

SHADYCREST ELEMENTARY
2018-2019

Campus Improvement Plan
Pearland ISD

Campus Goal

Shadycrest Elementary will achieve the goal of TEA “met standard” for the 2018-2019 school year.

Mission Statement

It is the mission of Shadycrest Elementary to provide all of its students with an educational program which will enable them to develop to their fullest potential intellectually, physically, and socially. We believe all students can learn and that school can make a positive contribution to their lives in order to help them become responsible citizens and contributing members of society.

Vision Statement

Learning today, leading tomorrow

By Stephanie Weaver, former 3rd Grade teacher
and
Abigail Smaistrla, former 3rd Grade student

Parent Involvement Statement

Our mission:

- To create an environment at Shadycrest Elementary where students, parents, staff and administrators work in unison to promote the social, emotional, and academic growth of our children.
- To provide lines of open communication between teachers and parents so they may together create high, yet reasonable, expectations for our children's achievements.
- To encourage parent involvement by providing a welcoming school atmosphere that will maximize participation in the educational process.

This interaction between our parents and our school is essential to the growth and development of our children, school, and community as a whole.

PISD Performance Goals

- Make academic achievement and student performance its priority
- Maximize fiscal responsibility to provide operational effectiveness and facility maintenance
- Maintain a safe, disciplined environment conducive to learning
- Recruit and retain high quality personnel reflective of and responsive to the district's diverse community
- Actively promote a sense of community and shared direction
- Value public support and earn community confidence

CAMPUS: SHADYCREST

**2018-2019 SCHOOL YEAR
CAMPUS IMPROVEMENT PLAN
STUDENT PERFORMANCE GOALS**

<p align="center">District/Campus Goal:</p> <p align="center">Pearland ISD and Shadycrest will be recognized as meeting annual yearly progress for the 2018-2019 school year.</p>	<p align="center">Percent of Students achieving Approaches Grade Level on STAAR</p>	<p align="center">All Students</p>	<p align="center">Economic Dis</p>	<p align="center">White</p>	<p align="center">African-American</p>	<p align="center">Hispanic</p>
	<p align="center"><i>Reading</i></p>	95%	95%	95%	95%	94%
	<p align="center"><i>Writing</i></p>	78%	64%	84%	80%	68%
	<p align="center"><i>ELA</i></p>	N/A	N/A	N/A	N/A	N/A
	<p align="center"><i>Math</i></p>	93%	89%	95%	94%	86%
	<p align="center"><i>Science</i></p>	N/A	N/A	N/A	N/A	N/A
	<p align="center"><i>Social Studies</i></p>	N/A	N/A	N/A	N/A	N/A

Michelle Kiefer, Principal

CAMPUS IMPROVEMENT PLAN
Shadycrest Elementary
2018-2019

Campus Goal I	Rationale/Evidence of Need:				
By June 2019, 95% of all Gr. 3 & 4 sts. in all subgroups will meet the standard expectations on the Reading STAAR.	Overall reading scores showed a narrowing of the gap between all subgroups. Continued student improvement is needed to narrow the gap between all students and increase the level III performance percentage.				
Objective 1: READING: At least 95% of all students in all subgroups in Gr. 3 & 4 will meet standard expectations on the Reading STAAR administered in 2019.					
Strategies/Activities	Person(s) Accountable	Resources	Timeline	Formative Evaluation of Strategy/Activity	Summative Evaluation of Strategy/Activity
1. Meet every grading period to (a) identify rdg. comprehension deficiencies for individual sts, (b) determine causes for poor performance, (c) review instruction & interventions, & (d) modify as needed.	<ul style="list-style-type: none"> • Principal, Asst. Principal • K-4 Vertical teams • K-4 teachers 	<ul style="list-style-type: none"> ➤ Progress reports & report cards ➤ Student work samples ➤ Benchmark data 	8/18 – 5/19	<ul style="list-style-type: none"> • Action Plan • PMM 	<ul style="list-style-type: none"> ➤ Gr. 3 & 4 STAAR Reading results ➤ Gr. 2 Reading Benchmarks (May results) ➤ K & 1 end-of-year DRA ➤ K&1 EOY Math Assessment
2. Teach text format using content materials in K-4 th grades (ie. Headings, subheadings, font, captions, charts, tables, graphs).	<ul style="list-style-type: none"> • Resource teachers • K-4 Teachers 	<ul style="list-style-type: none"> ➤ Science & SS textbooks & other non-fiction reading materials ➤ Principal, C& I specialist 	9/18 – 5/19	<ul style="list-style-type: none"> • Lesson Plans • Disaggregated data from reading benchmarks 	
3. Continue Fountas & Pinnell PHONICS LESSONS in Gr. K-2 (all) & continue at 3 rd to develop students' decoding & fluency skills with below-level readers. Incorporate Fountas and Pinnell phonics resource.	<ul style="list-style-type: none"> • K-3 reading/LA teachers 	<ul style="list-style-type: none"> ➤ PHONICS LESSONS (binders for each K-3 R/LA teacher) 	9/18 – 5/19	<ul style="list-style-type: none"> • Lesson Plans • Cum Data 	
4. Provide in-school reading tutorials for students reading below level.	<ul style="list-style-type: none"> • K-4 teachers 	<ul style="list-style-type: none"> ➤ SCE, RTI tutorials ➤ LLI program 	9/18 – 5/19	<ul style="list-style-type: none"> • PMM Forms • Rdg benchmarks 	

