

Waxahachie Independent School District

Shackelford Elementary

2024-2025 Campus Improvement Plan



Mission Statement

District Mission:

Waxahachie ISD's dynamic, focused educational experiences will produce graduates who will positively impact the world.

District Motto:

"Excellence in Education"

Campus Mission:

Mission: Shackelford will develop a love of learning through leadership.

Campus Motto:

"Shackelford Braves are Smart, Kind, and Brave!"

Vision

Campus Vision Statement:

Shackelford Elementary is a place where innovation thrives and growth is limitless.

District Vision Statement:

Our vision is to be a district where innovation thrives and growth is limitless.

Decision-Making Belief Statement

We believe all decisions should be consistent with our mission and goals, data based, anchored in sound theory and practice, and focused on what is best for the short and long term interests of all students.

Value Statement

We believe:

We value choices because they make us unique and they are critical to learning.

We value an environment of belonging that respects individual differences and ensures equity for all.

We value a collaborative culture that honors and supports all who positively impact the lives of our students.

We value relationships that broaden learning experiences and enrich the community.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Shackelford Elementary first opened its doors in 1988 and is 35 years old. It is a school of academic excellence and family involvement. We pride ourselves on having a family feeling. We service students grades kindergarten through fifth grade. We are located north of town, the northernmost school in our district. Our school is zoned for nearby neighborhoods and surrounding areas. Our population of staff and students is diverse. Shackelford is a thriving campus. We have highly qualified, tenured teachers with more than half of the staff with a minimum of 11-20 years of teaching experience. The paraprofessionals on campus receive training each year in their positions. Teachers, administrators, and specialized instructors routinely meet together in collaborative teams to discuss student progress as well as analyze data assessment and essential TEKS. Our parents have high expectations for their children and our community is growing. It is common for businesses and other stakeholders to invest time and money into our school. SAGU, a local university, sends student teachers to work alongside students and teachers. We partner with Global High School students who want to be teachers in the future.

Demographics Strengths

Shackelford uses multiple channels of communication, such as SeeSaw, Parent Square, Facebook, email, monthly calendars, classroom newsletters, and the school marquee. Information is routinely and easily accessible to families.

Certified staff participate in Professional Learning Communities and receive continual training to help further develop best practices.

Shackelford PTO is always supportive and has outlined goals in conjunction with the district and campus in order to assist with student growth.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Several students arrive late/leave early and miss instructional time. **Root Cause:** Lack of communication on the importance of their child being present for a full day of instruction.

Problem Statement 2: There appears to be a higher percentage of Hispanic males qualifying for Special Education services. **Root Cause:** Training for best practices for students in the ESL program.

Problem Statement 3 (Prioritized): Students are falling backwards in the 61st - 80th and the >80 percentile map levels at the end of the year. **Root Cause:** Students need to be challenged.

Student Learning

Student Learning Summary

Student needs are assessed through various assessments such as DRA, Progress Measures, Educational Galaxy, MAP Growth, MAP Fluency, Unique (For Life Skills), CIRCLE (PreK), TxKEA (Kindergarten), and the STAAR. Students receive extra support and intervention through the MTSS process, Reading Intervention, Dyslexia, and Special Education.

Shackelford Elementary performed at 59% for performance and a 61% growth on the Math STAAR assessment. For Reading STAAR we performed at 55% and our growth measure was 62%. For Science, we had 73% for performance and 59% for growth.

Student Learning Strengths

When looking at our campus MAP data one sees growth in the area of Reading. In the middle of the year, we saw a 52% performance percentage, ended with a 56% performance percentage, and started with a 59% for the beginning of the 2023-24 school year. When looking at our STAAR Reading scores our 3rd graders had 77% and higher reach approaches or above. 4th grade had 86% and above reach approaches or higher, and 5th grade had 75% and above reach approaches or higher on the STAAR. Combined this is a percentage of 81% reach approaches or higher on the STAAR. When looking back at MAP data for the 2022-23 school year we saw a growth percentage of 61, which placed Shackelford in the 61st percentile.

Math MAP data indicates that we had 53% for achievement in the middle of the year and grew by the end of the year to 58%. We started the year at 55% and will continue to monitor performance. When reviewing state assessment our 3rd graders had 81% and higher reach approaches or above. 4th grade had 73% and above reach approaches or higher, and 5th grade had 76% and above reach approaches or higher on the STAAR. Combined this is a percentage of 76% that reached approaches or higher on the STAAR. When looking back at our MAP data for the 2022-23 school year we saw a growth percentage of 62%, which placed Shackelford in the 61st percentile.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Sped, African American/ ELL, and economically disadvantaged population scores are lower in Masters and Meets than other student groups

Root Cause: Training of best practices.

