes	Principals, Kindergarten Teachers, PE Teacher, Bridges Lab Aide	August 2016 – May 2017	Six Weeks Benchmarks
SOI Group activities are incorporated into all PE classes to develop structure, muscle memory, visual tracking skills & mentally judging distance	SOI Consultant, Diane Hochstein Tammi Stafford	PE Teachers Principal, Teachers	August 2016 – May 2017	Lesson Plans, Student Progress
Students will develop an awareness of career opportunities through guest speakers, parents and community business leaders	Volunteers	Principal, Counselor, Teachers	August 2016 – May 2017	Communication Pages, Lesson plans, Volunteer log
Students will develop an awareness of cause & effect with presentations such as Fire Safety and Say No to Drugs	Volunteers, Fire Department	Principal, Counselor, Teachers	August 2016 – May 2017	Communication Pages, Lesson Plans, Volunteer logs
Students will develop an awareness of health and nutrition	Volunteers, Agri-life Extension Service	Principal, P.E. Teacher	August 2016 – May 2017	Communication Pages, Lesson Plans, Volunteer logs
Students will be provided with Breakfast in the Classroom	Food Service	Principal	August 2016 – May 2017	Attendance records
Gifted/talented (GT) classes will be provided to identify students in grades K-1. Personnel involved with the gifted/talented classes will receive training	Supplies	G/T Teachers, Principal	August 2016 – May 2017	Gifted/talented (GT) student list, GT schedule, GT committee

ACTIVITIES/STRATEGIES	RESOURCES	PERSON RESPONSIBLE	TIMELINE	DOCUMENTATION FORMATIVE SUMMATIVE EVALUATION
Students in gifted/talented classes will share projects with regular education classes.	GT Curriculum	G/T Teacher, Teachers	August 2016	GT schedule, Lesson Plans
All students will be grouped heterogeneously in classes with positive peer role models. Site based management grade level teams will divide students into classes for the purpose of creating classes of similar makeup to the campus as a whole	Teacher ratings of students academic level	Teachers	June 2016	Class Rolls
RtI and pre-referral intervention strategies will be utilized and implemented in order to more effectively meet the needs of students	Designated RtI manuals and resources that meet research based guidelines	Intervention Specialist, speech teacher, Teachers	August 2016 – May 2017	Principal & Committee Recommendation and Minutes
Teachers will coordinate lesson planning and share materials through grade level meetings and On-line resources. Grade level chairperson will supervise the meetings	Grade level meetings once a week	Teachers and Grade Level Representatives	August 2016 – May 2017	Chairperson Assignment, Online Curriculum and Lesson Plans
SOI Screening for visual discrepancies will be utilized	SOI Materials, Bridges Lab	Principal, Bridges Lab Aide	August 2016 – May 2017	Follow up reports on students
Provide opportunities for parents to view Bridges Lab procedures	Lab Schedule	Principal, Lab Aide	August 2016 – May 2017	Invitations, Participation
Participate in field trips to increase learning, understanding of real life experiences and career awareness	Buses & drivers, Campus Budget, Title 1 Funds	Principal, Teachers	August 2016 – May 2017	Lesson plans, Bus requests
Provide awareness for students to increase learning about various colleges	College Culture Day	Principal, Counselor, Teachers, All Staff	August 2016 – May 2017	Lesson plans, speakers
Use paraprofessionals to assist with Balanced Literacy and Math instruction and reduce classroom group size	Teachers & aides, Title 1 funds & Comp Ed Funds	Principal, Teachers, Aides	August 2016 – May 2017	Lesson Plans, Schedules, Payroll
Tutorials will be offered to identified students for Accelerated Education	Teachers, Paraprofessionals, Supplies	Principal, Teachers	August 2016 – May 2017	Schedule for Initiatives in math and reading.
The school nurse will present topics to students concerning health	School Nurse, Supplies	Principal, Nurse, Teachers	August 2016 - May 2017	Nurse’s Schedule, Lesson Plans
“At risk” students will be identified and reviewed annually	Test Scores, Portfolios, Bridges Lab	Principal, Counselor ,	September 2016	“At Risk List”

