

Spring Branch Independent School District
Spring Shadows Elementary School
2017-2018 Campus Improvement Plan

Accountability Rating: Met Standard



Mission Statement

Spring Shadows Elementary provides a safe and loving environment where personalized learning challenges the whole child to fulfill their academic and social potential.

Vision

At Spring Shadows Elementary we educate learners to build confidence, have social responsibility, and strive for academic excellence.

Value Statement

- Each student has unique intellectual, emotional, social, and physical qualities.
- We embrace a child's individual values, interests, and personalities.
- Parents are confident in their child's social and intellectual educational growth.
- Educators lead their craft by preparing learners in our fast changing world.

Comprehensive Needs Assessment

Demographics

Demographics Summary

Spring Shadows Elementary is located near the intersection of Kempwood Street and Campbell Road in Houston, Texas. The majority of our children come from two mega complexes; Waterford Place and Miami Gardens.

Spring Shadows is moderate in size. Our daily enrollment fluctuates between 700 and 760 students. We are culturally diverse serving a population that is 86% Hispanic, 8% African American, 4% White and 2% other. We currently serve 560 students (77%) who meet at-risk criteria. Approximately 58.4 % of our children are English Language Learners (ELL) and 84% are categorized as economically disadvantaged. Our mobility rate was most recently recorded at 30%.

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Performance Index Framework Data: Index 1 - Student Achievement
- Performance Index Framework Data: Index 2 - Student Progress
- Performance Index Framework Data: Index 3 - Closing Performance Gaps
- Performance Index Framework Data: Index 4 - Postsecondary Readiness
- System Safeguards and Texas Accountability Intervention System (TAIS) data
- Critical Success Factor(s) data
- Community and student engagement rating data
- Annual Measurable Achievement Objectives (AMAO) data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- Progress of prior year STAAR failures
- STAAR Released Test Questions
- STAAR ELL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Student Success Initiative (SSI) data for Grades 5 and 8
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Local benchmark or common assessments data

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Number of students assigned to each special program, including analysis of academic achievement, race, ethnicity, gender, etc.
- Economically Disadvantaged / Non-economically disadvantaged performance and participation data

- Male / Female performance and participation data
- Special education population, including performance, discipline, attendance, and mobility
- At-Risk population, including performance, discipline, attendance, and mobility
- ELL or LEP data, including academic achievement, support and accommodation needs, race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Student surveys and/or other feedback
- Class size averages by grade and subject

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Highly qualified staff data
- Teacher/Student Ratio
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- PDAS and/or T-TESS

Parent/Community Data

- Parent surveys and/or other feedback
- Parent Involvement Rate
- Community surveys and/or other feedback

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices

- Action research results

Goals

Goal 1: Achievement & Post-Secondary Success: SSE will increase the percentage of 3rd and 5th grade students' post-secondary readiness by 10% by June 2018.

Performance Objective 1: For 2017-2018, 70% or more in 3-5th grades will meet or exceed the STAAR passing rates for Reading.


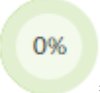

Evaluation Data Source(s) 1: Spring Shadows Elementary will utilize STAAR data, MAP data, TELPAS data and EOY assessments to evaluate our campus improvement for academic achievement.

Summative Evaluation 1:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar

<p style="text-align: center;">System Safeguard Strategy</p> <p style="text-align: center;">Critical Success Factors</p> <p style="text-align: center;">CSF 1 CSF 2 CSF 4 CSF 7</p> <p>1) Professional Collaboration: Grade Level Teams - Grade level teams will meet twice weekly to study district expectations, assess student progress in relationship to the expectations, and design effective lessons and assessment according to student needs.</p> <p>Each grade level team will have an extra hour of extended planning every other week for one hour.</p> <p>Opportunity Culture Grade Levels (3rd & 5th) will have two additional hours of extended planning every other week. Opportunity Culture Teams will work on Universal Design Learning Framework to support their efforts. Books for each member of the team will be purchased to be utilized in PLC.</p> <p>Professional Learning Communities - Grade level teams will meet every week on Thursdays to participate in grade specific professional development and professional conversations.</p> <p>Vertical Teams - Multi-grade teams will meet once a month to study, reflect, collaborate and problem-solve needs for campus curricular programs. Work in cross grade level teams to analyze test questions from the released STAAR test. Once in the fall and once in the Spring- teams will work together to identify areas of focus accordingly to current needs assessments.</p> <p>Every team on campus will have 6 additional early dismissals throughout the year to support road maps and lesson planning.</p>	1	Administrators Instructional Coach Instructional Leadership Team Team Leaders Kinder - 5th Grade Teachers Team Leader	Walkthrough's Lesson Plans ILT minutes District Assessments			
Funding Sources: 211 - Title I, Part A - \$2,720.00, 199 PIC 99 - Undistributed - \$1,500.00						

<p style="text-align: center;">System Safeguard Strategy</p> <p style="text-align: center;">Critical Success Factors</p> <p style="text-align: center;">CSF 1 CSF 2 CSF 4 CSF 7</p> <p>2) Language Arts: Maintain one full-time Instructional Specialist to work with both teachers and students. The specialist will consult, model and assist as needed with new or struggling teachers. In addition, the specialist will supplement classroom instruction for students working below grade level.</p> <p>Ensure small group instruction in the form of guided reading and/or literacy circles in all classrooms K-5.</p> <p>Dedicate 15 minutes, 3 days /week for an above level read aloud to develop comprehension & vocabulary.</p> <p>Purchase professional books to support language arts professional development.</p> <p>Purchase student literature manipulatives and support.</p> <p>Purchase instructional supplies and materials for classroom teachers.</p> <p>Purchase reading incentives to help motivate students for reading.</p> <p>Replenish and purchase library books for the school library.</p>	1	Campus Administrators Instructional Coach Intervention Specialists Language Arts Vertical Team Team Leaders	DRA/EDL (Fall and Mid year) District Assessments Progress Reports Report Cards Lesson plans Walkthroughs			
Funding Sources: 211 - Title I, Part A - \$62,661.00, 199 PIC 11 - Instructional Services - \$10,000.00						

<p>Critical Success Factors CSF 1 CSF 2 CSF 7</p> <p>3) Personalization: Continued professional development to increase student talk and decrease teacher talk (i.e. promote Academic Conversations using higher rigor).</p> <p>Ongoing integration of blended learning design in at least two areas of content which includes inquiry, technology and presentation. At least one project per subject chosen each 9 weeks.</p> <p>Continue to purchase books and periodicals which support student inquiry.</p> <p>Purchase Lucy Calkins Units of Study for Kinder and 1st Grade.</p> <p>Purchase Newsela Software for 2nd-5th grade to differentiate and personalize learning for English Language Arts.</p> <p>Purchase Raz-Kids software for K-5th grade to supplement classroom libraries and at-home reading opportunities for all students.</p> <p>Hire reading tutor to support 3rd and 5th grade reading.</p>	Administrators Instructional Coach Team Leaders K-5th Grade Teachers	End of Year District Assessments STAAR Results NRT Results Team Minutes Lesson Plans			
Funding Sources: 211 - Title I, Part A - \$52,576.00					
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>= Accomplished</p> </div> <div style="text-align: center;">  <p>= No Progress</p> </div> <div style="text-align: center;">  <p>= Discontinue</p> </div> </div>					

Goal 1: Achievement & Post-Secondary Success: SSE will increase the percentage of 3rd and 5th grade students' post-secondary readiness by 10% by June 2018.