Problem Statement 2 (Prioritized): Students voiced they are not able to explain their ideas. (There is a decrease from 75% to 68% This includes 100 more responses this year vs. last year.) **Root Cause:** Explicit training for building student leadership opportunities and students knowing how to explain.

Problem Statement 3 (Prioritized): Parents voiced that school rules/discipline are not enforced consistently and parents do not receive adequate feedback. **Root Cause:** Lack of communication in all forms regarding grades and behavior. Personalized or direct communication.

Problem Statement 4 (Prioritized): Evidence indicates little professional development for teachers. **Root Cause:** Unclear expectations in PD that is not targeted to teacher needs.

Problem Statement 5 (Prioritized): Performance went down by one point on STAAR for the 2023-24 school year. **Root Cause:** Lack of training with best teaching practices and alignment within the curriculum.

School Processes & Programs

School Processes & Programs Summary

Shackelford has well-planned intervention time to meet the requirements of HB454. The time is spent working with students in a small group setting, targeting specific areas that students find challenging. STAAR, Interims, CFA's, and class assessments are all used as data to evaluate student needs.

Teachers have been provided training to be a stronger Professional Learning Community.

All of our students have access to Chromebooks for home use.

We have Next Steps counseling on campus.

School Processes & Programs Strengths

We currently offer students opportunities such as, Buddy Leaders, Safety Patrol, Announcement Leaders, Flag Patrol, Destination Imagination, and Fine Arts Club . As a campus, we are consistently monitoring and adding programs for students to take on leadership opportunities through Leader In Me.

Shackelford currently offers staff PD through protected PLC time and additional PLC time outside of the conference period. Shackelford will continue to evaluate and refine staff support needs.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Students are getting checked out because of appointments and extra curricular activities. **Root Cause:** Lack of communication on the schools part for the attendance system.

Problem Statement 2: Students with struggling behavior need immediate feedback for their positive office referrals. **Root Cause:** There is a delay in positive office referrals for student recognition.

Problem Statement 3: Teachers are attending and taking on many responsibilities outside of the school hours. **Root Cause:** No framework for staff to balance home and work life.

Problem Statement 4 (Prioritized): Teachers PLC time will be needed for internalization for all core content teachers. **Root Cause:** There will be three new curriculums to learn and internalize.

Problem Statement 5 (Prioritized): We need to feature/ communicate community partnerships to celebrate our support our partnership. **Root Cause:** We need time or a better system for communicating our partnerships to honor and value our community.

Perceptions

Perceptions Summary

Shackelford offers different opportunities for the community to be involved with the school. For example, the following events have occurred this year and have had a great number of parents and community members in attendance:

2018-2019 (last full school year before Covid)	2021-2022	2022-23
Dads at the door	Dads at the door (not as many dads)	Dads at the door/ Safety Patrol
Muffins with mom	DEAR DAY	DEAR DAY
Donuts with dad	Book Fairs	Book Fairs
DEAR day	School Musicals for each grade level	School Musicals for each grade level
Book Fairs	Family Fun Run	Family Fun Run
School musicals for each grade level	Holiday at the Shack	Holiday at the Shack
STEAM night	Grandfriends	Grandfriends
Mission 75165 Easter Egg Hunt		Trunk-or-Treat
Fall Festival		Donuts with Grownups
Grandfriends		

Perceptions Strengths

These events are inclusive of all our students, their parents, and community members. The events have activities that are academically based and fun! The parents are able to participate with their child in learning new games and activities while meeting with others in the community and getting to know the teachers and staff at Shackelford.. Our community events are well attended. We appreciate the support we receive from our parents and community.

Shackelford has a positive school climate and culture. The positive atmosphere on campus is supported by: Positive Behavior Interventions and Supports (PBIS), academic success, parent involvement, and added building security.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: There is a lack of consistent consequences for student behavior. **Root Cause:** Communication between teachers and administration.

Problem Statement 2 (Prioritized): Staff data indicates that staff do not get the training and/or resources needed to be fully successful in their position. **Root Cause:** Staff is limited on effective curriculum and instructional resources for effective teaching.