ACTIVITIES/STRATEGIES	RESOURCES	PERSON RESPONSIBLE	TIMELINE	DOCUMENTATION FORMATIVE SUMMATIVE EVALUATION
		Teachers		
Assess each identified “at-risk” student to determine needs and provide appropriate acceleration teaching methods. Teachers will formulate a plan to accelerate “at risk” students	Title I Travel Funds, District Transportation	Principal, Teachers	October 2016	Report Cards, Lesson Plans, STAR tests, Student Records, PDAS Plans
An incentive will be used and promoted to encourage students to perform satisfactorily on the end of year assessments	Campus Agency Funds	Principal	May 2017	Assessment Scores
An incentive will be used and promoted to encourage Southeast Teachers to achieve 90% mastery on end of year assessments. Teachers will meet and vote on a reward of their choosing and select a time and place to celebrate achieving the reward.	Campus Agency Funds	Teachers and Staff	May 2017	Assessment Scores
A transition day will be provided for Pre-K students to visit Kindergarten classes and First Grade students to visit the 2 <sup>nd</sup> Grade campus	Mission Transition Team, Transportation	Principals, Teachers	April – May 2017	Mission Transition Team Minutes and Transition Schedule

## Comprehensive Needs Assessment

**Goal:** Conduct a Comprehensive needs assessment to address the areas of student needs, staff needs, organizational structure, facilities, and curricular and instructional needs.

**Objective:** Use results of the needs assessment to prioritize needs that the current improvement plan does not address.

ACTIVITIES/STRATEGIES	RESOURCES	PERSON RESPONSIBLE	TIMELINE	DOCUMENTATION FORMATIVE SUMMATIVE EVALUATION
The Site Based Decision Making Team, under the guidance of the Campus Council, will conduct a comprehensive needs assessment and will collect and analyze data from all areas of the school in order to present a list of campus needs to the Council	Teacher and Parent Surveys, Student Performance Data, staff and curriculum	Site Base Team	August 2016	Surveys, Meeting agenda and minutes, data folders



	objectives, parent and community involvement			
Using data and input, the Campus Council will discuss, create, and maintain a vision for school wide reform based on data collected	Misc.	Campus Council	August 2016	Campus Council Minutes and documents
The Campus Council will create and maintain a campus profile	School data	Campus Council	August 2016	Campus Council, Minutes and documents
Parents of Southeast Students will complete a survey at the end of each school year that asks for data to be used in our improvement process	Survey Forms	Site Base Team	April 2017	Returned Surveys
Campus Staff will participate in monthly PTO meetings and collect feedback from parents for the purpose of school improvement	PTO Meeting	PTO, Campus Leadership	August 2016 - May 2017	Forms, Sign in

## STAFF DEVELOPMENT ACTIVITIES

ACTIVITIES/STRATEGIES	RESOURCES	PERSON RESPONSIBLE	TIMELINE	DOCUMENTATION FORMATIVE SUMMATIVE EVALUATION
Faculty members will participate in professional growth activities related to improving student skills in all areas. Training will be shared with grade level teams and other faculty members. Emphasis will be placed on the Special Needs of Students, TEKS RESOURCE SYSTEM lesson planning, and remediating At-Risk students	Travel and registration, Title 1 Funds, Campus Budget	Faculty members, ESC XIV personnel, Consultants, Speakers, Presenters, Professional Conferences	August 2016 - May 2017	Registration forms, Certificates of Training, Faculty Meeting Agendas, Workshop evaluations, PDAS, Lesson plans, Products, Six weeks grades
Test Administrator Training and Ethics Training	Campus Testing Budget	Principal, Faculty	August 2016 - May 2017	List of Teachers receiving training
Provide technology support for staff members in the use of Eduphoria and TEKS Resource System	Region XIV ESC & District Director of Educational Technology	Principal, Teachers	August 2016 - May 2017	
Provide technology support in utilizing projection systems, Mimio's and Elmos	Director of Educational	Principal, Teachers	August 2016- May	

	Technology, webinars		2017	
Texas Elementary Principals ESC 14 Training	Campus Budget, Title I Budget	Principal	August 2016 - May 2017	Registration forms, Certificates of Training
SOI Bridges Workshop and SOI training for Teachers and Paraprofessionals	Campus Budget, Title I Budget	SOI Consultants, Teachers	August 2016	Faculty Meeting Agendas, Lesson Plans, SOI Data
Differentiating Instruction to meet Diverse Academic Needs of All Learners.	Title 1 Funds, Comp Ed, District Funds	Campus Leadership and Faculty Members	Aug 2016 - May 2017	Weekly Lesson Plans, PDAS, Training