Performance Objective 2: By 2018, 75% of all 3-5th grade students will pass the STAAR Math.

Evaluation Data Source(s) 2: Spring Shadows Elementary will utilize campus surveys, STAAR data, MAP data, and EOY assessments to evaluate our campus improvement for academic achievement.

Summative Evaluation 2:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
<p>System Safeguard Strategy</p> <p>Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 7</p> <p>1) Maintain 2 math MCLs in 3rd and 5th grade through Opportunity Culture.</p> <p>The specialist will consult, model and assist as needed with</p>		Administrators Instructional Coach Rigor and Relevance Cadre Team Leaders Kinder - 5th Grade Teachers Team Leader	Walkthrough's Lesson Plans Cadre Minutes District Assessments			

new or struggling teachers. In addition, the specialist will supplement classroom instruction for students working below grade level.

Ensure students collaborate with problem solving situations using district resources and materials in all classrooms K-5.

Send staff members to the math curriculum roll-outs each 9 weeks.

Provide support for Math in Focus implementation.

Provide refresher training to classroom teachers for the implementation of Think through Math.

Purchase professional books to support staff development in the area of math.

Purchase student manipulatives and support materials to enhance student achievement in the area of mathematics.

Purchase supplies and materials for math content.

Purchase Dreambox for 20% personalization in K-2nd & use Think Through Math in 3rd-5th.

Enroll students not meeting expectations in 2-5th in after school University tutoring classes.

Hire Math tutor to support with 2nd and 5th grades.

Purchase math libraries to support with core content in all areas.

Funding Sources: 211 - Title I, Part A - \$40,300.00



= Accomplished



= No Progress



= Discontinue




Goal 1: Achievement & Post-Secondary Success: SSE will increase the percentage of 3rd and 5th grade students' post-secondary readiness by 10% by June 2018.

Performance Objective 3: By 2018, STAAR Science scores will increase by 10%.

Evaluation Data Source(s) 3: Spring Shadows Elementary will utilize campus surveys, STAAR data, map data, and EOY assessments to evaluate our campus improvement for academic achievement.

Summative Evaluation 3:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar




<p align="center">System Safeguard Strategy Critical Success Factors CSF 1 CSF 7</p> <p>1) Ensure small group instruction in all classrooms K-5 to allow for concept refinement.</p> <p>Provide ongoing support for Stem Scopes curriculum.</p> <p>Integrate nonfiction science literature in the language arts block.</p> <p>Purchase nonfiction science literature for classroom libraries in K-5.</p> <p>Purchase Science journals to incorporate writing and science process standards for K-5.</p> <p>Purchase professional books to support staff development in the area of science.</p> <p>Pay for substitute to cover classes so that Science teacher may attend CAST with Science Department.</p> <p>Emphasize strategies that assist students in bridging hands-on science experiences and paper/pencil representations.</p> <p>Purchase student literature, manipulatives, and support materials to enhance student achievement in the area of Science, Math, Reading.</p> <p>Providing student intervention through Wildcat University after school/Saturday program.</p> <p>Purchase Motivation Science workbooks for 5th grade students.</p>	<p align="center">1</p>	<p>Campus Administrators Instructional Coach Intervention Specialists Science Vertical Team Team Leaders</p>	<p>DRA/EDL (Fall and Mid year) District Assessments Progress Reports Report Cards Lesson plans Walkthroughs Requisitions</p>			
<p align="center">Funding Sources: 211 - Title I, Part A - \$16,000.00</p>						
<p align="center">  = Accomplished  = No Progress  = Discontinue </p>						

Goal 1: Achievement & Post-Secondary Success: SSE will increase the percentage of 3rd and 5th grade students' post-secondary readiness by 10% by June 2018.

Performance Objective 4: SSE will increase Writing scores by 10% on STAAR by June 2018.

Evaluation Data Source(s) 4: Spring Shadows Elementary will utilize STAAR data, MAP Language data, and Priority Standard Assessments to evaluate our campus improvement for academic achievement.

Summative Evaluation 4:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
<p>System Safeguard Strategy</p> <p>Critical Success Factors CSF 1 CSF 2 CSF 7</p> <p>1) Provide support to our writing program through the instructional specialist.</p> <p>Teachers will use writing journals and teach the writer's workshop model in K-5th grade through Balanced Literacy.</p> <p>Teachers will incorporate read alouds and mentor text so that students consume critique and produce their own independent writing.</p> <p>Purchase professional development books supporting instructional framework for writing.</p> <p>Purchase mentor texts to be utilized for writers workshop and lessons (student literature.)</p> <p>Purchase writing supplies and materials.</p> <p>Provide tutoring for 4th grade writing in after school program and Saturday camps.</p> <p>Purchase Motivation Writing Resources for 4th Grade.</p>	1	Campus Administrators Instructional Coach Intervention Specialists ELAR Vertical Team Team Leaders	4th grade MAP (Fall, Mid Year, and EOY) District Assessments Progress Reports Report Cards Lesson plans Walkthroughs Requisitions			
<p>Funding Sources: 211 - Title I, Part A - \$8,500.00</p>						
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  = Accomplished </div> <div style="text-align: center;">  = No Progress </div> <div style="text-align: center;">  = Discontinue </div> </div>						




Goal 2: Growth & Equity: SSE will decrease the achievement gap by 10% across all demographic groups by June 2018.

Performance Objective 1: SSE will demonstrate 1 year's growth or more on Reading and Math MAP by June 2018.

Evaluation Data Source(s) 1: Spring Shadows Elementary will evaluate the on-going progress of each individual student through the end of year assessment results (STAAR, STANFORD/APRENDA, TELPAS, DRA, etc.) as well as, promotion/retention rates, discipline referrals, behavioral consults, and stakeholder input (student, parents, and staff).