Priority Problem Statements

Problem Statement 1: Several students arrive late/leave early and miss instructional time.

Root Cause 1: Lack of communication on the importance of their child being present for a full day of instruction.

Problem Statement 1 Areas: Demographics

Problem Statement 2: Students are falling backwards in the 61st - 80th and the >80 percentile map levels at the end of the year.

Root Cause 2: Students need to be challenged.

Problem Statement 2 Areas: Demographics

Problem Statement 3: Sped, African American/ ELL, and economically disadvantaged population scores are lower in Masters and Meets than other student groups

Root Cause 3: Training of best practices.

Problem Statement 3 Areas: Student Learning

Problem Statement 4: Students voiced they are not able to explain their ideas. (There is a decrease from 75% to 68% This includes 100 more responses this year vs. last year.)

Root Cause 4: Explicit training for building student leadership opportunities and students knowing how to explain.

Problem Statement 4 Areas: Student Learning

Problem Statement 5: Evidence indicates little professional development for teachers.

Root Cause 5: Unclear expectations in PD that is not targeted to teacher needs.

Problem Statement 5 Areas: Student Learning

Problem Statement 6: Students are getting checked out because of appointments and extra curricular activities.

Root Cause 6: Lack of communication on the schools part for the attendance system.

Problem Statement 6 Areas: School Processes & Programs

Problem Statement 7: Parents voiced that school rules/discipline are not enforced consistently and parents do not receive adequate feedback.

Root Cause 7: Lack of communication in all forms regarding grades and behavior. Personalized or direct communication.

Problem Statement 7 Areas: Student Learning

Problem Statement 8: Staff data indicates that staff do not get the training and/or resources needed to be fully successful in their position.

Root Cause 8: Staff is limited on effective curriculum and instructional resources for effective teaching.

Problem Statement 8 Areas: Perceptions

Problem Statement 9: We need to feature/ communicate community partnerships to celebrate our support our partnership.

Root Cause 9: We need time or a better system for communicating our partnerships to honor and value our community.

Problem Statement 9 Areas: School Processes & Programs

Problem Statement 10: Teachers PLC time will be needed for internalization for all core content teachers.

Root Cause 10: There will be three new curriculums to learn and internalize.

Problem Statement 10 Areas: School Processes & Programs

Problem Statement 11: Performance went down by one point on STAAR for the 2023-24 school year.

Root Cause 11: Lack of training with best teaching practices and alignment within the curriculum.

Problem Statement 11 Areas: Student Learning

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data

Student Data: Assessments

- Local benchmark or common assessments data
- Observation Survey results
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data
- State-developed online interim assessments
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Section 504 data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data
- STEM and/or STEAM data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Student surveys and/or other feedback
- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- T-TESS data
- T-PESS data

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation
- Action research results





Priorities

Priority 1: Student Growth

Performance Objective 1: Every student grows academically every year in English Language Arts, Reading, Math, Science, and Social Studies.

Evaluation Data Sources: State and local assessment data, including, MAP, DRA, STAAR/EOC, state provided Interim assessments, collaboratively developed progress measures, teacher developed common formative assessments, TX KEA, Circle (pre-K), DRA/EDL, TELPAS and TRS Performance Assessments

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will collaborate in data-driven, weekly PLC/ Internalization meetings with purposeful agendas for student success.</p> <p>Strategy's Expected Result/Impact: Student growth in academics</p> <p>Staff Responsible for Monitoring: Teachers, Admin, and Guiding Coalition</p> <p>Title I: 2.4, 2.6</p> <p>Problem Statements: Demographics 3 - Student Learning 1, 4 - School Processes & Programs 4 - Perceptions 2</p>	Formative			Summative
	Oct	Dec	Feb	Apr
Strategy 2 Details	Reviews			
<p>Strategy 2: Teams will create and monitor grade-level MAP goals for the beginning, middle and end of the year.</p> <p>Strategy's Expected Result/Impact: Student projected growth for MAP and STAAR assessments</p> <p>Staff Responsible for Monitoring: Teachers/ Admin Team</p> <p>Problem Statements: Demographics 3 - Student Learning 1</p>	Formative			Summative
	Oct	Dec	Feb	Apr
Strategy 3 Details	Reviews			
<p>Strategy 3: Launch Mentors will support new teachers to develop effective classroom instruction.</p> <p>Strategy's Expected Result/Impact: Increased Student Achievement</p> <p>Staff Responsible for Monitoring: Administrators Director of Federal Programs & Grants</p> <p>Problem Statements: Student Learning 4 - School Processes & Programs 4 - Perceptions 2</p>	Formative			Summative
	Oct	Dec	Feb	Apr





