

# Shiner Elementary School



Campus Improvement Plan

**2009 - 2010**

Shiner Elementary School  
Campus Improvement Plan  
2009-2010

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## Shiner Elementary School Mission Statement

Shiner Elementary School, in collaboration with parents and community members, will create an educational environment that encourages all student to develop academically, socially, creatively, emotionally, and physically in order to achieve success in a global society.

## Shiner Elementary School Vision Statement

Shiner Elementary School is united in creating a school environment of students, teachers, administrators, parents and community members who will provide fundamental skills and opportunities for the use of higher level thinking skills in order to encourage all students to achieve their full potential as they prepare for a productive and successful future.

# Shiner Elementary School Campus Improvement Plan 2009-2010

## Goals

1. Shiner Elementary students will demonstrate success on all areas of the state assessment instruments.
2. Shiner Elementary students will maintain a high attendance rate.
3. Shiner Elementary will provide a safe, disciplined, and drug free environment, for students and staff members.
4. Shiner Elementary will provide a supportive, positive, learning and teaching environment for student and staff members.
5. Shiner Elementary will encourage and provide opportunities for parental and community involvement.
6. Shiner Elementary will integrate the use of technology into all aspects of education.

## Objectives

- 1-1. Using the state mandated curriculum as the foundation for education 100% of the Texas Essential Knowledge and Skills will be taught, monitored, and assessed.
- 1-2. 90% to 100% of the students taking the 2010 TAKS will demonstrate mastery on all tests taken.
- 1-3. 90% to 100% of the students in each sub group taking the 2010 TAKS will demonstrate mastery on all tests taken.
- 1-4. 90% to 100% of the special education students taking the 2010 TAKS A, TAKS Alt., or TAKS M will demonstrate mastery on all tests taken.
- 2-1. Shiner Elementary students will achieve an average daily attendance rate of 98% for the school year.

- 3-1. 100% of the Shiner Elementary students will participate in activities promoting a drug free lifestyle.
- 3-2. Information that will help students to promote respect for self and others will be provided to 100% of the students in grades K – 6.
- 3-3. An intervention/management plan will be given to 100% of professional staff to meet the needs of students in emergency situations.
- 3-4. During the 2008-09 school year there will be a 10-25% decline in student referrals to the office.
- 4-1. 100% of the students and staff at Shiner Elementary will be provided a positive and supportive teaching and learning environment.
- 5-1. All parents will be encouraged to become involved in the education of their children.
- 5-2. Shiner Elementary will foster a positive working relationship with business and community members.
- 6-1. Shiner Elementary professional and para-professional staff members will be provided opportunities to increase their skills in the use of technology.
- 6-2. 100% of the Shiner Elementary students will utilize computer skills to broaden their knowledge and use of technology.

Shiner Elementary School  
Campus Improvement Plan  
2009-2010

**Goal: 1** Shiner Elementary students will demonstrate success in all areas of the state assessment instruments (Texas Assessment of Knowledge and Skills, TAKS, tests and the Texas Primary Reading Inventory, TPRI) and the Texas Assessment of Knowledge and Skills.

**Measurable Performance Objective: 1-1.** Using the state mandated curriculum as the foundation for instruction 100% of the Texas Essential Knowledge and Skills will be taught, monitored, and assessed.

**Summative Evaluation:** Academic Excellence Indicator System TAKS performance data

<i>Implementation Strategies and Activities</i>	<i>Timeline</i>	<i>Staff Responsible</i>	<i>Resources Needed</i>	<i>Evaluation</i>
1. Incorporate all state mandated TEKS (Texas Essential Knowledge and Skills) objectives into curriculum documents.	August '09 through July '10	<ul style="list-style-type: none"> <li>• Principal</li> <li>• Teachers</li> </ul>	<ul style="list-style-type: none"> <li>• Staff Development days</li> <li>• TEKS</li> <li>• Adopted materials</li> <li>• Lesson plans</li> </ul>	<ul style="list-style-type: none"> <li>• Completed curriculum documents reflecting TEKS alignment in all subject areas</li> </ul>
2. Continue to monitor curriculum alignment for grades K to six.	August '09 through July '10	<ul style="list-style-type: none"> <li>• Principal</li> <li>• Teachers</li> </ul>	<ul style="list-style-type: none"> <li>• Grade level curriculum documents</li> <li>• Faculty meeting dates</li> </ul>	<ul style="list-style-type: none"> <li>• Curriculum documents</li> <li>• Lesson plans</li> </ul>
3. Teachers will document TEKS mastery of their class for monitoring and assessment purposes.	August '09 through May '10	<ul style="list-style-type: none"> <li>• Classroom teacher</li> </ul>	<ul style="list-style-type: none"> <li>• Grade book</li> <li>• Progress reports</li> <li>• TEKS</li> </ul>	<ul style="list-style-type: none"> <li>• Student grades</li> <li>• TAKS tests results</li> </ul>

**Measurable Performance Objective:** 1-2. 90% to 100% of the students taking the 2010 TAKS will demonstrate mastery on all tests taken.