## **VIOLENCE PREVENTION AND INTERVENTION, DISCIPLINE MANAGEMENT, SUICIDE PREVENTION AND CONFLICT RESOLUTION**

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

**OBJECTIVE:** Southeast Elementary will continue implementation of the violence prevention and intervention plan

<b>ACTIVITIES/STRATEGIES</b>	<b>RESOURCES</b>	<b>PERSON RESPONSIBLE</b>	<b>TIMELINE</b>	<b>DOCUMENTATION FORMATIVE EVALUATION</b>
Organize and utilize a school wide PBIS team to implement procedures across all areas of the campus	Campus Budget, Title I Funds	Principal, Site-Base Team, PBIS Team, All Staff	August 2016 - May 2017	Documents and Plans
PBIS Tier I and Tier II Team Training	ESC14, PBIS Training, CPI Training	Principal, Counselor, PBIS Teams	August 2016 - May 2017	Completion Certificates
PBIS Tier 1 meets each semester and trains staff on Tier I procedures.	PBIS, CKH, Lesson Plans	Principal, Counselor, Tier I Team, Teachers	August 2016- May 2017	Meeting Sign In, Agendas and Procedure Mastery
Tier II Teams meet monthly throughout the school year to incorporate interventions for Tier II students. Attend workshops, conferences & webinars supported by the Climate Transformation Grant.	PBIS Plan, CKH, RTI PBIS Grant - Climate Transformation Grant	Principal, Counselor, Tier II Team, Teachers	August 2016- May 2017	Meeting Sign Ins, Agendas, Decreased discipline referrals, Data
Use rules and lesson plans for expected behavior in common areas	Supplies, Title I Funds	PBIS Team, Principal, All Staff	August 2016 - May 2017	Teacher surveys, lesson plans, discipline referrals
Southeast will provide activities to promote character education, and	Announcements, Gateway Family	Principal, Counselor, Teachers	August 2016 - May 2017	Morning Announcements, Scheduled Class Activities

<b>ACTIVITIES/STRATEGIES</b>	<b>RESOURCES</b>	<b>PERSON RESPONSIBLE</b>	<b>TIMELINE</b>	<b>DOCUMENTATION FORMATIVE EVALUATION</b>
Bullying Prevention in all students during the year	Services			
Provide each student with a 2016-2017 Student Code of Conduct/Student Handbook at the beginning of the year, or when new students enroll. Teachers will review expectations with the students	Campus Budget	Principal, Secretary, Paraprofessionals	August 2016 – May 2017	Student Code of Conduct, Southeast Student Handbook
Review, refer to, and implement Crisis Management Plan	Crisis Management Plan Training	Principal, Counselor	August 2016 – May 2017	Update & Use of crisis management plan handbook
Staff members will be on duty each day in the Gym beginning at 7:00 am to provide a safe place for children before the school day officially begins	Campus Budget	Principal	August 2016 – May 2017	Payroll
Faculty members will model respect and demonstrate tolerance for all types and groups of students	All faculty members	All faculty members	August 2016 – May 2017	Discipline referrals
For safely handling the transition of students from school to back home again, parents, at the beginning of school, will complete a written form specifying who is responsible for taking the student home each day. Staff will keep this information updated as changes occur. PBIS dismissal procedures will be practiced at all times	Forms	Teachers	August 2016 – May 2017	Completed forms, PBIS Procedures
Parents coming to school during the day should enter the building through the front doors. All visitors should report to the school office and register and receive a visitor tag. The office staff will use the intercom system to request that the teacher send a student to the office. Staff will verify that any visitor on campus has first signed in with the	Office staff	Office staff	August 2016 – May 2017	Visitor Book