5. Support Kindergarten at-risk students with Neuhaus intervention strategies and LLI through the RtI process.	<ul style="list-style-type: none"> • K teachers • Principal, Asst. Principal • RtI 	<ul style="list-style-type: none"> ➤ K teachers ➤ Neuhaus Intervention Strategies 	10/18-4/19	<ul style="list-style-type: none"> • Course completion • Lesson plans • Class observation 	<ul style="list-style-type: none"> ➤ K DRA year end results
6. Support all students at their level with guided reading instruction.	<ul style="list-style-type: none"> • K-4, Resource & ESL teachers • Librarian 	<ul style="list-style-type: none"> ➤ Leveled book library ➤ PISD literacy training ➤ C&I Specialists 	9/18 – 5/19	<ul style="list-style-type: none"> • Lesson plans • Reading benchmarks • Class observation 	<ul style="list-style-type: none"> ➤ Gr. 3 & 4 STAAR Reading results ➤ K-2 EOY DRA
7. Conduct a Family Literacy Night where parents are able to obtain information on how to support reading instruction at home as well as information about the STAAR assessment.	<ul style="list-style-type: none"> • Principal • Librarian • K-4 teachers • Resource & ESL teachers • Rdg. Vert. Tms. 	<ul style="list-style-type: none"> ➤ Leveled book library ➤ PISD literacy training ➤ C&I Specialists 	10/18	<ul style="list-style-type: none"> • Number of parents who participate • Class observation 	<ul style="list-style-type: none"> ➤ Feedback from parent evaluation ➤ Gr. 3 & 4 STAAR Reading results ➤ K-2 EOY DRA
8. Design, implement, and continue workstations. Encourage student 'I Can' lists.	<ul style="list-style-type: none"> • Technology • ETS • Principal • K-4 Reading Teachers 	<ul style="list-style-type: none"> ➤ Computers ➤ Technology Dept. ➤ C&I Specialists 	9/18 – 5/19	<ul style="list-style-type: none"> • PMM • Lesson plans • Disaggregated data from reading benchmarks 	<ul style="list-style-type: none"> ➤ Gr. 3 & 4 STAAR Reading results ➤ Gr. 2 Reading Benchmarks (May results) ➤ K-2 EOY DRA
9. Implement poetry notebooks into weekly reading instruction.	<ul style="list-style-type: none"> • K-4 teachers 	<ul style="list-style-type: none"> ➤ C&I Literacy Specialists 	9/18 – 5/19	<ul style="list-style-type: none"> • Poetry notebooks 	<ul style="list-style-type: none"> ➤ Gr. 3 & 4 STAAR Reading results
10. Implement enrichment group during tutoring blocks	<ul style="list-style-type: none"> • Gr. 3 & 4 reading teachers 	<ul style="list-style-type: none"> ➤ C&I Literacy Specialists 	2/19 – 5/19	<ul style="list-style-type: none"> • Enrichment plans • Classroom observations • Reading benchmarks 	<ul style="list-style-type: none"> ➤ Gr. 3 & 4 STAAR Reading results
11. Continue to meet as grade levels for frontloading sessions to increase understanding of academic vocabulary, genre, text choice, and focus for instruction.	<ul style="list-style-type: none"> • K-4 reading teachers • Sp. Ed. teachers 	<ul style="list-style-type: none"> ➤ C&I Literacy Specialists 	9/18 – 5/19	<ul style="list-style-type: none"> • Lesson plans • Class observation • Rdg. Benchmarks 	<ul style="list-style-type: none"> ➤ Gr. 3 & 4 STAAR Reading results ➤ Gr. 2 Reading Benchmarks

Initiatives to be continued:

- ✓ Anchor lessons
- ✓ Analyze benchmarks & STAAR results to identify TEKS standards & skills to be targeted with revised instructional practices.
- ✓ Display and use **plot structure** to write summarization statements.
- ✓ **Read to students** at least 10 minutes daily in homerooms to expose students to a variety of authors & genres as well as to enhance students' listening skills.
- ✓ Genre Tree
- ✓ K-2 Text Talk Kits; 3-4 Elements of Reading Vocabulary Kit
- ✓ Implementation of academic vocabulary of the TEKS, utilizing the appropriate genres and text.

Campus Goal 1		Rationale/Evidence of Need:			
By June 2019, 78% of all Gr. 4 students in all subgroups will meet the standard expectations on the Writing STAAR.		Continued student improvement is needed to narrow the gap between all students and increase the met expectations performance percentage.			
Objective 2: WRITING: At least 78% of all Gr. 4 sts. in all subgroups will meet the standard expectations on the Writing STAAR admin.					
Strategies/Activities	Person(s) Accountable	Resources	Time line	Formative Evaluation of Strategy/Activity	Summative Evaluation of Strategy/Activity
1. Provide Writer's Workshop/ 6 Traits Writing training in 2018-2019* (new teachers only)	• K-4 teachers	➤ PISD plan ➤ PISD Rdg./LA Spec. ➤ Writing Consultant	9/18 – 6/19	• Writing Portfolio	➤ Gr. 4 STAAR Writing results ➤ Writing Portfolio
2. Implement the structure of writer's workshop using mentor text to explicitly teach writing within all genres in grades 3 & 4.	• Gr. 3 & 4, ESL, Dyslexia and SE teachers	➤ PISD plan ➤ PISD Reading/LA Specialists ➤ Writer's Workshop Handbook	9/18 – 6/19	• Writing Portfolio	➤ Gr. 4 Writing STAAR results
3. Increase understanding of writing within the writer's workshop structure including the use of mentor text in grades K-2.	• K, 1, & 2 teachers	➤ PISD plan ➤ PISD Reading/LA Specialists ➤ Writer's Workshop Handbook	9/18 – 6/19	• Writing Portfolio	➤ Writing Portfolio
4. Have C&I Literacy Specialists or outside consultants coach new teachers.	• Sp. Ed. & ESL teachers • PK-4 teachers	➤ Campus Budget	9/18 – 6/19	• Coaching/Mentoring calendar	➤ T-TESS
5. Develop & implement a set rubric for holistic scoring of Gr. 3-4 for Writing Portfolio assessment expository writing.	• Gr. 3 & 4, Sp. Ed., ESL teachers	➤ PISD Literacy Specialist	8/18 – 6/19	• Writing Portfolio • Writing Vert. Tm.	➤ Gr. 4 Writing STAAR ➤ Writing Portfolio
6. Continue to implement the teaching of descriptive, narrative & expository writing in K-4	• K-4, ESL, & Sp. Ed. teachers	➤ PISD Literacy Specialist ➤ Writing Vertical Team	8/18 – 6/19	• Writing Portfolio	➤ Grade 4 Writing STAAR ➤ Writing Portfolio
7. Provide STAAR tutoring for struggling 4 th grade writers.	• Gr. 4 & Sp. Ed. teachers	➤ Tutors ➤ Teachers	2/18 – 4/19	• Writing Benchmark(s) • Writing Released Tests	➤ Grade 4 STAAR

8. Provide Resources and Training to support writing instruction in 4 th Grade	<ul style="list-style-type: none"> • Principal • Grade 4 Teachers 	<ul style="list-style-type: none"> ➤ C&I Specialists ➤ Variety of Writing Resources 	8/18 – 6/19	<ul style="list-style-type: none"> • Writing Benchmark(s) • Writing Released Test 	➤ Grade 4 Writing STAAR
9. Implement and use the daily writing plan provided by C&I for grades 3 & 4	<ul style="list-style-type: none"> • Grade 4 Teachers • C&I • Principal 	<ul style="list-style-type: none"> ➤ Daily writing plan ➤ C&I Specialists 	8/18 – 6/19	<ul style="list-style-type: none"> • Writing Benchmark(s) • Writing Released Test 	➤ Grade 4 Writing STAAR

Initiatives to be continued

- ✓ Display **language arts objectives** daily.
- ✓ Analyze 2018 Gr. 4 Writing STAAR data (objectives & compositions) to identify TEKS standards & skills needing improvement.
- ✓ Meet in **grade level horizontal** teams weekly to plan and organize materials (including writing prompts), (2) share effective instructional strategies/practices, and (3) problem solve about students not meeting expectations for writing.
- ✓ Write in the content areas at least twice each nine weeks (Gr. 1-4, K beginning in January).
- ✓ Prepare, distribute, and implement a schedule for P and AP to monitor Writing Portfolio each nine weeks.