<i>Implementation Strategies and Activities</i>	<i>Timeline</i>	<i>Staff Responsible</i>	<i>Resources Needed</i>	<i>Evaluation</i>
1. Students at risk of not mastering the TAKS test will be tutored during the school day.	September - April	<ul style="list-style-type: none"> <li>• Principal</li> <li>• Classroom Teachers</li> </ul>	<ul style="list-style-type: none"> <li>• Student data</li> <li>• SuccessMaker Software</li> <li>• Tutorial materials</li> <li>• Daily tutorial period</li> </ul>	<ul style="list-style-type: none"> <li>• Student grades</li> <li>• Teacher assessments</li> </ul>
2. After school tutoring will be provided for students not meeting passing standards on the mock TAKS.	January '10 until test dates	<ul style="list-style-type: none"> <li>• Principal</li> <li>• Classroom teachers</li> </ul>	<ul style="list-style-type: none"> <li>• Tutorial materials</li> <li>• ARI and AMI funds</li> </ul>	<ul style="list-style-type: none"> <li>• Student results of the TAKS tests</li> </ul>
3. Fifth grade students not meeting minimum expectations on the required first administration of the TAKS tests will attend after school tutorials.	After results of first adm. until second test	<ul style="list-style-type: none"> <li>• Principal</li> <li>• Classroom teachers</li> </ul>	<ul style="list-style-type: none"> <li>• Tutorial materials</li> <li>• ARI and AMI funds</li> </ul>	<ul style="list-style-type: none"> <li>• Student results of the second administration of the TAKS tests</li> </ul>
4. Fifth grade students will attend a summer program if they do not master the second administration of the required TAKS test to be promoted to the next grade level.	June 2010	<ul style="list-style-type: none"> <li>• Principal</li> <li>• Classroom teachers</li> </ul>	<ul style="list-style-type: none"> <li>• Tutorial materials</li> <li>• ARI and AMI funds</li> </ul>	<ul style="list-style-type: none"> <li>• Student mastery of the third TAKS tests</li> </ul>

**Measurable Performance Objective:** 1-3. 90% to 100% of the students in each sub group taking the 2010 TAKS will demonstrate mastery on all tests taken.

<i>Implementation Strategies and Activities</i>	<i>Timeline</i>	<i>Staff Responsible</i>	<i>Resources Needed</i>	<i>Evaluation</i>
1. TAKS reading, math, science, and writing data will be disaggregated by objective and sub-group to determine student strengths and weaknesses.	September 2009 until all required tests are taken	<ul style="list-style-type: none"> <li>• Principal</li> <li>• Teachers</li> <li>• Counselor</li> </ul>	<ul style="list-style-type: none"> <li>• TAKS reports</li> <li>• AEIS reports</li> </ul>	<ul style="list-style-type: none"> <li>• STAR reading levels</li> <li>• Six weeks grades</li> <li>• Prior TAKS scores</li> <li>• Mock TAKS scores</li> <li>• Teacher opinion</li> </ul>
2. Tutorial sessions, which will accelerate learning, will be provided during school for all students demonstrating weakness in a core curriculum area.	September 2009 through May 2010	<ul style="list-style-type: none"> <li>• Principal</li> <li>• Teachers</li> </ul>	<ul style="list-style-type: none"> <li>• Progress reports</li> <li>• Failure lists for each six weeks grading period</li> <li>• WebCCAT</li> <li>• Tutorial materials</li> <li>• SuccessMaker Software</li> </ul>	<ul style="list-style-type: none"> <li>• STAR reading levels</li> <li>• Six weeks grades</li> <li>• Prior TAKS scores</li> <li>• Mock TAKS scores</li> <li>• Teacher opinion</li> </ul>
3. Students in first and second grade demonstrating weakness in reading and or math will be provided tutorials during the school day.	September 2009 to May 2010	<ul style="list-style-type: none"> <li>• Principal</li> <li>• Teachers</li> <li>• Counselor</li> </ul>	<ul style="list-style-type: none"> <li>• Failure lists</li> <li>• Tutorial materials</li> </ul>	<ul style="list-style-type: none"> <li>• Student performance on TPRI (Texas Primary Reading Inventory)</li> <li>• Six weeks grade reports</li> </ul>

**Measurable Performance Objective:** 1-4. 90% to 100% of the special education students taking the 2010 TAKS Alternative, Modified or Accommodated tests will demonstrate mastery on all tests taken.

<i>Implementation Strategies and Activities</i>	<i>Timeline</i>	<i>Staff Responsible</i>	<i>Resources Needed</i>	<i>Evaluation</i>
1. Teaching strategies that are age, grade, and level appropriate will be implemented to enable students to compensate for their areas of weakness.	August 2009 through May 2010	<ul style="list-style-type: none"> <li>• Principal</li> <li>• Regular Education Teachers</li> <li>• Special Education Teachers</li> </ul>	<ul style="list-style-type: none"> <li>• Appropriate instructional materials</li> <li>• Special Education funds</li> </ul>	<ul style="list-style-type: none"> <li>• Student mastery of grade level TAKS tests</li> <li>• STAR Level</li> <li>• Six weeks grades</li> <li>• Mock test scores</li> </ul>
2. Students will be taught their age appropriate grade level TEKS using research-based materials to accelerate learning.	August 2009 through May 2010	<ul style="list-style-type: none"> <li>• Principal</li> <li>• Regular Education Teachers</li> <li>• Special Education Teachers</li> </ul>	<ul style="list-style-type: none"> <li>• Grade level TEKS</li> <li>• Researched-based materials</li> <li>• Special Education funds</li> <li>• Special Education Coop personnel</li> </ul>	<ul style="list-style-type: none"> <li>• Student mastery of age appropriate grade level TEKS</li> <li>• STAR Level</li> <li>• Six weeks grades</li> </ul>

**Measurable Performance Objective:** 1-5. 100% of the students not meeting minimum expectations of the grade level TAKS tests will receive appropriate interventions.