Summative Evaluation 1:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
<p>Critical Success Factors CSF 1 CSF 2</p> <p>1) Monitoring Student Success: Data Conferences - After each district benchmark, grade level teams will meet to dis aggregate data, identify grade level /class strengths and needs, and establish a plan of action (grades 1-5).</p> <p>Status of Class Conferences - In October and February November/December and February, individual teachers and administrators will meet to discuss the academic and social emotional progress of EACH child. At this conference, referrals for tutoring, mentoring, counseling, enrichment, SSC, attendance, etc. are established.</p> <p>RTI Conferences - the SSC Facilitator and an administrator will meet with individual teachers to create individualized success plans for students struggling academically or social emotionally.</p> <p>Each team leader will attend PD for Rigor and Relevance.</p> <p>Each administrator/leadership team will attend PD for overall school success by attending either TEPSA, Rigor and Relevance, and/or ISTE.</p>		<p>Campus Administrators Instruct. Leadership Tm. Classroom Teachers SPED staff</p>	<p>Agendas Minutes Calendar Dates Fall/Mid-Year District Assessments Fall/Mid-Year DRA/EDL RTI Conference Log</p>			
<p>Funding Sources: 199 PIC 11 - Instructional Services - \$10,000.00</p>						

<p align="center">Critical Success Factors CSF 1 CSF 4</p> <p>2) Academic Student Support: Increased Classroom Support - Students falling below grade level expectations or below personal capacity will be designated as requiring in class support at Status of Class Conferences.</p> <p>Accommodations made for these students will include increased small group instruction, frequent monitoring, possible rewards system, etc. After School Academic Assistance (Grades 2-5)</p> <p>Students consistently falling below grade level expectations or below personal capacity will be invited to participate in our after school academic assistance program.</p> <p>Teachers will use this additional time to provide small group instruction based on student data.</p> <p>Pull -out Academic Assistance(Grades K-5th) - Students who cannot attend our After school program but who consistently fall below grade level expectations or below personal capacity will receive small group intervention by classroom teacher or a instructional specialist on campus.</p> <p>United Way - Students in second grade consistently falling below grade level expectations will be invited to participate in a specialized one on one literacy program provided by corporate volunteers and coordinated by United Way.</p> <p>Purchase supply and materials needed for academic acceleration processes- such as intervention kits, etc.</p>	<p>0Campus Administrators iCoach Instructional specialists Afterschool Coordinator Classroom Teachers Liaisons</p>	<p>DRA/EDL (Fall and Mid year) District Assessments Progress Reports Report Cards Lesson plans Walkthroughs Requisitions</p>			
<p>Funding Sources: 199 PIC 11 - Instructional Services - \$5,000.00</p>					
<p align="center">  = Accomplished  = No Progress  = Discontinue </p>					




Goal 2: Growth & Equity: SSE will decrease the achievement gap by 10% across all demographic groups by June 2018.

Performance Objective 2: Our ELL population will demonstrate 1 year's growth on TELPAS by June 2018.

Evaluation Data Source(s) 2: Spring Shadows Elementary will utilize STAAR data, TELPAS data and EOY assessments to evaluate our campus improvement for academic achievement.

Summative Evaluation 2:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar




<p>System Safeguard Strategy</p> <p>1)) Maintain 1 ELL/Reading Instructional Specialist.</p> <p>Participate in American Institute of Research (AIR) and implement strategies.</p> <p>Provide continued feedback on the "working environment" of each of our One Way Dual Language classrooms.</p> <p>Provide continued professional development with an emphasis on effectively utilizing language of the day.</p> <p>Provide professional development on de-emphasizing decoding as the primary tool for problem-solving unknown words.</p> <p>Use an accelerated reading approach to build reading proficiency in L2 (students work no more than two levels below the defined grade level expectation).</p> <p>Continue to purchase student literature in order to implement changes in OWDL new program design.</p> <p>Determine clear bilingual program for SSE following district guidelines.</p> <p>All teachers providing 15-20 minutes of language development during regular instruction.</p> <p>Provide Personalized ELL supports for newcomer students by meeting with the ELL Specialist twice a week for 30 minutes.</p>	<p>1, 2, 3, 4</p> <p>Campus Administrators ESOL Consulting Teacher Bilingual Teachers Team, Leaders</p>	<p>Walk-throughs ARLA's Progress reports Report Cards District Assessments</p>			
<p>Funding Sources: 199 PIC 25 - ESL/Bilingual - \$2,070.00, 199 PIC 99 - Undistributed - \$1,738.00, 199 PIC 30 - At Risk School Wide SCE - \$377.00, 199 PIC 11 - Instructional Services - \$1,500.00</p>					
<p style="text-align: center;">  = Accomplished  = No Progress  = Discontinue </p>					

Goal 2: Growth & Equity: SSE will decrease the achievement gap by 10% across all demographic groups by June 2018.

Performance Objective 3: Our SPED population will increase their overall STAAR passing rates by 3% by June 2018.

Evaluation Data Source(s) 3: SSE will utilize STAAR data, TELPAS data, and EOY MAP assessments to evaluate our campus improvement for academic achievement.

Summative Evaluation 3:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
<p>System Safeguard Strategy</p> <p>1) Monitor IEPs for all students.</p> <p>Align curriculum and inclusion work for all students serviced by SPED.</p> <p>Monitor referrals for behavior and frequently hold ARDS if changes are needed.</p> <p>Utilize MAP testing to determine students data to inform further instruction.</p>	1	Leadership Resource Teachers Diagnostician Speech	Progress Reports IEPs ARDs EOY Student Data Collection			
Funding Sources: 199 PIC 11 - Instructional Services - \$380.00						
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>= Accomplished</p> </div> <div style="text-align: center;">  <p>= No Progress</p> </div> <div style="text-align: center;">  <p>= Discontinue</p> </div> </div>						

Goal 3: School Connectedness: SSE as a great school instills in every student the belief that they can achieve more than they think possible.

Performance Objective 1: SSE will improve the overall student learning experience with 80% satisfaction on the Panorama Survey.

Evaluation Data Source(s) 1: Spring Shadows Elementary will evaluate the PBIS program through surveys and number of referrals to Skyward.

Summative Evaluation 1:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar




<p>1) Social Emotional Student Support: Project Class and PBIS - Develop a school wide positive behavior intervention support system.</p> <p>Schoolwide- each staff member will attend Project Class training and begin using the system to implement a school wide system of consistent daily routines and expectations that promote an effective and safe campus environment.</p>	<p>Campus Administrators Dean of Students CIS Counselor Liaisons United Way Social Emotional Care</p>	<p>Parent, teacher and student referrals CIS/Counselor Schedules Anecdotal records Fall and Mid-Year District Assessment</p>			
<p>Each grade level team will receive PBIS ROARS posters to encourage the following:</p> <p>Set up routines and expectations that are used effectively and utilized around the school.</p> <p>Students in K-5th grade who are in need of an academic and/or social emotional boost are invited to participate in private Project Class Sessions or work with the school counselor. Project class uses the power of peer relationships to motivate students, teach leadership and provide direct instruction to help struggling students with behavior.</p> <p>Mentors - Students previously paired with a mentor will continue with this relationship. These mentor come once a week to share a lunch, talk school, celebrate students successes and provide academic support as needed.</p> <p>CIS/Counselor Lunch Bunches - Students with perceived barriers such as open CPS cases, divorced parents, incarcerated family members, etc. will be invited to participate in Lunch Bunches with the Counselor or CIS staff member. These lunches will provide an outlet, a peer group and an opportunity to problem-solve strategies to overcome such barriers.</p> <p>Private Counseling/Counseling Groups - During Status of class conferences, teacher and administrators administrators will work together to identify students that may need additional support.</p>	<p>Funding Sources: 199 PIC 99 - Undistributed - \$2,500.00, 211 - Title I, Part A - \$11,000.00</p>				