Campus Goal 1		Rationale/Evidence of Need:			
By June 2019, 93% of all Gr. 3 & 4 sts. in all subgroups will meet the standard expectations on the state administered test.		Overall Math scores showed a narrowing of the gap between all subgroups. Continued student improvement is needed to narrow the gap between all students and increase the level III performance percentage.			
Objective 3: MATH: At least 93% of all students in all subgroups in Grades 3 and 4 will meet the standard expectations on the Math STAAR administered in 5/19					
Strategies/Activities	Person(s) Accountable	Resources	Timeline	Formative Evaluation of Strategy/Activity	Summative Evaluation of Strategy/Activity
1. Meet every 9 wks to (a) ID areas of need for individual sts, (b) determine causes for poor performance, (c) review instruction & interventions in place, & (d) modify as needed.	<ul style="list-style-type: none"> ● Principal & Asst. Principal ● Gr. K – 4 Vertical teams 	<ul style="list-style-type: none"> ➤ Disaggregated Gr. 3 & 4 STAAR math results ➤ Benchmark data 	8/18 – 6/19	<ul style="list-style-type: none"> ➤ Gr. 2-4 math benchmarks ➤ Individual students' profile sheets ➤ Gr. K&1 performance assessments 	<ul style="list-style-type: none"> ➤ Gr. 3 & 4 STAAR Math results ➤ Gr. K & 1 EOY Performance Assessments ➤ Gr. 2 EOY Benchmark
2. Access students' weekly progress on math facts test: Gr. 1 (+/-) 1-10 (semester 2) Gr. 2 (+/-) 1-20 (semester 2) Gr. 3 (multiplication) (semester 2) Gr. 4 (multiplication & division) (semester 2)	<ul style="list-style-type: none"> ● Gr. 1 - 4 Math teachers ● Resource Math teacher ● Math Vertical Team 	<ul style="list-style-type: none"> ➤ Facts Chart ➤ Assistant Principal ➤ PISD Math Specialist ➤ Gr. 2-4 Fastt Math 	8/18 – 6/19	<ul style="list-style-type: none"> ➤ Math benchmark results ➤ Students' classroom "facts charts" 	<ul style="list-style-type: none"> ➤ Gr. 3 & 4 Math STAAR results ➤ Gr. K & 1 EOY Performance Assessments ➤ Gr. 2 EOY Benchmark ➤ Fastt Math Results
3. Continue to write in math journals in Grades 2-4 and Math Chats in grades K-1.	<ul style="list-style-type: none"> ● Gr. K - 4 math teachers 	<ul style="list-style-type: none"> ➤ Math journals 	8/18 – 6/19	<ul style="list-style-type: none"> ➤ Lesson plans ➤ Grade Books (Jan.- June) ➤ Math journals 	<ul style="list-style-type: none"> ➤ Gr. 3 & 4 STAAR Math results ➤ Gr. K & 1 EOY Performance Assessments ➤ Gr. 2 EOY Benchmark
4. STAAR talks for Gr. 3 – 4 bubble kids and provide in-school math tutorials for sts. performing below level on math tasks.	<ul style="list-style-type: none"> ● K – 2 RtI ● 3 – 4 Tutoring ● Principal & Asst. Prin. 	<ul style="list-style-type: none"> ➤ SCE funds (\$ TBA) ➤ RTI tutorials 	4/19	<ul style="list-style-type: none"> ➤ Math Benchmarks 	<ul style="list-style-type: none"> ➤ Gr. 3 & 4 Math STAAR results

5. Continue to use consistent strategies across grade levels (progressive).	<ul style="list-style-type: none"> • K - 4 math teachers • Math Vertical Team 	<ul style="list-style-type: none"> ➤ Strategy Plan 	8/18 – 6/19	<ul style="list-style-type: none"> ➤ Lesson Plans ➤ Math benchmark results 	<ul style="list-style-type: none"> ➤ Gr. 3 & 4 STAAR Math results ➤ Gr. K & 1 EOY Performance Assessments ➤ Gr. 2 EOY Benchmark
6. Ensure use of QD PAC & Problem-Solving Process (model, help students transfer, and use, ensure utilization).	<ul style="list-style-type: none"> • K-4 teachers 	<ul style="list-style-type: none"> ➤ PISD plan ➤ PISD Math Specialists 	8/18 – 6/19	<ul style="list-style-type: none"> ➤ QD PAC Model ➤ Pearland Pencil ➤ Class observations 	<ul style="list-style-type: none"> ➤ Gr. 3 & 4 STAAR Math results ➤ Gr. K & 1 EOY Performance Assessments ➤ Gr. 2 EOY Benchmark
7. Continue small group instruction in all classrooms 4-5 days per week.	<ul style="list-style-type: none"> • K-4 math teachers 	<ul style="list-style-type: none"> ➤ PISD Plan ➤ PISD Math Specialists 	8/18 – 6/19	<ul style="list-style-type: none"> ➤ Lesson Plans ➤ Benchmark results ➤ Class observations 	<ul style="list-style-type: none"> ➤ Gr. 3 & 4 STAAR Math results ➤ Gr. K & 1 EOY Performance Assessments ➤ Gr. 2 EOY Benchmark
8. Continue required 5 E lessons and math comprehension lessons.	<ul style="list-style-type: none"> • K-4 math teachers 	<ul style="list-style-type: none"> ➤ PISD plan ➤ PISD Math Specialists 	8/18 – 6/19	<ul style="list-style-type: none"> ➤ Lesson plans ➤ Benchmark results ➤ Classroom observations 	<ul style="list-style-type: none"> ➤ Gr. 3 & 4 STAAR Math results ➤ Gr. K & 1 EOY Performance Assessments ➤ Gr. 2 EOY Benchmark
9. Continue enrichment groups during tutoring blocks	<ul style="list-style-type: none"> • Gr. 3 & 4 math teachers 	<ul style="list-style-type: none"> ➤ C&I Math Specialists 	2/18-4/18	<ul style="list-style-type: none"> • Enrichment plans • Classroom observations • Math benchmarks 	<ul style="list-style-type: none"> ➤ Gr. 3 & 4 STAAR Math results
10. Continue to meet as grade levels for frontloading sessions to plan for purposeful embedding of Process TEKS into daily instruction to strengthen students' problem solving skills and increase rigor through higher level questioning.	<ul style="list-style-type: none"> • K-4 math teachers • Sp. Ed. teachers 	<ul style="list-style-type: none"> ➤ C&I Math Specialists 	8/18 – 6/19	<ul style="list-style-type: none"> • Lesson plans • Class observation • Math Benchmarks & Performance Assessments 	<ul style="list-style-type: none"> ➤ Gr. 3 & 4 STAAR Math results ➤ Gr. K & 1 EOY Performance Assessments ➤ Gr. 2 EOY Benchmark
11. Continue Do the Math Program as a Tier II intervention for struggling students	<ul style="list-style-type: none"> • Owl's Nest Paras • Sp. Ed. Teachers 	<ul style="list-style-type: none"> ➤ PISD Plan ➤ PISD Math Specialists ➤ Math Spotlight and Frontloading sessions 	10/18-4/19	<ul style="list-style-type: none"> • Lesson plans • Frontloading plans • Math Benchmarks & Performance Assessments • Class observations 	<ul style="list-style-type: none"> ➤ Gr. 3 & 4 STAAR Math results ➤ Gr. K & 1 EOY Performance Assessments ➤ Gr. 2 EOY Benchmark