<i>Implementation Strategies and Activities</i>	<i>Timeline</i>	<i>Staff Responsible</i>	<i>Resources Needed</i>	<i>Evaluation</i>
1. Tier I, II, and III of the Shiner Elementary Response to Intervention Plan will be utilized	August 2009 through May 2010	<ul style="list-style-type: none"> <li>• Principal</li> <li>• Regular Education Teachers</li> <li>• Special Education Teachers</li> </ul>	<ul style="list-style-type: none"> <li>• Rtl plan</li> </ul>	<ul style="list-style-type: none"> <li>• Student mastery of grade level TAKS tests</li> <li>• STAR Level</li> <li>• Six weeks grades</li> <li>• Mock test scores</li> </ul>
2. Trained personnel screen students for dyslexic tendencies using the Wilson Language tests.	All Year	<ul style="list-style-type: none"> <li>• Counselor</li> <li>• TA</li> </ul>	<ul style="list-style-type: none"> <li>• Trained personnel</li> </ul>	<ul style="list-style-type: none"> <li>• Students scores on Wilson screening</li> </ul>
3. Trained personnel will utilize the Wilson Language Learning materials	October 2009	<ul style="list-style-type: none"> <li>• Counselor</li> <li>• TA</li> </ul>	<ul style="list-style-type: none"> <li>• Trained personnel</li> </ul>	<ul style="list-style-type: none"> <li>• Student sign in</li> </ul>
4. Students needing intervention will be served using the Wilson Language learning program	October 2009 – May 2010	<ul style="list-style-type: none"> <li>• Counselor</li> <li>• TA</li> </ul>	<ul style="list-style-type: none"> <li>• Wilson Language materials</li> </ul>	<ul style="list-style-type: none"> <li>• List of students receiving this intervention</li> <li>• Students reading levels</li> </ul>
5. Lexia Software will be utilized for students with dyslexic tendencies	August 2009– May 2010	<ul style="list-style-type: none"> <li>• Counselor</li> <li>• Classroom teachers</li> </ul>	<ul style="list-style-type: none"> <li>• Lexia Software from Region III</li> <li>• Computers</li> </ul>	<ul style="list-style-type: none"> <li>• Students gains in reading levels and mastery of TEKS</li> </ul>

**Goal: 2** Gifted and Talented services will be provided for Shiner Elementary students who qualify for the program.

**Measurable Performance Objective:** 2-1. The Shiner Elementary plan for G/T students will be implemented along with 100% of the K-6 classroom teachers being trained in G/T/ strategies.

**Summative Evaluation:** G/T plan and G/T training certificates.

<i>Implementation Strategies and Activities</i>	<i>Timeline</i>	<i>Staff Responsible</i>	<i>Resources Needed</i>	<i>Evaluation</i>
1. Continue the campus G/T plan.	September 2009 – May 2010	<ul style="list-style-type: none"> <li>• Principal</li> <li>• G/T Committee</li> <li>• Teachers</li> </ul>	<ul style="list-style-type: none"> <li>• G/T plan</li> <li>• State plan for G/T</li> <li>• Region III G/T Specialists</li> </ul>	<ul style="list-style-type: none"> <li>• G/T plan for Shiner Elementary</li> </ul>
2. Teachers not previously trained in G/T strategies will attend summer training.	Summer 2009	<ul style="list-style-type: none"> <li>• Region III G/T Specialist</li> <li>• Principal</li> <li>• Teachers</li> </ul>	<ul style="list-style-type: none"> <li>• Region III G/T Specialists</li> <li>• Training Materials</li> </ul>	<ul style="list-style-type: none"> <li>• Certificates of completion</li> </ul>

**Goal: 3** Shiner Elementary students will maintain a high attendance rate.

**Measurable Performance Objective:** 3-1. Shiner Elementary students will achieve an average daily attendance rate of 98% for the 2008-09 school year.