Strategy 4 Details	Reviews			
<p>Strategy 4: Title I funds will be used to improve the quality of educational programs and ensure students from low-income families have opportunities to meet challenging state assessment standards.</p> <p>Strategy's Expected Result/Impact: Increased Student Achievement</p> <p>Staff Responsible for Monitoring: Administrators</p> <p>Title I: 2.4, 2.6</p> <p>Problem Statements: Demographics 1, 3 - Student Learning 1, 2 - School Processes & Programs 1</p>	Formative			Summative
	Oct	Dec	Feb	Apr
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> No Progress</div> <div style="text-align: center;"> Accomplished</div> <div style="text-align: center;"> Continue/Modify</div> <div style="text-align: center;"> Discontinue</div> </div>				

Performance Objective 1 Problem Statements:

Demographics
<p>Problem Statement 1: Several students arrive late/leave early and miss instructional time. Root Cause: Lack of communication on the importance of their child being present for a full day of instruction.</p>
<p>Problem Statement 3: Students are falling backwards in the 61st - 80th and the >80 percentile map levels at the end of the year. Root Cause: Students need to be challenged.</p>
Student Learning
<p>Problem Statement 1: Sped, African American/ ELL, and economically disadvantaged population scores are lower in Masters and Meets than other student groups Root Cause: Training of best practices.</p>
<p>Problem Statement 2: Students voiced they are not able to explain their ideas. (There is a decrease from 75% to 68%This includes 100 more responses this year vs. last year.) Root Cause: Explicit training for building student leadership opportunities and students knowing how to explain.</p>
<p>Problem Statement 4: Evidence indicates little professional development for teachers. Root Cause: Unclear expectations in PD that is not targeted to teacher needs.</p>
School Processes & Programs
<p>Problem Statement 1: Students are getting checked out because of appointments and extra curricular activities. Root Cause: Lack of communication on the schools part for the attendance system.</p>
<p>Problem Statement 4: Teachers PLC time will be needed for internalization for all core content teachers. Root Cause: There will be three new curriculums to learn and internalize.</p>
Perceptions
<p>Problem Statement 2: Staff data indicates that staff do not get the training and/or resources needed to be fully successful in their position. Root Cause: Staff is limited on effective curriculum and instructional resources for effective teaching.</p>

Priority 1: Student Growth

Performance Objective 2: Every student understands the expected standards of behavior in the district and feels that their safety and well-being are a priority of the district.

Strategy 1 Details	Reviews			
<p>Strategy 1: Shackelford Elementary will purchase and adopt daily practices of The Leader in Me program to support social emotional learning and leadership development.</p> <p>Strategy's Expected Result/Impact: Students will properly develop leadership and life skills.</p> <p>Staff Responsible for Monitoring: Administration Teachers</p> <p>Title I: 2.5</p> <p>Problem Statements: Demographics 1, 3 - Student Learning 1, 2, 3, 4 - School Processes & Programs 1 - Perceptions 2</p> <p>Funding Sources: Franklin Covey - Title I (211) - Membership Year 2/3 - \$5,225</p>	Formative			Summative
	Oct	Dec	Feb	Apr
Strategy 2 Details	Reviews			
<p>Strategy 2: The Crisis Response Team (CRT) meets monthly to practice and refine crisis response protocols.</p> <p>Strategy's Expected Result/Impact: reduce team response time to a crisis</p> <p>Staff Responsible for Monitoring: Nurse</p>	Formative			Summative
	Oct	Dec	Feb	Apr
	N/A			
Strategy 3 Details	Reviews			
<p>Strategy 3: Students will create attendance goals and monitor tardies and early leaves in order to track the impact on personal achievement and growth through daily tracking and 6 weeks celebrations.</p> <p>Strategy's Expected Result/Impact: Decrease tardies/ early leaves Increase attendance</p> <p>Staff Responsible for Monitoring: Admin/ Teachers</p> <p>Title I: 2.5, 2.6</p>	Formative			Summative
	Oct	Dec	Feb	Apr
	N/A			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Performance Objective 2 Problem Statements:

Demographics

Problem Statement 1: Several students arrive late/leave early and miss instructional time. **Root Cause:** Lack of communication on the importance of their child being present for a full day of instruction.