12. Utilize anecdotal notes to plan for small group instruction.	<ul style="list-style-type: none"> • K-4 math teachers • Sp. Ed. Teachers 	➤ C&I Math Specialists	8/18 – 6/19	<ul style="list-style-type: none"> • Anecdotal note keeping system • Small group lesson plans 	<ul style="list-style-type: none"> ➤ Gr. 3 & 4 STAAR Math results ➤ Gr. K & 1 EOY Performance Assessments ➤ Gr. 2 EOY Benchmark
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Initiatives to be continued:

- ✓ Display **math objectives** daily.
- ✓ Analyze benchmarks & STAAR results to identify TEKS standards & skills to be targeted with revised instructional practices.
- ✓ Continue to create & display current vocabulary throughout the school year for students in K-4 to reinforce math vocabulary.
- ✓ Display and use PISD problem-solving mental model (QDPAC)
- ✓ Meet with Math Vertical Team at least once each nine weeks to (1) plan & organize materials, (2) align instruction & share effective instructional strategies/practices, and (3) problem solve about students not meeting expectations in math computation and/or problem solving skills.

Campus Goal 1	Rationale/Evidence of Need:
By June 2019, 95% of all Grade K-4 students will demonstrate mastery of required TEK objectives.	Students in K- 4 appear to need vocabulary development in the content area. Reading comprehension also interferes with Gr. 1- 4 students' progress & mastery of content-related concepts & skills.

Objective 4: **SOCIAL STUDIES**: To increase teacher knowledge and understanding of Social Studies TEKS for respective grade levels.

Strategies/Activities	Person(s) Accountable	Resources	Timeline	Formative Evaluation of Strategy/Activity	Summative Evaluation of Strategy/Activity
1. Maintain & use current vocabulary throughout the school year for Gr. 3-4 to reinforce grade appropriate social studies vocabulary.	<ul style="list-style-type: none"> • Gr. 3 - 4 Teachers • SS Vertical Team 	<ul style="list-style-type: none"> ➤ Grade level TEKS ➤ SS vocabulary lists 	8/18-6/19	<ul style="list-style-type: none"> • Lesson Plans • Cum Data 	<ul style="list-style-type: none"> ➤ Teacher lesson plans
2. Reinforce reading skills & students' understanding of text structure in nonfiction using organizers (e.g., text survey, main idea web).	<ul style="list-style-type: none"> • Gr. 1- 4 teachers • Reading & SS Vertical Teams 	<ul style="list-style-type: none"> ➤ Reading Specialist 	8/18-6/19	<ul style="list-style-type: none"> • Lesson Plans • Cum Data 	<ul style="list-style-type: none"> ➤ Gr. 3-4 STAAR Reading results ➤ Gr. 2EOY Reading Benchmark results
3. Use technology to supplement other content materials to produce at least one project/product a year.	<ul style="list-style-type: none"> • Gr. 2 – 4 SS Teachers 	<ul style="list-style-type: none"> ➤ ETS ➤ Software 	8/18-6/19	<ul style="list-style-type: none"> • Lesson Plans • Cum Data 	<ul style="list-style-type: none"> ➤ Students' work samples (i.e. timelines, research papers, cards, pamphlets, etc.)
4. Promote Career Awareness.	<ul style="list-style-type: none"> • Counselor 	<ul style="list-style-type: none"> ➤ Lessons ➤ Fire Dept and other community resources 	8/18-6/19	<ul style="list-style-type: none"> • Lesson Plans • Schedules 	<ul style="list-style-type: none"> ➤ Classroom Assessments
5. Continue the integration of social studies and reading by utilizing trade books, expository text, biographies, and poetry for instruction.	<ul style="list-style-type: none"> • K-4 reading and social studies teachers 	<ul style="list-style-type: none"> ➤ C&I Reading Specialists ➤ C&I Social Studies Specialist ➤ Trade Books and Text Lists 	8/18-6/19	<ul style="list-style-type: none"> • Lesson Plans • Class observations 	<ul style="list-style-type: none"> ➤ Social Studies Classroom Assessments ➤ Gr. 3-4 STAAR Reading results ➤ Gr. 2 EOY Reading Benchmark results

Campus Goal 1		Rationale/Evidence of Need:			
By June 2019, 90% of all Grade 3 & 4 students in all subgroups will demonstrate mastery of required TEK objectives.		In grade 5 students will be expected to demonstrate knowledge of these primary level science skills.			
Objective 5: SCIENCE: At least 90% of all students in all subgroups in Gr. 3 & 4 will pass the EOY science assessment administered in spring 2019.					
Strategies/Activities	Person(s) Accountable	Resources	Timeline	Formative Evaluation of Strategy/Activity	Summative Evaluation of Strategy/Activity
1. Maintain & use current vocabulary throughout the school year for sts. in Gr. 3 & 4 to reinforce grade appropriate science vocabulary.	<ul style="list-style-type: none"> Gr. 3 & 4 science teachers Science Vertical Team 	<ul style="list-style-type: none"> Grade level Science TEKS Science vocabulary lists 	8/18-6/19	<ul style="list-style-type: none"> Science Journals 	<ul style="list-style-type: none"> Teacher Lesson Plans
2. Conduct at least one hands-on experiment twice a semester & prepare a written summary of results in an interactive journal/recording sheet.	<ul style="list-style-type: none"> K-4 science teachers 	<ul style="list-style-type: none"> Science equipment Elem. Science Specialist Interactive Journal K-4 	8/18-6/19	<ul style="list-style-type: none"> Lesson Plans Cum Data 	<ul style="list-style-type: none"> Students' work samples
3. Use the 5 E Model to reinforce students' problem solving skills in 1-4	<ul style="list-style-type: none"> Gr. 1-4 science teachers Science Vert. Tm 	<ul style="list-style-type: none"> PISD Science specialist 5 E Model 	8/18-6/19	<ul style="list-style-type: none"> Lesson Plans Benchmark results 	<ul style="list-style-type: none"> Science benchmarks
4. Stock & maintain science materials mandated by state.	<ul style="list-style-type: none"> Gr. 1-4 teachers PISD Science Specialist 	<ul style="list-style-type: none"> PISD Science specialist 	8/18-6/19	<ul style="list-style-type: none"> Inventory of Science materials P.O.'s for materials 	<ul style="list-style-type: none"> Complete inventory checklist of mandatory science materials
5. Create & follow a flexible time schedule for lab use for Gr. K – 4	<ul style="list-style-type: none"> Gr. K – 4 science team leaders ETS 	<ul style="list-style-type: none"> PISD Science specialist 	8/18-6/19	<ul style="list-style-type: none"> Schedule being followed by staff 	<ul style="list-style-type: none"> The effectiveness of science experiments using the lab
6. Continue the integration of science and reading by utilizing trade books, expository text, and poetry for instruction.	<ul style="list-style-type: none"> K-4 reading and science teachers 	<ul style="list-style-type: none"> C&I Reading Specialists C&I Science Specialist Trade Books and Text Lists 	8/18-6/19	<ul style="list-style-type: none"> Lesson Plans Class observations 	<ul style="list-style-type: none"> Science Classroom Assessments Gr. 3-4 STAAR Reading results Gr. 2 EOY Reading Benchmark results