**Summative Evaluation:** Academic Excellence Indicator System attendance data

<i>Implementation Strategies and Activities</i>	<i>Timeline</i>	<i>Staff Responsible</i>	<i>Resources Needed</i>	<i>Evaluation</i>
3. All students will participate in an early release day if 98% attendance is achieved on the PIEMS snapshot date.	October 30, 2009	<ul style="list-style-type: none"> <li>• Principal</li> <li>• Teachers</li> <li>• Attendance Clerk</li> </ul>	<ul style="list-style-type: none"> <li>• Notification to students</li> </ul>	<ul style="list-style-type: none"> <li>• Early release day</li> </ul>
4. Students with 100% attendance for five of the six weeks grading periods will receive special recognition at the end of the year awards ceremony.	August 2009 through the last day of school	<ul style="list-style-type: none"> <li>• Principal</li> <li>• Teachers</li> <li>• Attendance Clerk</li> </ul>	<ul style="list-style-type: none"> <li>• Attendance records for all students</li> <li>• Recognition Award</li> </ul>	<ul style="list-style-type: none"> <li>• Number of students receiving the attendance award</li> </ul>
5. Students with 100% attendance for the school year will receive special recognition at the end of the year awards ceremony.	August 2009 through the last day of school	<ul style="list-style-type: none"> <li>• Principal</li> <li>• Teachers</li> <li>• Attendance Clerk</li> </ul>	<ul style="list-style-type: none"> <li>• Attendance records for all students</li> <li>• Recognition Award</li> </ul>	<ul style="list-style-type: none"> <li>• Number of students receiving the attendance award</li> </ul>
6. Student absences will be monitored and those students with excessive absences will be notified of the state attendance laws.	Each six weeks grading period or when requested by a teacher	<ul style="list-style-type: none"> <li>• Principal</li> <li>• Teachers</li> <li>• Attendance Clerk</li> </ul>	<ul style="list-style-type: none"> <li>• Notification to parents</li> </ul>	<ul style="list-style-type: none"> <li>• High attendance rate for the 2009-10 school year</li> </ul>

**Goal: 4** Shiner Elementary will provide a safe, disciplined, and drug free environment for students and staff members.

**Measurable Performance Objective:** 4-1. 95% to 100% of the Shiner Elementary students will participate in activities promoting a drug free lifestyle.

**Summative Evaluation:** Correlate #2: "Safe and Orderly Environment" and PIEMS student discipline data.

<i>Implementation Strategies and Activities</i>	<i>Timeline</i>	<i>Staff Responsible</i>	<i>Resources Needed</i>	<i>Evaluation</i>
1. Counseling classes focusing on successful behaviors including Study Skills will be provided to all students.	September 2009 through May 2010	<ul style="list-style-type: none"> <li>• Counselor</li> <li>• Teachers</li> <li>• Principal</li> </ul>	<ul style="list-style-type: none"> <li>• Counseling materials</li> </ul>	<ul style="list-style-type: none"> <li>• Record of counseling sessions</li> </ul>
2. The campus will participate in "Red Ribbon Week" activities.	Red Ribbon Week	<ul style="list-style-type: none"> <li>• Counselor</li> <li>• Teachers</li> <li>• Principal</li> </ul>	<ul style="list-style-type: none"> <li>• Red ribbons</li> <li>• Prizes for drawings</li> </ul>	<ul style="list-style-type: none"> <li>• Record of events and activities held during "Red Ribbon Week"</li> </ul>
3. Nonviolent Crisis Intervention training for a core team of personnel as needed	When needed	<ul style="list-style-type: none"> <li>• Special Ed. Coop training personnel</li> <li>• Principal</li> <li>• Counselor</li> <li>• Sp. Ed. Teacher</li> <li>• Secretary</li> <li>• TA</li> </ul>	<ul style="list-style-type: none"> <li>• Special Ed. Coop training personnel</li> <li>• Training materials</li> </ul>	<ul style="list-style-type: none"> <li>• Certification Cards</li> </ul>

**Measurable Performance Objective:** 4-2. Information that will help students to promote respect for self and others will be provided to 100% of the students in grades K – 6.

<i>Implementation Strategies and Activities</i>	<i>Timeline</i>	<i>Staff Responsible</i>	<i>Resources Needed</i>	<i>Evaluation</i>
1. "Stop Picking on Me" program presented to grade 1.	August - May	<ul style="list-style-type: none"> <li>• Counselor</li> <li>• Hope of South Texas</li> </ul>	<ul style="list-style-type: none"> <li>• TV/VCR</li> </ul>	<ul style="list-style-type: none"> <li>• Reduction in the number of students referred to the office</li> </ul>
2. "Yello Dino" program presented to grade 2.	August - May	<ul style="list-style-type: none"> <li>• Counselor</li> <li>• Hope of South Texas</li> </ul>	<ul style="list-style-type: none"> <li>• TV/VCR</li> </ul>	<ul style="list-style-type: none"> <li>• Reduction in the number of office referrals</li> </ul>
3. "No More Teasing" program presented to grade 3.	August - May	<ul style="list-style-type: none"> <li>• Counselor</li> <li>• Hope of South Texas</li> </ul>	<ul style="list-style-type: none"> <li>• TV/VCR</li> </ul>	<ul style="list-style-type: none"> <li>• Reduction in the number of office referrals</li> </ul>
4. "Child Lures" program presented to grade 4.	August - May	<ul style="list-style-type: none"> <li>• Counselor</li> <li>• Hope of South Texas</li> </ul>	<ul style="list-style-type: none"> <li>• TV/VCR</li> </ul>	<ul style="list-style-type: none"> <li>• Reduction in the number of office referrals</li> </ul>
5. "It's Harassment" program presented to grade 5.	August - May	<ul style="list-style-type: none"> <li>• Counselor</li> <li>• Hope of South Texas</li> </ul>	<ul style="list-style-type: none"> <li>• TV/VCR</li> </ul>	<ul style="list-style-type: none"> <li>• Reduction in the number of students referred to the office</li> </ul>
6. "Missing" program presented to grade 6.	August - May	<ul style="list-style-type: none"> <li>• Counselor</li> <li>• Hope of South Texas</li> </ul>	<ul style="list-style-type: none"> <li>• TV/VCR</li> </ul>	<ul style="list-style-type: none"> <li>• Reduction in the number of students referred to the office</li> </ul>