<b>ACTIVITIES/STRATEGIES</b>	<b>RESOURCES</b>	<b>PERSON RESPONSIBLE</b>	<b>TIMELINE</b>	<b>DOCUMENTATION FORMATIVE EVALUATION</b>
Office and received the appropriate permission				
Students must follow all directives given by any faculty member. In the cafeteria students must exhibit good manners, talk quietly, request assistance by raising a hand, and treat everyone with respect	PBIS Plan	All staff members	August 2016 – May 2017	Discipline referrals
Provide Crisis Prevention Training to Staff	CPI Trainers	Principal, Counselor, Teachers	August 2016 – May 2017	Discipline Referrals, Staff/Student Safety
Counseling Activities will be provided to students exhibiting behavioral and/or emotional problems	Principal	Principal, Counselor	August 2016 – May 2017	Principal/Counselor's notes and schedule
A software filter will be used for Internet access to screen out unacceptable sites	District IT	Network provider	August 2016 – May 2017	Software license
Utilize outside agencies such as the Children's Advocacy Center to present programs to students, parents & staff on matters such as violence prevention and safety	Facilities, Agencies	Students, Parents, Staff	August 2016 – May 2017	Schedules. Correspondence, Handout
Celebrate Red Ribbon Week with activities and dress up days	Title I Funds	Principal, Counselor, Teachers	October 2016	Discipline/Office Referrals
Provide Counseling support on campus from MHMR & Gateway Family Services	Facilities	MHMR Counselors, Gateway Counselors	August 2016 – May 2017	Discipline/Office Referrals
Provide Happy Bear Child Safety presentation by Tri-County Children's Advocacy	Facilities, Agencies	Tri-County Children's Advocacy Staff	October 2016	Safe Environment

# PARENTAL INVOLVEMENT

**GOAL:** To encourage parents to be involved in their children’s education.

**OBJECTIVE:** Southeast Elementary will develop a program to encourage parental involvement.

ACTIVITIES/STRATEGIES	RESOURCES	PERSON RESPONSIBLE	TIMELINE	DOCUMENTATION FORMATIVE EVALUATION
Publish a campus website on the District website along with utilizing Social Media and Schoolway to publish school calendar listings of important events and volunteer opportunities	District Website	Principal	August 2016 – May 2017	Calendars, and PTO Newsletters, News and Announcements
Parents will participate in the creation and approval of a Campus Teacher Parent Compact. Parent meetings on the Compact will take place at the beginning of the school year. Campus Council will lead in the development and monitoring of this Compact	Title I Budget, Campus Budget	Campus Council	August 2016 – May 2017	Parent – Teacher Compact
Parents will be encouraged to become involved on the campus. Volunteer opportunities will be advertised and promoted	Title I Budget, Campus Budget, PTO Budget	Principal, PTO	August 2016 – May 2017	Volunteer Rosters, Meeting Minutes
A Title I meeting and “Meet the Teacher” night will be held before the start of school	Title I Budget	Principal	August 2016	Sign In Sheets and Agenda
A Title I meeting and a campus open house will be held after the first six weeks of school. Parents will meet with teachers and pick up report cards.	Title I Budget, Campus Budget	Principal	October 2016	Sign In Sheets, Parent Conference Forms
Southeast will have monthly PTO meetings	Meeting Agendas	Principal, PTO	August 2016 – May 2017	PTO Minutes, Sign-in sheets
The PTO will plan and fund parent and student involvement in activities such as the Harvest Festival, Homecoming Parade and Field Day.	PTO	PTO, Parents, Principal, Teachers, Students	August 2016 – May 2017	PTO Minutes
Digital cameras will be used to increase computer use, publicity, and student self-esteem. Encourage teachers to attain classroom newspaper publicity.	Camera Check out via office staff	Principal, Counselor, Teachers, and Parents	August 2016 – May 2017	Newspaper Publicity and student photos on walls
All Teachers will continue to use a standard Daily Communication Page listing homework assignments and important school events for all	Supplies, Campus budget, Title I Budget	Principal, Teachers	August 2016 – May 2017	Communication Page, Homework Policy