<p>7. Maintain an outdoor garden with funds awarded through the PISD Education Foundation to provide an outdoor learning environment for all students and create an understanding and appreciation of life science.</p>	<ul style="list-style-type: none"> • Alyssa Lopez – grant recipient • K-4 teachers 	<ul style="list-style-type: none"> ➤ Grant funds ➤ C&I Science Specialist 	<p>8/18-6/19</p>	<ul style="list-style-type: none"> • Lesson Plans • Class observations 	<ul style="list-style-type: none"> ➤ Gr. 3 & 4 Science Benchmark results ➤ Classroom Assessments
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Campus Goal 1		Rationale/Evidence of Need:			
By June 2019, 95% of all Grades 3 & 4 ESL sts. will meet the standard expectations for the STAAR Rdg. (Gr. 3 & 4) & Writing (Gr. 4).		A student's understanding of the English language can have a direct impact on their success on standardized testing. Additional support may be needed.			
Objective 6: ESL: At least 95% of all identified LEP student in Gr. 3 & 4 will meet the standard expectations on the STAAR Reading (Gr. 3 and 4) & Writing (Gr. 4) administered in 2019.					
Strategies/Activities	Person(s) Accountable	Resources	Time line	Formative Evaluation of Strategy/Activity	Summative Evaluation of Strategy/Activity
1. Use the components of plot structure to reinforce story elements & to write summary statements.	• ESL teacher	➤ Mental model for plot structure	8/18 – 6/19	<ul style="list-style-type: none"> • Cum data • Lesson plans • Interactive writing samples • Students' work samples 	➤ Gr. 3 & 4 Reading STAAR results
2. Incorporate 6 Traits during writing instruction in Gr. 1-4.	• ESL teacher • Gen. Ed. teachers	➤ 6 Traits Posters	8/18 – 6/19	<ul style="list-style-type: none"> • Cum data • Lesson plans • Sts' writing samples 	<ul style="list-style-type: none"> ➤ Gr. 4 Writing STAAR results ➤ Gr. 1 - 4 TELPAS
3. Use SS & science textbooks and other nonfiction materials to reinforce content voc. & text formats in Gr. K - 4.	• ESL teacher • Gen. Ed. teachers	<ul style="list-style-type: none"> ➤ Science & SS texts ➤ Nonfiction reading materials 	8/18 – 6/19	<ul style="list-style-type: none"> • Cum data • Lesson Plans • 9 Wks Science/SS vocab. assessments 	➤ Gr. 3 - 4 EOY Science & SS assessments
4. Collaborate with teachers of LEP students at least once each 3 wks. to monitor progress in R/LA, Science & SS.	• ESL teacher • Principal, Asst. Principal • General Ed. teachers	<ul style="list-style-type: none"> ➤ Students' work samples ➤ Progress reports & report cards ➤ Aware monitoring documents 	8/18 – 6/19	<ul style="list-style-type: none"> • Progress reports & report cards • Benchmarks 	➤ Gr. 3 - 4 EOY Science & SS assessments
5. Provide in-school tutoring for specific skills.	• ESL teacher • General Ed. Teachers	➤ RTI tutorials for specific skill intervention	10/18 – 6/19	<ul style="list-style-type: none"> • Progress reports & report cards 	➤ Gr. K – 4 benchmark tests
6. Continue to build English reading and writing fluency by previewing vocabulary, presenting it visually, and checking for understanding.	• ESL teacher • General Ed. teachers	<ul style="list-style-type: none"> ➤ Fiction and nonfiction reading materials ➤ Tech. resources ➤ Reach 	8/18 – 6/19	<ul style="list-style-type: none"> • Lesson plans 	➤ Gr. K – 4 benchmark tests

Initiatives to be continued:

- ✓ PK/K Open Enrollment Summer School
- ✓ Inclusion for Gr. 3 & 4 as appropriate.

Campus Goal 1	Rationale/Evidence of Need:
By June 2019, 95% of identified gifted and talented students in Gr. 3 & 4 will achieve the Masters level on their STAAR Writing, Reading & Math tests.	Identified gifted/ talented students need access to a challenging curriculum that will develop their unique abilities.

Objective 7: **GIFTED & TALENTED**: 95% of identified GT students in Gr. 3 & 4 will achieve the Masters level on the STAAR Writing, Rdg. & Math tests administered in the spring of 2019.

Strategies/Activities	Person(s) Accountable	Resources	Timeline	Formative Evaluation of Strategy/Activity	Summative Evaluation of Strategy/Activity
1. Coordinate and plan differentiated lessons and activities to support instruction in cluster classes.	<ul style="list-style-type: none"> Gr. 1 – 4 teachers of cluster classes 	<ul style="list-style-type: none"> Advanced Academics Specialist 	8/18 – 6/19	<ul style="list-style-type: none"> Meeting agendas & notes Cum data Student products 	<ul style="list-style-type: none"> Gr. 4 Writing STAAR results Gr. 3 & 4 Reading , Math STAAR results
2. Provide 6 Hr. GT Update District Training	<ul style="list-style-type: none"> All certified teachers & administrators 	<ul style="list-style-type: none"> PISD staff development 	August 2018	<ul style="list-style-type: none"> Attendance to 6 Hr. Update Training 	<ul style="list-style-type: none"> Earned 6 hr. credit
3. New K/1 Teachers attend KOI Part 2 -Kingore Observation Inventory Part 2 staff development.	<ul style="list-style-type: none"> Administration K/1 Teachers 	<ul style="list-style-type: none"> Advanced Academics Specialist or consultant 	August 2018	<ul style="list-style-type: none"> Attendance and participation in training 	<ul style="list-style-type: none"> Course Certificate
4. Incorporate extension activities and rubric instruction in GT classrooms	<ul style="list-style-type: none"> 1-4 GT Cluster Classes 	<ul style="list-style-type: none"> Advanced Academics Specialist Activities promoting rigor 	8/18 – 6/19	<ul style="list-style-type: none"> Rubrics Activity ideas 	<ul style="list-style-type: none"> Lesson plans

Initiatives to be continued:

- ✓ Classroom teachers new to Shadycrest will have two years to complete the 30-hour requirement for GT certification.
- ✓ Continue to incorporate enrichment strategies & activities in grades 2 - 4 cluster classes.