7. Study Skills programs will be given at grades 1 to 6.	Fall Semester	<ul style="list-style-type: none"> <li>• Counselor</li> </ul>	<ul style="list-style-type: none"> <li>• Study Skills Curriculum</li> </ul>	<ul style="list-style-type: none"> <li>• Improvement in student grades</li> </ul>
8. Follow up in relation to programs provided.	Spring Semester	<ul style="list-style-type: none"> <li>• Counselor</li> </ul>	<ul style="list-style-type: none"> <li>• Program materials</li> </ul>	<ul style="list-style-type: none"> <li>• Improvement in student grades</li> <li>• Reduction in the number of students referred to the office</li> </ul>
9. Individual and small group counseling as the need arises.	All year	<ul style="list-style-type: none"> <li>• Counselor</li> <li>• Classroom Teacher referrals</li> </ul>	<ul style="list-style-type: none"> <li>• Counseling materials</li> </ul>	<ul style="list-style-type: none"> <li>• Improved behavior</li> </ul>

**Measurable Performance Objective:** 4-3. An intervention/management plan will be given to 100% of professional staff to meet the needs of students in emergency situations.

<i>Implementation Strategies and Activities</i>	<i>Timeline</i>	<i>Staff Responsible</i>	<i>Resources Needed</i>	<i>Evaluation</i>
1. A phone web will be utilized for timely notification of faculty and staff in the event of an emergency.	All school year	<ul style="list-style-type: none"> <li>• Principal</li> <li>• Faculty and staff</li> </ul>	<ul style="list-style-type: none"> <li>• Copies of campus phone web</li> </ul>	<ul style="list-style-type: none"> <li>• Timely and effective use of phone web in emergency situations</li> </ul>
2. A crisis intervention plan of action for various situations is given to all faculty and staff.	August 2009	<ul style="list-style-type: none"> <li>• Principal</li> </ul>	<ul style="list-style-type: none"> <li>• Crisis Intervention Plan</li> </ul>	<ul style="list-style-type: none"> <li>• Quick and effective response to emergency situations as outlined in the District Crisis Intervention Plan</li> </ul>

**Measurable Performance Objective: 4-4.** During the 2009-10 school year there will be a 10% to 25% decline in student discipline referrals to the office.

<i>Implementation Strategies and Activities</i>	<i>Timeline</i>	<i>Staff Responsible</i>	<i>Resources Needed</i>	<i>Evaluation</i>
1. Implement campus wide discipline plan.	All year	<ul style="list-style-type: none"> <li>• Principal</li> <li>• Teachers</li> <li>• Staff</li> </ul>	<ul style="list-style-type: none"> <li>• Campus discipline plan</li> </ul>	<ul style="list-style-type: none"> <li>• Improved student behavior</li> <li>• Reduced discipline referrals to the office</li> </ul>

**Goal: 5** Shiner Elementary will provide a supportive, positive, learning and teaching environment for students and staff members.

**Measurable Performance Objective: 5-1.** 100% of the students and staff at Shiner elementary will be provided a positive and supportive teaching and learning environment.

**Summative Evaluation:** AESI Indicator System results, test performance data.

<i>Implementation Strategies and Activities</i>	<i>Timeline</i>	<i>Staff Responsible</i>	<i>Resources Needed</i>	<i>Evaluation</i>
1. Develop and implement a comprehensive needs assessment based on the AEIS results.	May and June of 2009	<ul style="list-style-type: none"> <li>• Principal</li> <li>• Campus Improvement Committee</li> </ul>	<ul style="list-style-type: none"> <li>• AEIS report</li> <li>• Staff Development day</li> </ul>	<ul style="list-style-type: none"> <li>• Completed needs assessment</li> <li>• Goals for the 2009-2010 school year based on the needs assessment</li> </ul>

2. Provide orientation for students moving from 6 <sup>th</sup> grade into junior high.	May 2010	<ul style="list-style-type: none"> <li>Principals</li> </ul>	<ul style="list-style-type: none"> <li>Schedule</li> </ul>	<ul style="list-style-type: none"> <li>Completed orientation sessions</li> </ul>
3. An orientation will be provided for the parents of PK students.	August 2009	<ul style="list-style-type: none"> <li>Principal</li> <li>PK Teacher</li> </ul>	<ul style="list-style-type: none"> <li>Notification</li> <li>Schedule for orientation</li> </ul>	<ul style="list-style-type: none"> <li>Sign in sheet of parents in attendance</li> </ul>
4. Provide staff development according to needs assessment.	June, July and August of 2010	<ul style="list-style-type: none"> <li>Principal</li> <li>Teachers</li> <li>Region 3</li> <li>Consultants</li> </ul>	<ul style="list-style-type: none"> <li>As necessary for the individual staff develop training sessions</li> </ul>	<ul style="list-style-type: none"> <li>Completed staff development</li> </ul>

**Goal: 6** Shiner Elementary will encourage and provide opportunities for parental and community involvement.

**Measurable Performance Objective: 6-1.** All parents will be encouraged to become involved in the education of their children.