<p align="center">System Safeguard Strategy</p> <p align="center">Critical Success Factors</p> <p align="center">CSF 1</p> <p>2) Continue to provide an After School Program to include academic assistance (tutoring and homework help) as well as enrichment activities such as team sports.</p>		<p>Campus Administrators University & Adventure Club Coordinator Teachers</p>	<p>Parent, teacher, student referrals Fall & Mid-Year District Benchmarks 2016 STAAR Data</p>			
<p>University Classes will aim to target 2-5th grade in Reading and Math to accelerate learning and demonstrate growth.</p> <p>Adventure Classes aims to target 2-5th grade students with the opportunity to have enrichment like classes for exploring new possibilities.</p> <p>Hooves for Hearts will serve 50-60 students from 1st-5th that are based on teacher referrals targeting on social skills. This class is a horse riding enrichment class once a week for 2 hours.</p>	<p>Funding Sources: 211 - Title I, Part A - \$20,805.00</p>					

<p style="text-align: center;">Critical Success Factors CSF 6</p> <p>3) Study Trips: Each grade level will participate in at least two study trips connected with SBISD curriculum which provide an experience that could not happen in the classroom.</p> <p>The health fitness teacher will coordinate at least three elective field trips for students interested in viewing outside sporting events (district games, college games, etc.)</p> <p>All study trips should anchor on ensuring future possibilities for learning and vocation for the learner. The trips should provide opportunity to empower to own their future. Examples of trips can include: Local Museums and Learning Venues Texas Parks and Recreational Areas Arboretums and Zoos Universities and colleges Local and State Government Agencies Geographical Points of Interest Historical Points of Interest</p>	10	Campus Administrators Team leaders health fitness Instructor	Travel Planning Sheet Lesson plans			
Funding Sources: 211 - Title I, Part A - \$4,500.00						

<p align="center">Critical Success Factors CSF 6</p> <p>4) Celebrating Student Success: Highlight student talents and accomplishments at quarterly Recognition Ceremonies.</p>	<p>Campus Administrator Recognition Committee Counselor/Behavior Interventionist ADA Classroom Teachers</p>	<p>Report Cards Anecdotal Records Master Calendar Daily Attendance</p>			
<p>*Principal's Award (Leadership) *Wildcat Award (Character) *Academic Honor Rolls *Attendance *Raz-Kids Highlight student who receives all A's & B's all year at the annual Bike Ceremony. Highlight a student who exemplifies character by participating in the district Character without Question Ceremony.</p> <p>Wildcats Best of Show Highlight student characters and behavior accomplishments once a month.</p> <p>Monthly Perfect Attendance Awards All perfect attendance are automatically entered to be in a monthly raffle that will highlight 2 students per grade level on the first week of the month.</p>	<p>Funding Sources: 199 PIC 11 - Instructional Services - \$1,002.00</p>				

<p style="text-align: center;">Critical Success Factors CSF 6</p> <p>5) Fine Arts, Health Fitness, and Music</p> <p>Students will participate in specials classes to discover the fine arts and athletic talents.</p> <p>Refresh supply and materials for specials teachers.</p> <p>Provide students the opportunity to participate in fine arts performances on and off campus to explore non academic avenues. Activities to include SBISD Choir Festival, grade level music performances, Field Day, and community and district track meets.</p> <p>Examples of field trips: *Carnival Tickets (Rodeo Houston) *Astros Baseball Games *Rockets Tickets *High school games *College Games (HBU, Rice, UH) *Swim classes for 1st grade (spring)</p>		<p>Campus Administrators Fine Arts Team Classroom Teachers</p>	<p>Master Calendar Scheduled Call-outs Travel planning Sheets Cat Tracks Call-out Log Parent Sign-ins Student Award Rosters</p>			
<p>Funding Sources: 199 PIC 99 - Undistributed - \$3,000.00, 199 PIC 11 - Instructional Services - \$3,000.00</p>						
<p style="text-align: center;">Critical Success Factors CSF 6</p> <p>6) Leadership Opportunities: Provide students opportunities to build leadership skills through activities such as: Safety Patrols, Student Council, Buddy Readers and Morning Announcements.</p> <p>Purchase materials for safety patrol, and student council. Transportation for annual field trip and winter program for safety patrols and student council.</p>		<p>Campus Administrators Counselor Music Teacher Intervention Specialist</p>	<p>NCLB Referrals Teacher Referrals Fall & Mid-Yr DRA/EDL Data Membership Rosters Schedules EOY DRA/EDL Data</p>			
<p>Funding Sources: 199 PIC 99 - Undistributed - \$1,000.00</p>						

<p>7) Parent Support: Provide a variety of parent sessions which increase parent knowledge of the student's curriculum. Meetings to include:</p> <ul style="list-style-type: none"> *Open House *Literacy Night (Children's Museum "Raising Readers Too"-Fall Carnival) *Math Night- (Children's Museum-Spring) *Technology Day (Open to Public for Viewing Assigned Times) *Science Fair Day (Open to Public for Viewing Assigned Times) *STAAR Night *Kinder Round-Up *5th /6th Transition Meetings *Meet the Administrators and Teacher's *Coffee with the Principal (Muffins for Mom/ Doughnuts for Dads). <p>Provide a variety of academic and nonacademic celebrations to boost the family climate as Spring Shadows. Celebrations to include:</p> <ul style="list-style-type: none"> *Open house *Holiday sing-along *Grade level music performances *Holidays Around the World through Children's Museum *Go Western Day *Kinder and Fifth Grade Graduations *Parent Thanksgiving Luncheon *9 wk Academic Celebrations * Children's Museum Nights *October 31st- Book Character Parade (K-2) 						
<p>Funding Sources: 211 - Title I, Part A - \$3,724.00</p>						
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>= Accomplished</p> </div> <div style="text-align: center;">  <p>= No Progress</p> </div> <div style="text-align: center;">  <p>= Discontinue</p> </div> </div>						

Goal 3: School Connectedness: SSE as a great school instills in every student the belief that they can achieve more than they think possible.

Performance Objective 2: 100% of all adults in the school believes that every child in our school has the ability to attain T-2-4 success.