Campus Goal 1	Rationale/Evidence of Need:
By June 2019 75% of all Gr. 3 & 4 students enrolled in Special Education or Dyslexia classes will achieve the ARD or 504 specified goals on the STAAR tests.	2018-2019 STAAR, STAAR-Online & STAAR-ALT data will count toward campus & district accountability.

Objective 8: SPECIAL EDUCATION & DYSLEXIA: At least 75% of identified special education and dyslexia students in Gr. 3 and 4 will achieve at or above their instructional levels on the 2019 STAAR tests.

Strategies/Activities	Person(s) Accountable	Resources	Time line	Formative Evaluation of Strategy/Activity	Summative Evaluation of Strategy/Activity
1. Meet with teachers of identified students (special ed., 504, dyslexia) before the 1 st day of school to review students' modifications for implementation in regular ed. classes.	<ul style="list-style-type: none"> • Sp. Ed. & dyslexia teachers • Gr. 1-4 teachers 	<ul style="list-style-type: none"> ➤ Students' mod sheets 	8/18	<ul style="list-style-type: none"> • Sign-in sheets • Cum data • Modification/Accommodation Documentation Sheet 	<ul style="list-style-type: none"> ➤ T-TESS
2. Provide special education and dyslexia teachers with copies of progress reports and report cards for all identified students each reporting period.	<ul style="list-style-type: none"> • Gr. 1-4 teachers 	<ul style="list-style-type: none"> ➤ Progress reports & report cards 	8/18 – 6/19	<ul style="list-style-type: none"> • PMM Sheets 	<ul style="list-style-type: none"> ➤ Gr. 4 Writing STAAR ➤ Gr. 3 & 4 Reading & Math STAAR
3. Meet with teachers of SpEd students who are failing every 3 weeks to review progress of each student in the regular ed. class & determine effectiveness of modifications being implemented.	<ul style="list-style-type: none"> • Sp. Ed. and Dyslexia teachers 	<ul style="list-style-type: none"> ➤ Progress reports & report cards ➤ Students' documented modifications 	9/18 – 6/19	<ul style="list-style-type: none"> • Cum data • Students' work samples • Revised modifications (as needed) 	<ul style="list-style-type: none"> ➤ Gr. 4 Writing STAAR ➤ Gr. 3 & 4 Reading & Math STAAR
4. Plan with 3 rd or 4 th grade teachers to ensure alignment of math, reading, and writing instruction across settings.	<ul style="list-style-type: none"> • Sp. Ed. Teachers • Gr. 3 & 4 teachers 	<ul style="list-style-type: none"> ➤ Grade level materials 	9/18 – 6/19	<ul style="list-style-type: none"> • Student work samples • Benchmarks • Cum data • Report cards 	<ul style="list-style-type: none"> ➤ Gr. 4 Writing STAAR ➤ Gr. 3 & 4 Reading & Math STAAR
5. Utilize inclusion model in 3 rd & 4 th grade for math and reading.	<ul style="list-style-type: none"> • Sp. Ed. Teachers • Gr. 3 & 4 teachers 	<ul style="list-style-type: none"> ➤ Grade level materials ➤ District Inclusion Training 	9/18 – 6/19	<ul style="list-style-type: none"> • Student work samples • Benchmarks • Cum data • Report cards 	<ul style="list-style-type: none"> ➤ Gr. 4 Writing STAAR ➤ Gr. 3 & 4 Reading & Math STAAR
6. Increase awareness and acceptance of students with special needs by general education students in order to foster a positive school climate.	<ul style="list-style-type: none"> • Sp.Ed. teachers • Gr. K-4 teachers 	<ul style="list-style-type: none"> ➤ Abilities Awareness Activities ➤ Little Buddy Program 	9/18 – 6/19	<ul style="list-style-type: none"> • Brief Survey 	<ul style="list-style-type: none"> ➤ Survey Results

Campus Goal 1	Rationale/Evidence of Need:
By June 2019 80% of all Gr. 3 & 4 identified at-risk sts. will pass the STAAR Rdg, Writing & Math tests.	Historically the at-risk population can have the most difficulty demonstrating success on STAAR without proper support.

Objective 9: **AT RISK:** At least 80% of identified at-risk students in Grades 3 & 4 will meet the standard expectations on the 2019 STAAR Reading, Writing & Math.

Strategies/Activities	Person(s) Accountable	Resources	Timeline	Formative Evaluation of Strategy/Activity	Summative Evaluation of Strategy/Activity
1. Meet monthly with Progress Monitoring team to monitor progress of at-risk students, discuss interventions being used, & problem-solve to provide additional support, as needed.	<ul style="list-style-type: none"> • Principal, Asst. Principal • Gr. K-4 teachers 	<ul style="list-style-type: none"> ➤ Students' work samples ➤ Progress reports ➤ Student Data Brochures 	8/18 – 6/19	<ul style="list-style-type: none"> • Student PMM profile • Benchmarks • Progress reports and report cards • Released tests 	<ul style="list-style-type: none"> ➤ Gr. 3 & 4 Reading & Math STAAR results ➤ K-2 DRA/OS May results
2. Schedule in-school reading and math tutorials (small group instruction) for at-risk students in Gr. K-4 at least 3 times/ week.	<ul style="list-style-type: none"> • Principal, Asst. Principal • Gr. K-4 team leaders 	<ul style="list-style-type: none"> ➤ SCE funds (\$) ➤ RTI tutorials ➤ LLI program ➤ Do the Math program 	10/18 – 5/19	<ul style="list-style-type: none"> • Benchmarks (reading & math) • Released tests 	<ul style="list-style-type: none"> ➤ Gr. 3 & 4 Reading & Math STAAR results ➤ K-2 May DRA/OS ➤ Gr. K-2 Math EOY performance assessments/benchmark results
3. Provide in-class small group reading & math instruction at least 3 days/week for ID at-risk students in Gr. K-4.	<ul style="list-style-type: none"> • Principal • Gr. K-4 teachers 	<ul style="list-style-type: none"> ➤ Leveled books ➤ Math materials & manipulatives 	9/18 – 5/19	<ul style="list-style-type: none"> • Benchmark results for reading & math • Released tests 	<ul style="list-style-type: none"> ➤ Gr. 3 & 4 Reading & Math STAAR results ➤ K-2 May DRA/OS ➤ Gr. K-2 Math EOY performance assessments/benchmark results

Campus Goal I	Rationale/Evidence of Need:
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Increase the knowledge and skills of professional staff to support classroom instruction.