<b>ACTIVITIES/STRATEGIES</b>	<b>RESOURCES</b>	<b>PERSON RESPONSIBLE</b>	<b>TIMELINE</b>	<b>DOCUMENTATION FORMATIVE EVALUATION</b>
grades. Written communication between the teacher and parent will also be facilitated daily on this form. A special communication folder will be colored coded by grade and used specifically for these daily communications				
Southeast will promote and utilize a volunteer Reading Program where parent and community volunteers will come to school and read with students in an effort to promote parent involvement and increase reading skills in students	Campus Budget, Title I Budget	Staff	August 2016 – May 2017	Sign In Sheets, Assessment Data
Parents and Grandparents Celebration will be held annually. The campus will invite parents, grand-parents, and guests to eat lunch with students	Supplies, Campus Budget, Title I Budget	Principal, Counselor, Teachers, Cafeteria workers	September 2016 - May 2017	Publicity, Number of grandparents participating
The Southeast Sunshine Committee and staff will plan and host a Volunteer Appreciation reception for volunteers	Staff donations & Activity Budget	Teachers	May 2017	Invitations
Parents will be invited to attend all assemblies and field trips with their children	Newsletters, Website, Communication Folder	Principal, Teachers	August 2016 – May 2017	Newsletters and Communication Pages
Parents and volunteers will serve as role models	Career Day, Parents, Volunteers	Teachers, Counselor	August 2016 – May 2017	Lesson Plans, Agenda
The School Board will hold monthly meetings. Southeast faculty members will attend when a program or personnel are recognized	School Board, Faculty	Principal, Faculty	August 2016 – May 2017	School Board Meeting Agenda, Publicity, Calendars, Communication Pages
Parent/Student tour and orientation visit will be held in Spring for Pre-K students that will attend Southeast Elementary. A registration and Question/Discussion night will be held for parents	Campus Budget	Principal, Early childhood Center Director, Counselor, Kindergarten Teachers	April 2016 – May 2017	Sign in sheet for parents/teachers
Student transitions will be held as needed in	Campus Budget	Principal, Counselor,	April 2016 –	Sign in sheet for

ACTIVITIES/STRATEGIES	RESOURCES	PERSON RESPONSIBLE	TIMELINE	DOCUMENTATION FORMATIVE EVALUATION
Spring for Pre-K students that will attend Southeast Elementary.		Early childhood Center Director, Parents, Kindergarten Teachers	May 2017	parents/teachers

## 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 MyPyramid, 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

## Southeast Elementary School TEA Certified Recruitment and Retention Plan 2016-2017

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

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 TEA Certified teachers and 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 TEA Certified staff.	All Teachers	Campus Principals	Local Funds Title II, A	Mentor assignments	Aug. 15, 2016
Instruction By Highly Qualified Teachers	1	Analyze data from all teachers' certifications, testing, staff development, and service records to ensure that all meet TEA Certified status.	All Teachers	Campus Principals	Local Funds Title II, A	Personnel files Professional Development records Teacher interviews	Aug. 15, 2016
Instruction By Highly Qualified Teachers	7	Assist teachers in maintaining or attaining certification through alternative programs, GT certification, ESL certification,	All Teachers	Campus Principals	Local Funds Title II, A	Number of teachers in ACPs Professional Development Records	Aug. 15, 2016



School-Wide Component	PM	Strategy/Activity	Target Population	Person Responsible	Budget/Resources	Formative Assessment	Benchmark Timeline
		coursework, and TExES testing in order to assure all staff is TEA Certified.					
Instruction By Highly Qualified Teachers	2	Analyze data from paraprofessionals' files to ensure all instructional aides are highly qualified.	All Instructional Para-professionals	Campus Principals	Local Funds Title II, A	Personnel files Professional Development records	Aug. 15, 2016
Instruction By Highly Qualified Teachers	2	Require any instructional aides not considered highly qualified to complete paraprofessional training.	All Instructional Para-professionals	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 TEA Certified teachers	All teachers	Superintendent/ Campus Principals	Local/ State funds	Personnel files Teachers' credentials	Jun. 6, 2016
Instruction By Highly Qualified Teachers	4 & 6	Change teaching assignments for teachers who do not meet TEA Certified requirements for core area subjects to ensure low-income and minority students are not taught by teachers who are not TEA Certified	All Teachers	Campus Principals	Local funds	Review of master schedules; review of teachers HQ status	Jun. 6, 2016 Jan. 5, 2017
Instruction By Highly Qualified Teachers	1	Provide staff development release time for teachers who are not TEA Certified to become TEA Certified	All Teachers	Superintendent Campus Principals	Local/State funds Title II, Part A	Review of staff development certificates; review of Absence From Duty sheets	Aug. 1, 2016 Jan. 5, 2017 Jun 4, 2017
Instruction By Highly Qualified Teachers	1	Replace unexpected teacher vacancies with TEA Certified staff	All Teachers	Superintendent Campus Principals	Local/State funds	Review Personnel files, professional development records, and teaching credentials	As unexpected vacancy arises
Instruction By Highly Qualified	5	Continue yearly training of Dyslexia/Special Education/ESL and all classroom teachers in core	Dyslexia/ Special Education/	Superintendent Campus Principals	Local, Title I & Title II A Funds	Professional Development records on file and at Region 14 ESC	Aug. 1, 2016 Jan. 5, 2017 Jun 4, 2017