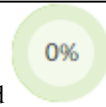
Evaluation Data Source(s) 2: SSE will include the T-2-4 goal as a primary goal throughout all stakeholder communication, such as Cat Tracks, call-outs, lesson plans, and presentations

Summative Evaluation 2:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
<p>1) Climate: University Logos -Each staff member will post a symbol of the university they attended above their classroom door. This could be a pennant, t-shirt, school seal,bumper sticker, etc.</p> <p>University T-shirt Day - Every Wednesday of every month, staff members will wear t-shirts with university logos on them.</p> <p>Hang posters throughout the school showing our school mascot in popular university t-shirts.</p>		<p>Spring Shadows Elementary will include the T-2-4 goal as a primary goal throughout all stakeholder communication, such as Cat Tracks, call-outs, lesson plans, and presentations</p>	<p>Master Calendar Scheduled call-outs Cat Tracks Calendar Call-out log</p>			
<p>Funding Sources: 199 PIC 11 - Instructional Services - \$500.00</p>						
<p>2) Career Exploration: Students will have the opportunity to explore different careers through the following experiences: *Provide Junior Achievement as a cross bridge for career exploration for K-5th. *Study Trips *Career Exploration Week in which students explore a venue of careers and investigate career paths toward that career.</p>	2	<p>Campus Administrators Community Members Counselor Teachers</p>	<p>Lesson Plans Master Calendar Photograph Journal of Student Projects/Activities for the day/week.</p>			
<p>3) Parent Training for Post Secondary Success: Provide a parent information session to assist with secondary course selection and graduation requirements. Provide a parent session on financial planning for post secondary success.</p>	2	<p>Campus Administrator Counselor CIS ACE Coordinator</p>	<p>Sign ins 5th grade student course selections (% academic and pre-ap)</p>			



= Accomplished



= No Progress



= Discontinue

Goal 4: To remain in compliance with Federal and State law.

Performance Objective 1: To remain in compliance with Federal and State law, the campus will implement the following strategies

Evaluation Data Source(s) 1: All strategies will be implemented.

Summative Evaluation 1:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
1) Conduct annual program evaluation (CATE, SCE G/T, LEP,) utilizing student performance data derived from special populations for the purpose of program review and revision. (List programs to be evaluated. Include all programs receiving state or federal funds.) One Way Dual Language Program/ESOL Gifted and Talented Special Education After School Program	1, 2, 10	Administrators Instructional Leadership Team CIT Members	OWDL Walk-throughs ARLA's ELAR's GT Progress Reports District Benchmarks Progress Reports TELPAS Data STAAR Data			

<p align="center">Critical Success Factors CSF 2</p> <p>2) Develop/strengthen/monitor capacity of teachers, grade levels and departments to support measurable growth in reading proficiency as measured by an increase in the percentage of students in "Developing As Expected" and "Advanced Development" categories in the Reading Standards.</p> <p>The following provisions will be put into place to strengthen the literacy program at Spring Shadows: *Teachers will maintain a data binder and use it for grade level data disaggregation meetings, team planning, and individual student monitoring.</p> <p>All teachers kinder -5th will implement small group instruction (guided reading and/or literature circles) on a daily basis. Written plans required. Utilizing Fountas and Pinnel prompting guides at the guided reading table.</p>	1, 2	Administrators Instructional Coach Intervention Specialists Grade level Teams	Running Records Mid year Reading Levels Anecdotal Records Assessment Wall District Benchmarks EOY DRA data STAAR Data NRT Data			
<p align="center">Critical Success Factors CSF 1 CSF 2</p> <p>3) Monitor progress of students failing to meet SSI promotion requirements in the previous academic year and provide remediation via supplemental materials and services. Progress will be recorded on the accelerated instruction plan; interim reports and opportunities to conference will be provided to parents of students so identified.</p> <p>Hold Status of Class Meetings three times each year to discuss each individual students and their progress according to the alignment of the following markers: *Classroom grades *Benchmark scores *DRA/EDL Scores *NRT Results *STAAR Results *Anecdotal records Dedicate 3 days each month for Response to Instruction SSC meetings.</p>	1, 2, 8, 10	Administrators Instructional Coach Intervention Specialists Classroom Teachers SPED Teachers ACE Coordinator	RTI Monitoring Log NCLB Notes District Benchmarks Mid Year Rd. Assess Progress Reports STAAR Data NRT Data EOY DRA/EDL RTI Database Promotion/Retention Data Report Cards			

<p align="center">Critical Success Factors CSF 4 CSF 7</p> <p>4) TECHNOLOGY - Provide opportunities, inclusive of professional development, to build capacity of teachers, principals, and other staff to integrate technology effectively into (a) challenging curricula and (b) related instructional strategies that are aligned to the Texas Essential Knowledge and Skills (TEKS) and the State of Texas Assessment of Academic Readiness (STAAR).</p> <p>Technology PD</p> <p>ISTE Conference in Denver in June.</p> <p>Purchase appropriate hardware, software, apps, and licenses to support classroom integration and included in math/reading sections of CIP.</p>		Administrators Instructional Coach ActivBoard Liaison Technology Team	2012 Implementation Survey Lesson Plans 2013 Implementation Survey STAR Report Campus Survey			
Funding Sources: 211 - Title I, Part A - \$7,000.00, 199 PIC 11 - Instructional Services - \$2,318.00						
<p align="center">Critical Success Factors CSF 5 CSF 6</p> <p>5) Promote parent and community involvement in drug and violence prevention programs/ activities. (Provide specific information about the activities on your campus.)</p> <p>Students will participate in Red Ribbon Week, a week dedicated to awareness and developing strategies to counteract drugs and violence in the community. The counselor will provide classroom lessons regarding peer pressure, bullying, and healthy choices.</p> <p>The counselor and CIS representative will build bridges through home visits.</p>		Administrators SDFCS Campus Facilitator Counselor CIS	Parent, teacher, and student referrals Lesson Plans Promotion/Retention Data Discipline (PEIMS) Campus Survey			

<p style="text-align: center;">Critical Success Factors CSF 6</p> <p>6) Provide professional development based on level of expertise and need in the following areas:</p> <ul style="list-style-type: none"> * Bullying Prevention * Violence/conflict resolution * Recent drug use trends * Resiliency/Developmental Assets * Prevention Curriculum training * No Place for Hate * CSHAC * Project Class * Love & Logic * CHAMPS * Zones of Regulation <p>Bullying Prevention - Model for teachers and students during classroom counseling lessons.</p> <p>Violence/Conflict Resolution - Model for teachers and students during classroom counseling lessons.</p> <p>No Place for Hate - The counselor will work with the committee to design and implement at least three activities which address needs indicated in our campus survey.</p> <p>CSHACS - The nurse will work with the committee to design and implement at least three activities which address needs indicated in our campus survey (health fair, wellness screenings, Biggest Loser, etc.)</p>	4	Administrators SDFCS Campus Facilitator Counselor CIS	CIS Referrals Counselor Referrals Discipline Referrals Lesson Plans Master Calendar Sign-ins Campus Survey Discipline Data (PEIMS)			
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<p align="center">Critical Success Factors CSF 1</p> <p>7) SPECIAL EDUCATION - Monitor LRE ratio. Develop campus capacity to support inclusive programming for students with disabilities.</p> <p>Evaluate campus LRE ratio.</p> <p>SPED staff will work with administration to create a schedule that allows for inclusion during small group instructional times.</p> <p>SPED staff will attend district level training on differentiation</p>		Principal Diagnostician SPED Staff	Log Tracking Entries required LRE Campus Ratio LRE Campus Ration Annual Report EOY assessments DRA Data STAAR Data			
<p align="center">Funding Sources: 199 PIC 23 - Special Education - \$380.00</p>						
<p align="center">Critical Success Factors CSF 1 CSF 2</p> <p>8) SPECIAL EDUCATION - Examine state assessment reports to evaluate progress of students with disabilities relative to ARD committee recommendations and predictions.</p> <p>How accurately did ARD committee recommendations predict and guide student achievement on state assessments?</p> <p>(Describe how you will improve this process on your campus this year.) SPED staff will meet each nine weeks with administrators for NCLB conferences to monitor the progress made by each SPED student. Students not making adequate gains will be brought back to staffing/ARD.</p> <p>Review schedules to be sure that SPED services are supplementing and not supplanting classroom instruction. Review IEP's to be sure the rigor of each plan allows for accelerated growth.</p>	1, 2, 9	Administrators Diagnostician LEAD SPED Teacher	Fall District Assessment SPED Meeting Agendas Annual analysis of campus SPED students' STAAR results with respect to the percentage of students participating in each testing program and those mastering the test.			