Problem Statement 3: Students are falling backwards in the 61st - 80th and the >80 percentile map levels at the end of the year. **Root Cause:** Students need to be challenged.

Student Learning

Problem Statement 1: Sped, African American/ ELL, and economically disadvantaged population scores are lower in Masters and Meets than other student groups **Root Cause:** Training of best practices.

Problem Statement 2: Students voiced they are not able to explain their ideas. (There is a decrease from 75% to 68% This includes 100 more responses this year vs. last year.)

Root Cause: Explicit training for building student leadership opportunities and students knowing how to explain.

Problem Statement 3: Parents voiced that school rules/discipline are not enforced consistently and parents do not receive adequate feedback. **Root Cause:** Lack of communication in all forms regarding grades and behavior. Personalized or direct communication.

Problem Statement 4: Evidence indicates little professional development for teachers. **Root Cause:** Unclear expectations in PD that is not targeted to teacher needs.

School Processes & Programs





Problem Statement 1: Students are getting checked out because of appointments and extra curricular activities. **Root Cause:** Lack of communication on the schools part for the attendance system.

Perceptions

Problem Statement 2: Staff data indicates that staff do not get the training and/or resources needed to be fully successful in their position. **Root Cause:** Staff is limited on effective curriculum and instructional resources for effective teaching.

Priority 1: Student Growth

Performance Objective 3: Every graduate is college, career, or military ready, and CCMR numbers increase year over year.

Strategy 1 Details	Reviews			
<p>Strategy 1: Shackelford will create a CCMR plan to enhance and broaden learning experiences of Shackelford Elementary students by providing college and career days and other opportunities that are grade level specific.</p> <p>Strategy's Expected Result/Impact: Increase student engagement for college and career readiness.</p> <p>Staff Responsible for Monitoring: Campus Administration</p> <p>Title I: 2.5</p> <p>Problem Statements: Student Learning 2</p>	Formative			Summative
	Oct	Dec	Feb	Apr
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Performance Objective 3 Problem Statements:





Student Learning
<p>Problem Statement 2: Students voiced they are not able to explain their ideas. (There is a decrease from 75% to 68% This includes 100 more responses this year vs. last year.)</p> <p>Root Cause: Explicit training for building student leadership opportunities and students knowing how to explain.</p>

Priority 1: Student Growth

Performance Objective 4: Annually increase student enrichment and involvement in extracurricular, UIL, and co-curricular activities.

Evaluation Data Sources: Increased percentage of students engaged in activities, increased quartile/decile of Lone Star Cup standing, completion of guidelines and staff recruitment plan

Strategy 1 Details	Reviews			
<p>Strategy 1: The Culture Team will monitor and provide opportunities for student involvement in various extra-curricular activities (drama club, garden club, UIL, spelling bee, etc)</p> <p>Strategy's Expected Result/Impact: Students will be provided with the skills to explain their ideas and feelings daily to support a positive campus culture.</p> <p>Staff Responsible for Monitoring: Admin Teachers PTO</p> <p>Title I: 2.4, 2.5, 2.6, 4.2</p> <p>Problem Statements: Student Learning 2</p>	Formative			Summative
	Oct	Dec	Feb	Apr

 No Progress
  Accomplished
  Continue/Modify
  Discontinue





Performance Objective 4 Problem Statements:

Student Learning
<p>Problem Statement 2: Students voiced they are not able to explain their ideas. (There is a decrease from 75% to 68%This includes 100 more responses this year vs. last year.)</p> <p>Root Cause: Explicit training for building student leadership opportunities and students knowing how to explain.</p>

Priority 2: Honor and Support Staff

Performance Objective 1: Honor staff contributions and achievements.