**Summative Evaluation:** Parents business and community members actively involved in Shiner Elementary students' education.

<i>Implementation Strategies and Activities</i>	<i>Timeline</i>	<i>Staff Responsible</i>	<i>Resources Needed</i>	<i>Evaluation</i>
1. Open house will be held at the end of the first six weeks grading period. The parents will pick up report cards and visit with their child's teacher.	October 6, 2009	<ul style="list-style-type: none"> <li>Principal</li> <li>Teachers</li> <li>PTO</li> </ul>	<ul style="list-style-type: none"> <li>Refreshments provided by PTO</li> </ul>	<ul style="list-style-type: none"> <li>Sign in sheets of the parents attending open house</li> </ul>

2. Opportunities for parents to volunteer on the campus will be provided.	All school year	<ul style="list-style-type: none"> <li>• Principal</li> <li>• Parents</li> <li>• Teachers</li> </ul>	<ul style="list-style-type: none"> <li>• Parent volunteers</li> <li>• List of teachers needing help</li> </ul>	<ul style="list-style-type: none"> <li>• Parent volunteer sign in sheets</li> </ul>
3. Open lines of communication between home and school will be encouraged.	All school year	<ul style="list-style-type: none"> <li>• Principal</li> <li>• Parents</li> <li>• Teachers</li> </ul>	<ul style="list-style-type: none"> <li>• Notes to parents</li> <li>• Phone log of communication with parents</li> </ul>	<ul style="list-style-type: none"> <li>• Parent survey</li> </ul>
5. The Campus Report Card will be sent home to all parents.	January 2010	<ul style="list-style-type: none"> <li>• Teachers</li> <li>• Principal</li> </ul>	<ul style="list-style-type: none"> <li>• Copies of the Campus Report Card provided by TEA</li> </ul>	<ul style="list-style-type: none"> <li>• Copy of report sent to parents</li> </ul>
6. Parents will be asked to join their students during lunch the week before Thanksgiving.	Thursday, November 20, 2008	<ul style="list-style-type: none"> <li>• Teachers</li> <li>• Cafeteria staff</li> </ul>	<ul style="list-style-type: none"> <li>• Lunches</li> </ul>	<ul style="list-style-type: none"> <li>• Number of Parents attending</li> </ul>
7. Grandparents will be invited to eat lunch with their grandchild to celebrate Grandparent's Day.	September 10 and 11, 2009	<ul style="list-style-type: none"> <li>• Teachers</li> <li>• Cafeteria staff</li> </ul>	<ul style="list-style-type: none"> <li>• Lunches</li> </ul>	<ul style="list-style-type: none"> <li>• Number of Grandparents attending</li> </ul>

**Measurable Performance Objective: 6-2.** Shiner Elementary will foster a positive working relationship with business and community members.

<i>Implementation Strategies and Activities</i>	<i>Timeline</i>	<i>Staff Responsible</i>	<i>Resources Needed</i>	<i>Evaluation</i>
1. Business and community members will be invited to serve on the Campus Improvement Committee.	September 2009- May 2010	<ul style="list-style-type: none"> <li>Principal</li> </ul>	<ul style="list-style-type: none"> <li>Business and community members willing to serve on the committee</li> </ul>	<ul style="list-style-type: none"> <li>Sign in sheet of meetings</li> </ul>
2. Students will visit the public Library before the Christmas Holidays.	December 10, 2009	<ul style="list-style-type: none"> <li>Public Library Volunteers</li> <li>Principal</li> <li>Teachers</li> </ul>	<ul style="list-style-type: none"> <li>Schedule</li> <li>Transportation</li> </ul>	<ul style="list-style-type: none"> <li>Student and teacher evaluations</li> </ul>

**Goal: 7** Shiner Elementary will integrate the use of technology into all aspects of education.

**Measurable Performance Objective: 7-1.** Shiner Elementary professional and para-professional staff members will be provided opportunities to increase their skills in the use of technology.

**Summative Evaluation:** Technology use as a tool in the preparation and presentation of academic material and curriculum.