<p align="center">Critical Success Factors CSF 1</p> <p>9) SPECIAL EDUCATION - Ensure that Special Education staff, building administrators, and counselors are trained on and adhere to Special Education timelines and compliance requirements.</p> <p>(What is your campus plan and timeline to meet this expectation.)</p> <p>Provide ARD training to all staff members during a fall faculty meeting. Maintain a database of all students to monitor referral, testing, ARD, and implementation timelines.</p> <p>Monitor students ongoing development an bimonthly RTI conferences.</p>	4	Administrators Diagnostician SPED Team STAT Coordinator	Comparison Report of 2013-2014 and 2014-2015 referrals (number of referrals, % of Q's vs. DNQ's, timeline or referrals).			
<p align="center">Critical Success Factors CSF 1</p> <p>10) STATE COMP ED - Provide supplemental At-Risk services/support in the content areas: * Language Arts * Math * Science * Social Studies * LEP Intervention Specialist</p> <p>Status of Class Conferences twice a year- once in the fall and once in the spring will support students in at-risk status for progress monitoring.</p> <p>The ILT will meet weekly to reflect on the above data and address student and teacher needs.</p> <p>Results of these conversations will allow her to choose classrooms in which to model, provide feedback and coach.</p> <p>Our intervention specialists will provide push-in or pull-out based on student data.</p>	1, 4, 8	Administrators Instructional Leadership Tm Classroom Teachers ACE Coordinator	Running Records Fall and Mid Year Reading Levels Anecdotal Records Assessment Wall ARLA's District Benchmarks STAAR Data NRT Data TELPAS Data EOY District Assess. EOY DRA/EDL Data			Funding Sources: 199 PIC 30 - At Risk School Wide SCE - \$7,930.00

<p align="center">Critical Success Factors CSF 1</p> <p>11) Identify At-Risk students; provide them with supplemental services; and monitor progress.</p> <p>Materials include: manipulatives, literacy materials, STAAR support, bilingual material After-school extended day Summer School Computer.</p> <p>We will continue to purchase materials such as manipulatives, literacy materials, STAAR support, bilingual materials, etc. to bridge the gap for At Risk students.</p> <p>We will continue to provide during the day and after school intervention for all students working below the expected level.</p> <p>We will continue to set aside monies to supplement the district summer school program.</p>	<p>3, 9</p>	<p>Administrators Instructional Leadership Tm Classroom Teachers ACE Coordinator</p>	<p>Running Records Fall and Mid Year Reading Levels Anecdotal Records Assessment Wall ARLA's District Benchmarks STAAR Data NRT Data TELPAS Data EOY District Assess. EOY DRA/EDL Data</p>			
<p>Funding Sources: 211 - Title I, Part A - \$8,914.00</p>						
<p align="center">Critical Success Factors CSF 6</p> <p>12) Develop, monitor, and evaluate campus volunteer/partnership programs that include: * recruitment * training/support * recognition of volunteers/partnerships</p> <p>We will collaborate with the United Way liaison to plan, train, implement, and evaluate our literacy partnership.</p> <p>We will provide multiple opportunities for parents to attend hands-on trainings to register to be a cleared volunteer.</p> <p>We will offer volunteer opportunities that can be completed outside the school campus.</p> <p>We will recognize all of our mentors and volunteers at annual school sponsored luncheon.</p>	<p>6</p>	<p>Campus Administrators CIS Counselor ACE Coordinator Intervention Specialist</p>	<p>Running Records Fall and Mid Year Reading Levels Anecdotal Records Assessment Wall ARLA's District Benchmarks STAAR Data NRT Data TELPAS Data EOY District Assess. EOY DRA/EDL Data Campus Survey</p>			

<p style="text-align: center;">Critical Success Factors CSF 2 CSF 7</p> <p>13) TITLE II A - Provide professional development to CIT, teachers, and administrators that increases knowledge and skills related to:</p> <ul style="list-style-type: none"> * vertical alignment * instructional strategies to meet the needs of diverse student populations * integration of technology into curricula and instruction for improving teaching, learning, and technology literacy * STAAR testing and the state curriculum standards (TEKS) in the content areas of English/Language Arts, social studies, and/or science, and/or math. * DDI * Dual Language Programs * Problem-Based Learning * Co-Teach Training * Small Group Instruction * This includes opportunities for teachers to be coached, attend sustained training/inservices/ workshops and/or conferences together with structured followup. <p>SSE will utilize faculty meetings, the professional block rotation, individual conference periods and non-contract time to assure professional conversations in each of the following areas:</p> <ul style="list-style-type: none"> * vertical alignment (one Wednesday a month vertical teams will meet) * instructional strategies to meet the needs of diverse student populations (professional block...occurs once ever seven days for grade level teams) * integration of technology into curricula and instruction for improving teaching, learning, and technology literacy (faculty meetings and professional block) * STAAR testing and the state curriculum standards (TEKS) in the content areas of reading, math, writing, and science. 	4	<p>Campus Administrators Team Leaders iCoach Intervention Specialists</p>	<p>Running Records Fall and Mid Year Reading Levels Anecdotal Records Assessment Wall ARLA's District Benchmarks STAAR Data NRT Data TELPAS Data EOY District Assess. EOY DRA/EDL Data</p>			
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<p style="text-align: center;">Critical Success Factors CSF 3 CSF 7</p> <p>14) Teachers/Administrators/Staff will develop understanding of the (a) Professional Development Framework and continue participation in professional development in the areas of Teaching and Learning and Leadership for Results; including (b) The Process for Designing and Delivering Effective Instruction through differentiation and technology integration.</p> <p>All staff members will participate in training in the area of effective instruction with an emphasis on Rigor and Relevance. To sustain this new learning, we will dedicate one faculty meeting a month to strategies, reflections, and celebrations.</p> <p>Teachers will collaborate weekly to complete task analysis of student needs and grade level curriculum in order to design effective lessons for delivery in individual classrooms.</p>	4	<p>Campus Administrators Instruct. leadership Team</p>	<p>Teacher Appraisals Student Surveys Teacher Survey STAAR Data NRT DATA EOY District Assessment</p>			
<p style="text-align: center;">Critical Success Factors CSF 7</p> <p>15) Provide support for new teachers with ongoing mentoring and planning with certified staff.</p> <p>SSE will provide new teachers with an orientation meeting prior to the return of all staff members. This will include mentor introductions, nuts and bolts handbook training, a school tour and time to familiarize themselves with their rooms and resources. Each new teacher will be assigned a mentor from their grade level or content area. New teachers will meet one Wednesday a month with the school mentor liason to provide support and preview upcoming events, paperwork, deadlines, etc.</p>	9	<p>Campus Administrators Team Leaders Mentor</p>	<p>SSE Faculty Snapshot Walk through's Team Minutes (Needs/Concerns) PDAL Observations Teacher Survey</p>			