Evaluation Data Sources: Staff evaluation data

Strategy 1 Details	Reviews			
<p>Strategy 1: Campus admin will routinely honor and celebrate staff. Strategy's Expected Result/Impact: Staff feels valued and honored. Staff Responsible for Monitoring: Admin</p> <p>Problem Statements: Student Learning 4, 5 - School Processes & Programs 4 - Perceptions 2</p>	Formative			Summative
	Oct	Dec	Feb	Apr
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				





Performance Objective 1 Problem Statements:

Student Learning
<p>Problem Statement 4: Evidence indicates little professional development for teachers. Root Cause: Unclear expectations in PD that is not targeted to teacher needs.</p>
<p>Problem Statement 5: Performance went down by one point on STAAR for the 2023-24 school year. Root Cause: Lack of training with best teaching practices and alignment within the curriculum.</p>
School Processes & Programs
<p>Problem Statement 4: Teachers PLC time will be needed for internalization for all core content teachers. Root Cause: There will be three new curriculums to learn and internalize.</p>
Perceptions
<p>Problem Statement 2: Staff data indicates that staff do not get the training and/or resources needed to be fully successful in their position. Root Cause: Staff is limited on effective curriculum and instructional resources for effective teaching.</p>

Priority 2: Honor and Support Staff

Performance Objective 2: Annually increase faculty and staff satisfaction and engagement.

Evaluation Data Sources: Staff evaluation data and other data related in increased staff engagement

Strategy 1 Details	Reviews			
<p>Strategy 1: Staff will be surveyed for feedback BOY, MOY, and EOY.</p> <p>Strategy's Expected Result/Impact: Review of engagement and satisfaction</p> <p>Problem Statements: Student Learning 2, 3</p>	Formative			Summative
	Oct	Dec	Feb	Apr
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				





Performance Objective 2 Problem Statements:

Student Learning
<p>Problem Statement 2: Students voiced they are not able to explain their ideas. (There is a decrease from 75% to 68%This includes 100 more responses this year vs. last year.)</p> <p>Root Cause: Explicit training for building student leadership opportunities and students knowing how to explain.</p> <p>Problem Statement 3: Parents voiced that school rules/discipline are not enforced consistently and parents do not receive adequate feedback. Root Cause: Lack of communication in all forms regarding grades and behavior. Personalized or direct communication.</p>

Priority 2: Honor and Support Staff

Performance Objective 3: Invest in staff growth through professional learning/specialized training.

Evaluation Data Sources: Goal setting conference data

Strategy 1 Details	Reviews			
<p>Strategy 1: Admin will collaborate with action teams to facilitate the PLC process in order to utilize data to be student-centered in PLCs that will allow the purchase of student resources for programs such as Title One, GT, Special Education, etc.</p> <p>Strategy's Expected Result/Impact: Student growth will be evident in scorecards/ student tracking.</p> <p>Staff Responsible for Monitoring: Teachers/ Admin</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>Problem Statements: Demographics 1, 3 - Student Learning 1, 2, 4</p>	Formative			Summative
	Oct	Dec	Feb	Apr
Strategy 2 Details	Reviews			
<p>Strategy 2: Staff will be provided with innovative ways to obtain PD through district and campus initiatives.</p> <p>Strategy's Expected Result/Impact: Staff satisfaction Student growth</p> <p>Staff Responsible for Monitoring: Admin</p> <p>Title I: 2.6</p> <p>Problem Statements: Student Learning 4, 5 - Perceptions 2</p>	Formative			Summative
	Oct	Dec	Feb	Apr
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Performance Objective 3 Problem Statements:

Demographics
<p>Problem Statement 1: Several students arrive late/leave early and miss instructional time. Root Cause: Lack of communication on the importance of their child being present for a full day of instruction.</p>
<p>Problem Statement 3: Students are falling backwards in the 61st - 80th and the >80 percentile map levels at the end of the year. Root Cause: Students need to be challenged.</p>

Student Learning

Problem Statement 1: Sped, African American/ ELL, and economically disadvantaged population scores are lower in Masters and Meets than other student groups **Root Cause:** Training of best practices.

Problem Statement 2: Students voiced they are not able to explain their ideas. (There is a decrease from 75% to 68%This includes 100 more responses this year vs. last year.)

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Problem Statement 4: Evidence indicates little professional development for teachers. **Root Cause:** Unclear expectations in PD that is not targeted to teacher needs.

Problem Statement 5: Performance went down by one point on STAAR for the 2023-24 school year. **Root Cause:** Lack of training with best teaching practices and alignment within the curriculum.





Perceptions

Problem Statement 2: Staff data indicates that staff do not get the training and/or resources needed to be fully successful in their position. **Root Cause:** Staff is limited on effective curriculum and instructional resources for effective teaching.

Priority 3: Community and Stakeholder Relationships

Performance Objective 1: Annually increase satisfaction and engagement of students and families.