<b>School-Wide Component</b>	<b>PM</b>	<b>Strategy/Activity</b>	<b>Target Population</b>	<b>Person Responsible</b>	<b>Budget/Resources</b>	<b>Formative Assessment</b>	<b>Benchmark Timeline</b>
Teachers		academic areas	ESL teachers				
Instruction By Highly Qualified Teachers	5	Each campus will develop professional development plan based on performance data and teacher input	All Teachers	Campus Principals	Local/State funds	100% of campuses have professional development plan that ensures all teachers will received high quality professional development	November 2016

## Sweetwater ISD 2016-2017

### District Improvement Plan – Special Education

**Goal: To meet the needs of students with disabilities**

Actions, Activities, and Strategies	Resources	Person(s) Responsible	Implement	Complete	Formative Evaluation
<p>1. Hire and retain qualified staff to enhance direct services and improve academic support for students failing the state assessment tests. Continue to hire professionals responsible for implementing and supervising Early Intervening strategies and programs.</p> <p>PBMAS Special Ed Indicators: 1.3.10.11.12.13</p>	<p>Local/State funds; Job openings posted on the ESC 14 / district websites; Online applications; IDEA funds; Job Fairs</p>	<p>District Administration; Campus Principals; Special Education Director</p>	<p>August 2016</p>	<p>August 2017</p>	<p>Logs for district services; Number of staff with 15 plus years of service with the district; Early Intervening documentation</p>
<p>2. Provide support services for high cost students with disabilities.</p> <p>PBMAS Special Ed Indicators: All Indicators</p>	<p>IDEA funds; local and state funds</p>	<p>District Administration; Campus Administration; Special Education Director</p>	<p>August 2016</p>	<p>August 2017</p>	<p>Financial expenditures</p>
Actions, Activities, and Strategies	Resources	Person(s) Responsible	Implement	Complete	Formative Evaluation
<p>3. Provide professional development for special education</p>	<p>ESC 14 Consultants;</p>	<p>Campus Administration; SISD</p>	<p>August 2016</p>	<p>August 2017</p>	<p>Sign-in sheets showing staff development attendance; IDEA B</p>

<p>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:</p> <ul style="list-style-type: none"> <li>- working with students with challenging behavior,</li> <li>- early intervention strategies,</li> <li>- use of modifications, accommodations, and individualized instruction.</li> </ul> <p><b>PBMAS Special Ed Indicators:</b> 1.2.3.10.14.15.16</p>	<p>Local and SSA Funds; IDEA B Funds; ARD Committee Guide, Procedural Safeguards; SSA Staff; School Climate Transformation Grant</p>	<p>Teachers; SISD Staff; Counselors; SSA Staff; District Administration; PBIS District Leadership; PBIS Campus Teams</p>			<p>Application; Local Budget; Inservice Records; Certificates of Completion; Guides and Safeguards booklets; Teacher records; financial expenditures; PBIS Data</p>
<p>4. 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 and increase student achievement.</p> <p><b>PBMAS Special Ed Indicators:</b> 1.2.3</p>	<p>Local, state and IDEA Funds; Region 14 staff; Apps</p>	<p>Administrators, Teachers, WCTSSA staff, Technology Director</p>	<p>August 2016</p>	<p>August 2017</p>	<p>Financial expenditures; ARD Forms, Certificates of Completion</p>
<p><b>Actions, Activities, and Strategies</b></p>	<p><b>Resources</b></p>	<p><b>Person(s) Responsible</b></p>	<p><b>Implement</b></p>	<p><b>Complete</b></p>	<p><b>Formative Evaluation</b></p>
<p>5. Utilize case management systems that promote data sharing.</p> <p><b>PBMAS Special Ed Indicators:</b> All Indicators</p>	<p>eSped Software; Eduphoria; Skyward</p>	<p>Administrators; Records Clerk; WCTSSA Staff; District Technology Staff</p>	<p>August 2016</p>	<p>August 2017</p>	<p>Financial expenditures; PEIMS data; ARD Forms; FIEs; Shared Reports</p>