<p style="text-align: center;">Critical Success Factors CSF 7</p> <p>16) Recruit and retain highly-qualified staff, defined through state, No Child Left Behind (NCLB) and local criteria, by highlighting the school and its students on the website and by participating in job fairs. Provide recruitment information on website (Complete this activity by describing how you will meet this expectation on your campus plan.) Campus leadership will attend the district job fair to recruit highly qualified staff. A team of staff members will be included on the interview team to ensure multiple perspectives. The webmasters will continue to develop our website so that highly qualified candidates can research what SSE has to offer.</p>	5, 9	Administrator CIT Web masters	Faculty Snapshot Website Turnover Rate Job Fair sign in			
<p style="text-align: center;">Critical Success Factors CSF 5</p> <p>17) The CIT, teachers, administrators, other staff members, and parents will collaborate and coordinate planning efforts and implementation of staff development that will build ties between parents and school.</p> <p>SSE will work with CIS this year to build a bridge between the school and our families.</p> <p>We will focus on the perceived barriers of our families and design the program around these needs.</p> <p>SSE will partner with the Children's Museum to provide three family fun nights based on the needs of our families.</p> <p>SSE will study the input provided on our campus surveys to design appropriate professional development for home/school relationships.</p> <p>SSE will utilize at least two faculty meetings to define parental involvement and problem-solve ways to increase participation from our community.</p>	6	Campus Administrators CIS	2015 Parent Surveys Quarterly V-Soft Reports Flyers Agendas Sign-ins 2015 Parent Surveys 2014 and 2015 V-Soft Comparisons			

<p align="center">Critical Success Factors CSF 5</p> <p>18) Continue with the annual Kindergarten Round-Up including meeting the teachers, previewing the curriculum and visiting the classrooms.</p> <p>Continue with annual daytime visit from feeder school Tiger Trail. Tour students through the building, meet key figures in the school, and enjoy a snack in the cafeteria.</p>	7	<p>Campus Administrators Kinder teachers</p>	<p>Sign-in from both events</p>			
<p align="center">Critical Success Factors CSF 1 CSF 6</p> <p>19) GIFTED AND TALENTED - Provide opportunities for G/T professional development, based on level of expertise and need, in one of the following areas: a) Nature and needs of G/T students b) Assessing and identifying G/T student needs c) Differentiating Curriculum for G/T students d) Assessing social and emotional needs of G/T students e) Creativity and instructional strategies for G/T students.</p> <p>We will continue to provide professional development that focuses on differentiation strategies for ALL students.</p> <p>We will work with district personnel to provide ongoing training so that we can increase the number of staff members with their 30 hours.</p>	2, 10	<p>Campus Administrators Counselor Librarian</p>	<p>Staff Hours at end of 2014-2015 Lesson Plans STAAR Results for GT students Agendas and sign-ins Comparison of staff GT hours for previous and current year</p>			
<p align="center">Critical Success Factors CSF 1 CSF 6</p> <p>20) GIFTED AND TALENTED - Implement and evaluate development of differentiated curriculum for meeting needs of gifted students using instructional techniques from gifted and talented education.</p> <p>(Complete this activity by describing how you will meet this expectation on your campus.)</p> <p>Continue to develop differentiated workstations that are open-ended to challenge our GT students.</p>		<p>Campus Administrators Counselor Librarian Team Leaders</p>	<p>STAAR Results for GT students Commended Scores</p>			

<p>21) GIFTED AND TALENTED - Conduct annual G/T evaluation by following the district wide procedures for referral, testing and identification of students. Emphasis on finding and identifying minority G/T students, low SES G/T students, and those students showing great potential but who are difficult to identify as intellectually gifted.</p> <p>Conduct an annual G/T parent meeting to develop awareness of the program, identification, and requirements.</p> <p>Complete GT screening and analyze for possible testing.</p>	1	Administrators Counselor	Sign-in sheets			
<p>22) COORDINATED SCHOOL HEALTH (CSH) and CIP -</p> <p>Steps to incorporate CSH -</p> <ol style="list-style-type: none"> 1. Review the School Health Index completed by the C-SHAC 2. Identify focus area(s) for campus 3. Choose focus area(s) to place in this area of Required Elements 4. Recommended indicators for assessing CSH may be chosen from this list of approved indicators that are completed each year: <ul style="list-style-type: none"> a. District Five Year Goal Campus Survey b. School Health Index c. SEL/40 Developmental Asset Survey <ul style="list-style-type: none"> *Submit article's in the school newsletter *Follow guidelines regarding meeting dates *Human Growth and Development (Gr. 4-5) *2nd Grade Nutrition Class/Cafeteria Tour *Fitness Gram *Purchase books on health for the library *School Carnival *E-mails to staff about nutrition *Eyeglass party for students with glasses *Flu Shot Clinic for staff * Family Fun Nights *Music Programs *Thanksgiving Feast *No Place for Hate Week *Red Ribbon Week *CPR, Stryker chair and asthma training *Counselor and CIS small groups to address 	6	School Administrators Nurse CSH Team Health Fitness Teacher Music Teacher Cafeteria Manager CIS Counselor	Fitness Gram Database BMI Screening Referrals Vision Referrals Hearing Referrals Sign-ins Campus Survey			

<p>23) Review and revisit both the Home/School Compact and Parental Involvement Policy. *offer several opportunities for parent input. *develop, with parent input, current school year compact and policy in appropriate language(s) - English/Spanish. *share compact with parents and document.</p> <p>This activity is completed in the first 9 weeks of school with a meeting held to discuss the compact's and Parent Involvement Policy's importance with the parents. The compact and Parent Involvement Policy are included in the Title I portfolio.</p>	6	Principal AP CIT CIS Counselor	Final revised Parent Compact Final revised Parent Involvement Policy			
<p>24) Increase parent attendance at Title I Annual Meeting to share: *standards and goals *parents' rights' *curriculum *School Report Card *Title I participation *Offer a flexible number of meetings.</p> <p>The Title I annual meeting will be held during a Parent Coffee to which all parents will be invited. The above topics will be served.</p>	6	Administration Counselor CIS	Sign-in Sheets Parent Surveys			