Evaluation Data Sources: Analyze and respond appropriately to student and family survey data, Superintendent's Student Advisory Board, Town Hall meeting for families

Strategy 1 Details	Reviews			
<p>Strategy 1: Shackelford will send out district and campus surveys to gain feedback on current practices. Strategy's Expected Result/Impact: Shackelford will develop goals based on targeted feedback. Staff Responsible for Monitoring: Admin Problem Statements: Demographics 1 - Student Learning 2</p>	Formative			Summative
	Oct	Dec	Feb	Apr
Strategy 2 Details	Reviews			
<p>Strategy 2: Following the campus parent involvement policy and the parent-school compact, Shack will meet with families to highlight and maintain campus goals. Strategy's Expected Result/Impact: Keep families informed for campus-wide growth. Staff Responsible for Monitoring: Campus Administration Title I: 4.1, 4.2 Problem Statements: Demographics 1, 3 - Student Learning 1, 2, 4</p>	Formative			Summative
	Oct	Dec	Feb	Apr
Strategy 3 Details	Reviews			
<p>Strategy 3: Host family engagement/education events. Strategy's Expected Result/Impact: Increase family engagement Staff Responsible for Monitoring: Admin Title I: 4.2</p>	Formative			Summative
	Oct	Dec	Feb	Apr
	N/A			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Performance Objective 1 Problem Statements:

Demographics

Problem Statement 1: Several students arrive late/leave early and miss instructional time. **Root Cause:** Lack of communication on the importance of their child being present for a full day of instruction.

Problem Statement 3: Students are falling backwards in the 61st - 80th and the >80 percentile map levels at the end of the year. **Root Cause:** Students need to be challenged.

Student Learning

Problem Statement 1: Sped, African American/ ELL, and economically disadvantaged population scores are lower in Masters and Meets than other student groups **Root Cause:** Training of best practices.

Problem Statement 2: Students voiced they are not able to explain their ideas. (There is a decrease from 75% to 68% This includes 100 more responses this year vs. last year.)





Root Cause: Explicit training for building student leadership opportunities and students knowing how to explain.

Problem Statement 4: Evidence indicates little professional development for teachers. **Root Cause:** Unclear expectations in PD that is not targeted to teacher needs.

Priority 3: Community and Stakeholder Relationships

Performance Objective 2: Annually increase engagement of community and stakeholders.

Evaluation Data Sources: Analyze and respond appropriately to parent survey data, increased community and stakeholder satisfaction and engagement

Strategy 1 Details	Reviews			
<p>Strategy 1: Shackelford is partnering with community businesses in order to celebrate student success (i.e. growth, attendance, etc.)</p> <p>Strategy's Expected Result/Impact: Higher student attendance.</p> <p>Staff Responsible for Monitoring: Campus Administration</p> <p>Problem Statements: Student Learning 2</p>	Formative			Summative
	Oct	Dec	Feb	Apr
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				





Performance Objective 2 Problem Statements:

Student Learning
<p>Problem Statement 2: Students voiced they are not able to explain their ideas. (There is a decrease from 75% to 68%This includes 100 more responses this year vs. last year.)</p> <p>Root Cause: Explicit training for building student leadership opportunities and students knowing how to explain.</p>

Priority 4: Financial Integrity

Performance Objective 1: Ensure financial stewardship and transparency

Evaluation Data Sources: Budget reports, TAPR and FIRST reports

Strategy 1 Details	Reviews			
<p>Strategy 1: Shackelford will involve the CEIC committee when reviewing the stewardship of funds. Strategy's Expected Result/Impact: Transparency with the campus budget. Staff Responsible for Monitoring: Admin/ CEIC</p> <p>Problem Statements: Demographics 1, 3 - Student Learning 1, 2</p>	Formative			Summative
	Oct	Dec	Feb	Apr
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Performance Objective 1 Problem Statements:

Demographics
<p>Problem Statement 1: Several students arrive late/leave early and miss instructional time. Root Cause: Lack of communication on the importance of their child being present for a full day of instruction.</p>
<p>Problem Statement 3: Students are falling backwards in the 61st - 80th and the >80 percentile map levels at the end of the year. Root Cause: Students need to be challenged.</p>
Student Learning
<p>Problem Statement 1: Sped, African American/ ELL, and economically disadvantaged population scores are lower in Masters and Meets than other student groups Root Cause: Training of best practices.</p>
<p>Problem Statement 2: Students voiced they are not able to explain their ideas. (There is a decrease from 75% to 68%This includes 100 more responses this year vs. last year.) Root Cause: Explicit training for building student leadership opportunities and students knowing how to explain.</p>

Priority 4: Financial Integrity

Performance Objective 2: Develop and deploy coherent facility management processes to address student growth.