6. Provide training on PBMAS requirements.  <b>PBMAS Special Ed Indicators: All Indicators</b>	PBMAS Manual ESC Training	Special Education Director; SSA Staff; PBMAS Manual; ESC 14 Staff	October 2016	October 2017	Sign-in Sheets; Agenda of Meetings; Certificates of Completion
7. Continue to provide training to all campus and district staff and implement inclusion best practices, accommodations, modifications, and the standards-based IEP process.  <b>PBMAS Special Ed Indicators: 1.2.3.5.6.7</b>	District Administration; Campus Administration; Special Education Director; ESC 14 Consultants	District Administration; Campus Administration; Special Education Director	August 2016	August 2017	Sign-in Sheets; Training Agendas; Certificates of Completion
8. Continue to provide RtI training to all teachers so that they become better able to meet the needs of all students in the general education setting.  <b>PBMAS Special Ed Indicators: 1.2.3.10.11.12.13</b>	SSA Staff; Campus Administration; ESC 14 Consultants	Campus Administration; Special Education Director	August 2016	August 2017	Special Ed Representation and Referral Data; Achievement scores/results; STAAR assessment data; Sign-in Sheets; Training Agendas; Certificates of Completion
<b>Actions, Activities, and Strategies</b>	<b>Resources</b>	<b>Person(s) Responsible</b>	<b>Implement</b>	<b>Complete</b>	<b>Formative Evaluation</b>
9. Continue to provide training to all teachers on the effective use of an inclusion model (inclusion strategies and differentiated instruction) to meet the learning needs of students with and without disabilities in general education classrooms.  <b>PBMAS Special Ed Indicators: 1.3.5</b>	Campus Administration; ESC 14 Consultants; WCTSSA Staff	Campus Administration; Special Education Director	August 2016	August 2017	Special Ed LRE Data; Achievement scores/results; STAAR assessment data; Sign-in Sheets; Training Agendas; Certificates of Completion

10. Continue to provide yearly training on ARD decision-making with regard to state assessment decisions, allowable accommodations and justification for modifications.  <b>PBMAS Special Ed Indicators:</b> 1.2.3.4	TEA assessment resources; ESC 14 Consultants; WCTSSA Staff	Special Education Director	October 2016	August 2017	State assessment results; PBMAS Special Education participation data; Classroom data and benchmark data
11. Provide yearly training on Least Restrictive Environment to all administrative staff members to include: ARD facilitation, assessment decision making, and ARD Documentation.  <b>PBMAS Special Ed Indicators:</b> 1.2.3.4.5.6.7	Special Education Director; ESC 14 Consultants; Legal Framework	Special Education Director	August 2016	August 2017	PBMAS Special Education indicator 6 data; ARD documentation; Increased achievement for students with disabilities
<b>Actions, Activities, and Strategies</b>	<b>Resources</b>	<b>Person(s) Responsible</b>	<b>Implement</b>	<b>Complete</b>	<b>Formative Evaluation</b>
12. Speech pathologists will model sample lessons for practicing correct speech and language for Headstart, Pre-K, Kindergarten, and First Grade Teachers.  <b>PBMAS Special Ed Indicators:</b> 10	WCTSSA Speech Pathologists; ESC 14 Consultants; Developmental Charts and Intervention Techniques	WCTSSA Staff; Special Education Director; Campus Administration; Classroom Teachers	August 2016	August 2017	Annual Kindergarten Screenings; Lesson Plans; Training Agendas; Participant Sign-in Sheets; Speech Referral Data
13. Through an Inclusion model, reinforce and model the following skills in the general education classroom: -Vocabulary Improvement -Following Directions	WCTSSA Speech Pathologists; ESC 14 Consultants; Special Education Director; Teaching	WCTSSA Speech Pathologists; Classroom Teachers; Campus Administration	August 2016	August 2017	Annual Kindergarten Screenings; Lesson Plans; Training Agendas; Observations; Training Sign-in Sheets; Speech Referral Data

<ul style="list-style-type: none"> <li>-Concept Development</li> <li>-Language Processing and Critical Thinking Skills</li> <li>-Phonemic Awareness</li> <li>-Auditory Integration and Memory</li> </ul> <p style="color: red; margin-top: 10px;">PBMAS Special Ed Indicators: 1.2.3.5.10</p>	<p>and Modeling Materials; Software programs and Apps</p>				
<p>14. Reduce the number of special education student placements in ISS, OCS, and DAEP.</p>	<p>ESC 14 Consultants; School Climate Transformation Grant</p>	<p>PBIS District Team; PBIS Campus Teams; Campus Administration; District Administration; SISD Teachers/Staff</p>			