<i>Implementation Strategies and Activities</i>	<i>Timeline</i>	<i>Staff Responsible</i>	<i>Resources Needed</i>	<i>Evaluation</i>
1. Teachers will be trained in their individual areas of need to increase their knowledge and use of technology.	All school year	<ul style="list-style-type: none"> <li>Principal</li> <li>District Technology Director</li> <li>Teachers</li> </ul>	<ul style="list-style-type: none"> <li>Training materials</li> <li>Computer lab</li> </ul>	<ul style="list-style-type: none"> <li>Certification of technology training</li> </ul>

2. Provide WebCAAT training for all new classroom teachers.		<ul style="list-style-type: none"> <li>• District Technology Director</li> <li>• Region 3</li> <li>• Teachers</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• WebCAAT software</li> <li>• Computer lab</li> </ul>	<ul style="list-style-type: none"> <li>• Certification of teachers on the use of WebCAAT</li> </ul>
3. Provide United Streaming training for all new classroom teachers.	August 2009	<ul style="list-style-type: none"> <li>• District Technology Director</li> <li>• Teachers</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• United Streaming software</li> <li>• Library</li> </ul>	<ul style="list-style-type: none"> <li>• Use of United Streaming by the teachers</li> </ul>
4. Provide Web mail training for all new classroom teachers.	August 2009	<ul style="list-style-type: none"> <li>• Teachers</li> <li>• Technology Director</li> </ul>	<ul style="list-style-type: none"> <li>• Computer lab</li> </ul>	<ul style="list-style-type: none"> <li>• Use of web mail by the teachers</li> </ul>
5. Provide grade book training for all new classroom teachers.	August 2009	<ul style="list-style-type: none"> <li>• District Technology Director</li> <li>• Teachers</li> </ul>	<ul style="list-style-type: none"> <li>• Grade book software</li> <li>• Computer lab</li> </ul>	<ul style="list-style-type: none"> <li>• Use of grade book by the teachers</li> </ul>
6. Obtain training for all new teachers in SuccessMaker and ongoing technical support.	August 2009 All year	<ul style="list-style-type: none"> <li>• Principal</li> <li>• SuccessMaker Trainer</li> <li>• SuccessMaker Technical support person</li> </ul>	<ul style="list-style-type: none"> <li>• Software</li> <li>• Classroom Computers</li> <li>• Computer Lab</li> </ul>	<ul style="list-style-type: none"> <li>• Student success on TAKS</li> </ul>
7. Provide necessary training for the change to RSCCC	Summer 2009	<ul style="list-style-type: none"> <li>• Principal</li> <li>• Region 3</li> <li>• IT support</li> </ul>	<ul style="list-style-type: none"> <li>• Software</li> <li>• Computers</li> </ul>	<ul style="list-style-type: none"> <li>• Successful implementation of RSCCC</li> </ul>

**Measurable Performance Objective: 7-2.** 100% of the Shiner Elementary students will utilize computer skills to broaden their knowledge and use of technology.

<i>Implementation Strategies and Activities</i>	<i>Timeline</i>	<i>Staff Responsible</i>	<i>Resources Needed</i>	<i>Evaluation</i>
1. Students will use the computer lab and classroom computers for research for individual and group assignments.	August 2009– May 2010	<ul style="list-style-type: none"> <li>• Teachers</li> <li>• Computer TA</li> </ul>	<ul style="list-style-type: none"> <li>• Computer lab</li> <li>• Classroom computers</li> <li>• Software</li> <li>• Internet access</li> </ul>	<ul style="list-style-type: none"> <li>• Technology incorporated into teaching and learning activities</li> </ul>
2. Students will be instructed in the use of power-point.	Spring semester	<ul style="list-style-type: none"> <li>• Computer TA</li> </ul>	<ul style="list-style-type: none"> <li>• Computer lab</li> <li>• Software</li> </ul>	<ul style="list-style-type: none"> <li>• Finished student products</li> </ul>
3. Teachers, staff and students will participate in all activities described in the Shiner ISD Technology Plan.	All school year	<ul style="list-style-type: none"> <li>• Technology director</li> </ul>	<ul style="list-style-type: none"> <li>• Shiner ISD Technology Plan</li> </ul>	<ul style="list-style-type: none"> <li>• Successful implementation</li> </ul>

**Goal: 8 Student participation in federally funded programs**

**Measurable Performance Objective: 8-1.** 100% of the Shiner Elementary faculty and staff will participate in staff development providing strategies for students with cultural, linguistic, or economic diversity.

**Summative Evaluation:** Shiner Elementary students will have equitable access and participation in all federally funded programs.

<i>Implementation Strategies and Activities</i>	<i>Timeline</i>	<i>Staff Responsible</i>	<i>Resources Needed</i>	<i>Evaluation</i>
1. Provide staff development of effective teaching strategies for diverse populations.	August 2009 – May 2010	<ul style="list-style-type: none"> <li>• Region III</li> <li>• Principal</li> </ul>	<ul style="list-style-type: none"> <li>• Presenter</li> <li>• Presentation materials</li> </ul>	Dates, agendas and sign in sheets of staff development
2. Ensure staff development is sensitive to cultural and linguistic differences and communicates as appreciation for diversity.	August 2008 – May 2009	<ul style="list-style-type: none"> <li>• Region III</li> <li>• Principal</li> </ul>	<ul style="list-style-type: none"> <li>• Presentation materials</li> </ul>	Review of staff development materials
3. Seek technical assistance from Education Service Center, Technical Assistance Center, Title I, Part A School Support Team, or other provider.	August 2009 – May 2010	<ul style="list-style-type: none"> <li>• Region III</li> <li>• Principal</li> </ul>	<ul style="list-style-type: none"> <li>• Education Service Center, Technical Assistance Center, Title I, Part A School Support Team, or other provider.</li> </ul>	Documentation of assistance received
4. Provide mediation training on an as needed basis to assist in resolving disputes and complaints.	August 2009 – May 2010	<ul style="list-style-type: none"> <li>• Region III</li> <li>• Principal</li> </ul>	<ul style="list-style-type: none"> <li>• Training materials</li> </ul>	Dates and agendas of training

**Measurable Performance Objective:** 8-2. Shiner Elementary students will have equitable access and participation in all federally funded programs.