To keep up with increasing demands on teachers to be technologically savvy and able to instruct students regarding new innovations and applications of technology, continual teacher training is required.

Objective 10: **TECHNOLOGY:** By June 2019 all professional staff will be able to use a variety of technology software and tools to support and extend classroom instruction.

Strategies/Activities	Person(s) Accountable	Resources	Time line	Formative Evaluation of Strategy/Activity	Summative Evaluation of Strategy/Activity
1. Provide training for new teachers on how to use the Skyward Student Data program, particularly attendance & gradebook.	<ul style="list-style-type: none"> • K – 4 teachers 	<ul style="list-style-type: none"> ➤ ETS ➤ Tech. funds 	8/18 – 6/19	<ul style="list-style-type: none"> • Agendas & handouts 	<ul style="list-style-type: none"> ➤ T-TESS
2. Continue to provide integrated lessons for teachers to use with students in lab settings.	<ul style="list-style-type: none"> • K – 4 teachers • ETS 	<ul style="list-style-type: none"> ➤ ETS ➤ Tech. funds 	8/18 – 6/19	<ul style="list-style-type: none"> • Lesson Plans 	<ul style="list-style-type: none"> ➤ T-TESS
3. Continue to implement keyboarding goals for each grade level.	<ul style="list-style-type: none"> • 2 – 4 teachers • ETS 	<ul style="list-style-type: none"> ➤ ETS ➤ Type to Learn 	8/18 – 6/19	<ul style="list-style-type: none"> • Lesson plans 	<ul style="list-style-type: none"> ➤ Teacher observation
4. Provide ongoing training for all instructional software and interactive classroom technology through Techy Tuesday's	<ul style="list-style-type: none"> • K – 4 teachers • ETS 	<ul style="list-style-type: none"> ➤ ETS ➤ Tech. funds 	8/18 – 6/19	<ul style="list-style-type: none"> • Agendas & handouts 	<ul style="list-style-type: none"> ➤ T-TESS
5. Provide additional training and support for the teacher's web page.	<ul style="list-style-type: none"> • K – 4 teachers • ETS 	<ul style="list-style-type: none"> ➤ ETS ➤ Tech. funds 	8/18 – 6/19	<ul style="list-style-type: none"> • Agendas & handouts 	<ul style="list-style-type: none"> ➤ T-TESS
6. Provide training for new teachers on Eduphoria & network.	<ul style="list-style-type: none"> • K – 4 teachers • ETS 	<ul style="list-style-type: none"> ➤ ETS ➤ Tech. funds 	8/18 – 6/19	<ul style="list-style-type: none"> • Agendas & handouts 	<ul style="list-style-type: none"> ➤ T-TESS
7. Continue use of electronic peeks via weekly skyward email.	<ul style="list-style-type: none"> • K – 4 teachers • ETS 	<ul style="list-style-type: none"> ➤ ETS ➤ Tech. funds 	8/18 – 6/19	<ul style="list-style-type: none"> • Meet the Teacher Night agendas & handouts 	<ul style="list-style-type: none"> ➤ T-TESS
8. Provide training and classroom lessons to incorporate mobile learning technologies available on campus.	<ul style="list-style-type: none"> • K-4 teachers 	<ul style="list-style-type: none"> ➤ ETS ➤ Tech. funds 	8/18 – 6/19	<ul style="list-style-type: none"> • Agendas & handouts • Lesson plans 	<ul style="list-style-type: none"> ➤ T-TESS
9. Integrate mobile learning into all content areas.	<ul style="list-style-type: none"> • K4 teachers 	<ul style="list-style-type: none"> ➤ PISD C&I Specialists ➤ ETS ➤ Tech. funds 	8/18 – 6/19	<ul style="list-style-type: none"> • Lesson plans • Classroom observations 	<ul style="list-style-type: none"> ➤ T-TESS
10. Training and Use of Teacher Tablets for planning and instruction.	<ul style="list-style-type: none"> • K-4 teachers 	<ul style="list-style-type: none"> ➤ ETS ➤ Tech. funds 	8/18 – 6/19	<ul style="list-style-type: none"> • Lesson plans • Classroom observations 	<ul style="list-style-type: none"> ➤ T-TESS

Campus Goal: II		Rationale/Evidence of Need:			
Increase the 2018-2019 attendance rate to at least 98% for K through Grade 4 students.		2017-2018 Campus Summary Report: Campus Attendance Rate: 97.1 K = 96.3, 1 st = 97.3, 2 nd = 97.5, 3 rd = 97.1, 4 th = 97.11			
Objective 1: ATTENDANCE : Increase the student attendance for 2018-2019 to 98%					
Strategies/Activities	Persons Accountable	Resources	Timeline	Formative Evaluation of Strategy/Activity	Summative Evaluation of Strategy/Activity
1. Receive adequate training on district software & procedures for PEIMS reporting.	Attendance Clerk, AP, Principal	<ul style="list-style-type: none"> ▪ PISD Staff Development Trainings 	8/18-5/19	<ul style="list-style-type: none"> ▪ 6 weeks attendance reports 	PEIMS Summary Report
2. Compare the Daily Funding Absence report with the student sign in/out sheets.	Receptionist Attendance Clerk	<ul style="list-style-type: none"> ▪ Raptor/student emergency cards 	8/18-5/19	<ul style="list-style-type: none"> ▪ Comparison of DAS with student sign in/out book 	PEIMS Summary Report
3. Contact parents when a student has 3 or 7 unexcused absences to check the child's academic performance & to review Texas compulsory attendance laws. Letters auto-generated and sent via email and US mail. Parents are contacted by the counselor at 10 excused and unexcused absences. Parents are contacted by the Asst. Principal and sent a 90% letter and medical notes only letter at 15 absences.	Attendance clerk Counselor (3 days) AP (7 days /90%)	<ul style="list-style-type: none"> ▪ Students attendance records ▪ Attendance requirements 	8/18-5/19	<ul style="list-style-type: none"> ▪ Six Wks Attendance Reports ▪ Letters auto generated weekly ▪ Medical Excuse only letter @ 14 absences 	PEIMS Summary Report
4. Contact parents when a student has five and ten tardies within a grading period (a note will be sent home attached to the report card when a student has five or ten tardies).	K-4 teachers Attendance clerk Receptionist AP	<ul style="list-style-type: none"> ▪ Tardy reports ▪ Raptor ▪ Skyward 	8/18-5/19	<ul style="list-style-type: none"> ▪ Teachers' Parent Contact Logs ▪ Grading Period tardy reports 	PEIMS Summary Report
5. Require parents to come into the school and sign in their child when tardy.	Attendance clerk Receptionist Assistant Principal	<ul style="list-style-type: none"> ▪ Tardy reports ▪ Raptor ▪ Skyward 	8/18-5/19	<ul style="list-style-type: none"> ▪ Grading Period tardy reports 	PEIMS Summary Report

Initiatives to continue:

- ✓ Follow PISD parent notification procedures regarding students who have 3, 7, 10, and 15+ absences.
- ✓ Recognize each student with perfect attendance each grading period, each semester and for the 18-19 school year.