Evaluation Data Sources: Budget reports, TAPR and FIRST reports

Strategy 1 Details	Reviews			
<p>Strategy 1: Shackelford will meet with district-level admin to collaborate on campus needs that will be monitored through CEIC.</p> <p>Strategy's Expected Result/Impact: Plans will be discussed for future growth that provides solutions for Shackelford.</p> <p>Staff Responsible for Monitoring: Campus Administration</p> <p>Problem Statements: Demographics 3 - Student Learning 1, 2, 4</p>	Formative			Summative
	Oct	Dec	Feb	Apr










Performance Objective 2 Problem Statements:

Demographics
<p>Problem Statement 3: Students are falling backwards in the 61st - 80th and the >80 percentile map levels at the end of the year. Root Cause: Students need to be challenged.</p>
Student Learning
<p>Problem Statement 1: Sped, African American/ ELL, and economically disadvantaged population scores are lower in Masters and Meets than other student groups Root Cause: Training of best practices.</p>
<p>Problem Statement 2: Students voiced they are not able to explain their ideas. (There is a decrease from 75% to 68% This includes 100 more responses this year vs. last year.) Root Cause: Explicit training for building student leadership opportunities and students knowing how to explain.</p>
<p>Problem Statement 4: Evidence indicates little professional development for teachers. Root Cause: Unclear expectations in PD that is not targeted to teacher needs.</p>

Priority 4: Financial Integrity

Performance Objective 3: Ensure effective and efficient operations with transparency.

Evaluation Data Sources: Budget reports, TAPR and FIRST reports

Strategy 1 Details	Reviews			
<p>Strategy 1: Shackelford will ensure financial stewardship of campus funds to target the needs of all students and special populations (i.e. GT, Special Education, etc.) that will be monitored by the CEIC committee.</p> <p>Strategy's Expected Result/Impact: Alignment of funds to campus-wide goals.</p> <p>Staff Responsible for Monitoring: Campus Administration CEIC Committee</p> <p>Problem Statements: School Processes & Programs 5</p>	Formative			Summative
	Oct	Dec	Feb	Apr
Strategy 2 Details	Reviews			
<p>Strategy 2: Shackelford will implement and use campus funds and Title 1 funds within federal guidelines and district protocol with fidelity to ensure student success.</p> <p>Strategy's Expected Result/Impact: Increase student achievement</p> <p>Staff Responsible for Monitoring: Campus Principal</p> <p>Title I: 2.6</p> <p>Problem Statements: Demographics 1, 3 - Student Learning 1, 2, 4, 5</p>	Formative			Summative
	Oct	Dec	Feb	Apr
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Performance Objective 3 Problem Statements:

Demographics
<p>Problem Statement 1: Several students arrive late/leave early and miss instructional time. Root Cause: Lack of communication on the importance of their child being present for a full day of instruction.</p>
<p>Problem Statement 3: Students are falling backwards in the 61st - 80th and the >80 percentile map levels at the end of the year. Root Cause: Students need to be challenged.</p>

Student Learning

Problem Statement 1: Sped, African American/ ELL, and economically disadvantaged population scores are lower in Masters and Meets than other student groups **Root Cause:** Training of best practices.

Problem Statement 2: Students voiced they are not able to explain their ideas. (There is a decrease from 75% to 68%This includes 100 more responses this year vs. last year.)

Root Cause: Explicit training for building student leadership opportunities and students knowing how to explain.

Problem Statement 4: Evidence indicates little professional development for teachers. **Root Cause:** Unclear expectations in PD that is not targeted to teacher needs.

Problem Statement 5: Performance went down by one point on STAAR for the 2023-24 school year. **Root Cause:** Lack of training with best teaching practices and alignment within the curriculum.

School Processes & Programs

Problem Statement 5: We need to feature/ communicate community partnerships to celebrate our support our partnership. **Root Cause:** We need time or a better system for communicating our partnerships to honor and value our community.

Campus Funding Summary

Title I (211)					
Priority	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	1	Franklin Covey	Membership Year 2/3	\$5,225.00
Sub-Total					\$5,225.00