<i>Implementation Strategies and Activities</i>	<i>Timeline</i>	<i>Staff Responsible</i>	<i>Resources Needed</i>	<i>Evaluation</i>
1. Provide early identification and intervention for students with visual impairments.	August 2009 – May 2010	<ul style="list-style-type: none"> <li>Region III Early Intervention Specialists</li> </ul>	<ul style="list-style-type: none"> <li>Region III personnel</li> </ul>	<ul style="list-style-type: none"> <li>Identification of any students</li> <li>Services provided</li> </ul>
2. Provide early identification and intervention for students with hearing impairments.	August 2009 – May 2010	<ul style="list-style-type: none"> <li>Region III Early Intervention Specialists</li> </ul>	<ul style="list-style-type: none"> <li>DLSEC personnel</li> </ul>	<ul style="list-style-type: none"> <li>Identification of any students</li> <li>Services provided</li> </ul>
3. Provide early identification and intervention for students with learning disabilities.	August 2009 – May 2010	<ul style="list-style-type: none"> <li>Region III Early Intervention Specialists</li> </ul>	<ul style="list-style-type: none"> <li>DLSEC personnel</li> </ul>	<ul style="list-style-type: none"> <li>Identification of any students</li> <li>Services provided</li> </ul>
4. Provide staff development in identification practices and effective teaching strategies for students with learning disabilities.	August 2009 – May 2010	<ul style="list-style-type: none"> <li>Region III Early Intervention Specialists</li> </ul>	<ul style="list-style-type: none"> <li>DLSEC personnel</li> <li>Staff development materials</li> </ul>	<ul style="list-style-type: none"> <li>Agendas of staff development provided</li> </ul>
5. Develop strategies for lack of support from parents.	August 2009 – May 2010	<ul style="list-style-type: none"> <li>Region III Early Intervention Specialists</li> </ul>	<ul style="list-style-type: none"> <li>DLSEC personnel</li> </ul>	<ul style="list-style-type: none"> <li>List of identified strategies</li> </ul>
6. Establish school/parent compacts.	August 2009 – May 2010	<ul style="list-style-type: none"> <li>Region III Early Intervention Specialists</li> </ul>	<ul style="list-style-type: none"> <li>Region III personnel</li> </ul>	<ul style="list-style-type: none"> <li>Completed Compacts</li> <li>Services provided</li> </ul>

7. Develop strategies in case of a shortage of qualified personnel	August 2009 – May 2010	<ul style="list-style-type: none"> <li>Region III Early Intervention Specialists</li> </ul>	<ul style="list-style-type: none"> <li>Region III personnel</li> </ul>	<ul style="list-style-type: none"> <li>List of strategies developed</li> </ul>
8. Provide professional development in a variety of formats for personnel.	August 2009 – May 2010	<ul style="list-style-type: none"> <li>Region III Early Intervention Specialists</li> </ul>	<ul style="list-style-type: none"> <li>Region III personnel</li> </ul>	<ul style="list-style-type: none"> <li>Agendas of staff development provided</li> </ul>
9. Collaborate with colleges/universities with teacher preparation programs.	August 2008 – May 2009	<ul style="list-style-type: none"> <li>Region III Early Intervention Specialists</li> </ul>	<ul style="list-style-type: none"> <li>Region III personnel</li> </ul>	<ul style="list-style-type: none"> <li>Contact data from meetings with colleges and /or universities</li> </ul>
10. Develop strategies for lack of knowledge regarding program benefits.	August 2009 – May 2010	<ul style="list-style-type: none"> <li>Region III Early Intervention Specialists</li> </ul>	<ul style="list-style-type: none"> <li>Region III personnel</li> </ul>	<ul style="list-style-type: none"> <li>List of strategies to inform of the benefits of the program</li> </ul>
11. Publish newsletter/brochures to inform program beneficiaries of activities and benefits.	August 2008 – May 2009	<ul style="list-style-type: none"> <li>Region III Early Intervention Specialists</li> </ul>	<ul style="list-style-type: none"> <li>Region III personnel</li> </ul>	<ul style="list-style-type: none"> <li>Published newsletter and/or brochures</li> </ul>
12. Provide announcements to local newspaper about program activities/benefits.	August 2008 – May 2009	<ul style="list-style-type: none"> <li>Region III Early Intervention Specialists</li> </ul>	<ul style="list-style-type: none"> <li>Region III personnel</li> </ul>	<ul style="list-style-type: none"> <li>Copy of announcements in newspaper</li> </ul>