Campus Goal: III	Rationale/Evidence of Need:
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Provide a positive school climate that fosters a sense of security and promotes the well-being of faculty and students while reducing the number of PEIMS offenses to less than 20 for the year.

A positive school climate increases student attendance, reduces the number of office referrals, and increases the effectiveness of instruction in the classroom.

Objective 1: **CLIMATE, HEALTH & SAFETY:** To enhance the positive school climate at Shadycrest, 100% of teachers will incorporate PBIS (Positive Behavior Intervention Systems) into their daily routine through use of acknowledgement system. Campus staff will continue implementation of “Bucket Filler” program with students and faculty and use language of PBIS expectations (Safe, Respectful, and Responsible). Classes and students are recognized for safe, responsible, and respectful behavior with Bucket Filler Coupons and popsicle sticks. Prizes will be awarded from the office treasure chest through weekly drawings or, students can decide to save coupons, either individually or as a class, to select a reward from a “menu” of incentives. Classes will be given a recess prize, and once each homeroom has reached their goal, the whole school will receive a prize.

Strategies/Activities	Person(s) Accountable	Resources	Time line	Formative Evaluation of Strategy/Activity	Summative Evaluation of Strategy/Activity
1. Continue whole-campus incentives to improve school climate (i.e. teach PBIS expectations, use PBIS acknowledgement system, Pep Rallies, STAAR, Red Ribbon, assemblies, school wide themes, etc.)	Campus Admin., PE & Music teachers, Librarian	<ul style="list-style-type: none"> ▪ Gym/PA system ▪ Acknowledgement charts with popsicle sticks 	8/18-5/19	<ul style="list-style-type: none"> ▪ Agendas ▪ School bulletin with homeroom owls 	Staff Survey
2. Continue “Bucket Fillers” Program with Safe, Respectful, and Responsible language. Tickets distributed to students to reward positive behavior. Weekly incentives and monthly winners.	All staff	<ul style="list-style-type: none"> ▪ Bucket Filler tickets ▪ Expectations posted ▪ Videos used ▪ BF Bulletin Board 	8/18-5/19	<ul style="list-style-type: none"> ▪ A decrease in the amt. of time to reach the goal. ▪ The decrease in discipline referrals. 	PEIMS Summary Report
3. Continue ~Anti-Bullying Guidance Lessons ~No Bullying Contracts ~Bully Folder ~Videos per grade level	Counselor	<ul style="list-style-type: none"> ▪ Campus budget ▪ Bully Prevention Handbook 	8/18-5/19	<ul style="list-style-type: none"> ▪ Classroom guidance lessons 	Reduction in discipline referrals PEIMS Summary Report
4. Continue to follow the recommendations of the review and safety audit to the best of our ability & availability of resources.	PISD officials Principal All staff	<ul style="list-style-type: none"> ▪ PISD budget 	8/18-5/19	<ul style="list-style-type: none"> ▪ Agendas ▪ Safety audit ▪ Crisis Meetings 	Recommendations followed through
5. Continue to support PTA parent involvement programs including WATCH DOGS, Carnival, etc.	All staff	<ul style="list-style-type: none"> ▪ PTA Budget ▪ Watch Dog Schedules ▪ Communication Folder 	8/18-5/19	<ul style="list-style-type: none"> ▪ Golden Apple Award ▪ MARS Award ▪ PTA Teacher Rep newsletter 	Staff Survey Parent Survey

6. Increase parent communication and involvement through parent nights and use of technology by homeroom teachers.	K-4 teachers, Asst. Principal	<ul style="list-style-type: none"> ▪ Skyward ▪ Technology tools 	8/18-5/19	<ul style="list-style-type: none"> ▪ Meet the Teacher Night agendas & handouts ▪ Parent conferences ▪ Parent nights ▪ Skyward an Tech tools 	Staff Survey
7. Continue GRIT Committee to increase school-wide involvement and participation in the district initiative. This committee will continue to encourage GRIT as an everyday routine at Shadycrest, help to implement 2 school-wide projects each year and design a new GRIT t-shirt for staff and students.	K-4 teachers (1 rep. per grade) 1 Specials teacher 1 Sp. Ed. teacher Counselor	<ul style="list-style-type: none"> ▪ Classroom Lessons 	8/18-5/19	<ul style="list-style-type: none"> ▪ Agendas ▪ GRIT lessons ▪ Morning announcements 	Staff Survey
8. Kinder classes introduce a growth mindset initiative with several lessons to all students teaching them about brain development and function. 1 st through 4 th grades will continue to reinforce a growth mindset in every day class.	K-4 Teachers	<ul style="list-style-type: none"> ▪ Classroom Lessons ▪ Books provided 	8/18-5/19	<ul style="list-style-type: none"> ▪ Brain Development Lesson Plans 	Staff Survey
9. Continue implementation of the GRIT Student of the Month program, recognizing a student from each homeroom every 6 weeks that exhibits GRIT.	K-4 Teachers Life Skills Teacher Asst. Principal Principal Counselor	<ul style="list-style-type: none"> ▪ Classroom lessons ▪ Counseling lessons ▪ Yearly List of students who earned award 	8/18-5/19	<ul style="list-style-type: none"> ▪ GRIT Student Celebrations 	Staff Survey Parent Feedback
10. Continue implementation of Little Buddy program to build relationships with students in general education and those in Life Skills.	Lifeskills Teachers 4 th Grade Teachers	<ul style="list-style-type: none"> ▪ 4th grade students 	8/18-5/19	<ul style="list-style-type: none"> ▪ Small group social interactions 	Teacher and student feedback surveys

Initiatives to continue:

- ✓ Continue weekly Skyward messages to support home-school communication.
- ✓ Continue anti-bullying initiative.
- ✓ Continue Owl Patrol
- ✓ Continue Cafeteria Positive Reward Program
- ✓ Continue Little Buddy Program