 = Accomplished
 = No Progress
 = Discontinue

System Safeguard Strategies

Goal	Objective	Strategy	Description
1	1	1	<p>Professional Collaboration: Grade Level Teams - Grade level teams will meet twice weekly to study district expectations, assess student progress in relationship to the expectations, and design effective lessons and assessment according to student needs. Each grade level team will have an extra hour of extended planning every other week for one hour. Opportunity Culture Grade Levels (3rd & 5th) will have two additional hours of extended planning every other week. Opportunity Culture Teams will work on Universal Design Learning Framework to support their efforts. Books for each member of the team will be purchased to be utilized in PLC. Professional Learning Communities - Grade level teams will meet every week on Thursdays to participate in grade specific professional development and professional conversations. Vertical Teams - Multi-grade teams will meet once a month to study, reflect, collaborate and problem-solve needs for campus curricular programs. Work in cross grade level teams to analyze test questions from the released STAAR test. Once in the fall and once in the Spring- teams will work together to identify areas of focus accordingly to current needs assessments. Every team on campus will have 6 additional early dismissals throughout the year to support road maps and lesson planning.</p>
1	1	2	<p>Language Arts: Maintain one full-time Instructional Specialist to work with both teachers and students. The specialist will consult, model and assist as needed with new or struggling teachers. In addition, the specialist will supplement classroom instruction for students working below grade level. Ensure small group instruction in the form of guided reading and/or literacy circles in all classrooms K-5. Dedicate 15 minutes, 3 days /week for an above level read aloud to develop comprehension & vocabulary. Purchase professional books to support language arts professional development. Purchase student literature manipulatives and support. Purchase instructional supplies and materials for classroom teachers. Purchase reading incentives to help motivate students for reading. Replenish and purchase library books for the school library.</p>
1	2	1	<p>Maintain 2 math MCLs in 3rd and 5th grade through Opportunity Culture. The specialist will consult, model and assist as needed with new or struggling teachers. In addition, the specialist will supplement classroom instruction for students working below grade level. Ensure students collaborate with problem solving situations using district resources and materials in all classrooms K-5. Send staff members to the math curriculum roll-outs each 9 weeks. Provide support for Math in Focus implementation. Provide refresher training to classroom teachers for the implementation of Think through Math. Purchase professional books to support staff development in the area of math. Purchase student manipulatives and support materials to enhance student achievement in the area of mathematics. Purchase supplies and materials for math content. Purchase Dreambox for 20% personalization in K-2nd & use Think Through Math in 3rd-5th. Enroll students not meeting expectations in 2-5th in after school University tutoring classes. Hire Math tutor to support with 2nd and 5th grades. Purchase math libraries to support with core content in all areas.</p>

Goal	Objective	Strategy	Description
1	3	1	Ensure small group instruction in all classrooms K-5 to allow for concept refinement. Provide ongoing support for Stem Scopes curriculum. Integrate nonfiction science literature in the language arts block. Purchase nonfiction science literature for classroom libraries in K-5. Purchase Science journals to incorporate writing and science process standards for K-5. Purchase professional books to support staff development in the area of science. Pay for substitute to cover classes so that Science teacher may attend CAST with Science Department. Emphasize strategies that assist students in bridging hands-on science experiences and paper/pencil representations. Purchase student literature, manipulatives, and support materials to enhance student achievement in the area of Science, Math, Reading. Providing student intervention through Wildcat University after school/Saturday program. Purchase Motivation Science workbooks for 5th grade students.
1	4	1	Provide support to our writing program through the instructional specialist. Teachers will use writing journals and teach the writer's workshop model in K-5th grade through Balanced Literacy. Teachers will incorporate read alouds and mentor text so that students consume critique and produce their own independent writing. Purchase professional development books supporting instructional framework for writing. Purchase mentor texts to be utilized for writers workshop and lessons (student literature.) Purchase writing supplies and materials. Provide tutoring for 4th grade writing in after school program and Saturday camps. Purchase Motivation Writing Resources for 4th Grade.
2	2	1) Maintain 1 ELL/Reading Instructional Specialist. Participate in American Institute of Research (AIR) and implement strategies. Provide continued feedback on the "working environment" of each of our One Way Dual Language classrooms. Provide continued professional development with an emphasis on effectively utilizing language of the day. Provide professional development on de-emphasizing decoding as the primary tool for problem-solving unknown words. Use an accelerated reading approach to build reading proficiency in L2 (students work no more than two levels below the defined grade level expectation). Continue to purchase student literature in order to implement changes in OWDL new program design. Determine clear bilingual program for SSE following district guidelines. All teachers providing 15-20 minutes of language development during regular instruction. Provide Personalized ELL supports for newcomer students by meeting with the ELL Specialist twice a week for 30 minutes.
2	3	1	Monitor IEPs for all students. Align curriculum and inclusion work for all students serviced by SPED. Monitor referrals for behavior and frequently hold ARDS if changes are needed. Utilize MAP testing to determine students data to inform further instruction.
3	1	2	Continue to provide an After School Program to include academic assistance (tutoring and homework help) as well as enrichment activities such as team sports. University Classes will aim to target 2-5th grade in Reading and Math to accelerate learning and demonstrate growth. Adventure Classes aims to target 2-5th grade students with the opportunity to have enrichment like classes for exploring new possibilities. Hooves for Hearts will serve 50-60 students from 1st-5th that are based on teacher referrals targeting on social skills. This class is a horse riding enrichment class once a week for 2 hours.

Title I

Schoolwide Program Plan

Our overall school-wide Title I program plan will include providing our students with

Ten Schoolwide Components

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Katelyn Gentry	ELAR Interventionist	3-5th ELAR	6119

2017-2018 Campus Site-Based Committee

Committee Role	Name	Position
Administrator	Rachel Martinez	Principal
Administrator	Cynthia Gardner	Assistant Principal
Business Representative	Granger Durdin	Business Rep
Parent	Carrie Vinson	Parent
Classroom Teacher	Ashley Lopez-Davila	Teacher
District-level Professional	Terry White	Science Dept.
Classroom Teacher	Ana Klauer	Teacher
Classroom Teacher	Vivian Pachuca	Teacher
Classroom Teacher	Martha Moreno	Teacher
Non-classroom Professional	Cynthia Rodriguez	Dean of Students
Classroom Teacher	Rachel Menefee	teacher
Paraprofessional	Rachel Berryman	Admin Asst.
Classroom Teacher	Blanca Barron	Teacher
Non-classroom Professional	Karen Simpson	Nurse
Community Representative	Yezenia Zapata-Briones	CIS
Classroom Teacher	Rocio Vazquez	

Campus Funding Summary

199 PIC 11 - Instructional Services					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	Library Books		\$10,000.00
2	1	1	Rigor and Relevance PD		\$5,000.00
2	1	1	Leadership PD		\$5,000.00
2	1	2	Supply and Material		\$5,000.00
2	2	1	Supply and Materials-Instructional		\$1,500.00
2	3	1	Special Education Materials/Supplies		\$380.00
3	1	4	Awards		\$1,002.00
3	1	5	Supply and Materials		\$3,000.00
3	2	1	Supply and Materials		\$500.00
4	1	4	Tech PD		\$2,318.00
Sub-Total					\$33,700.00
Budgeted Fund Source Amount					\$33,200.00
+/- Difference					\$-500.00
199 PIC 23 - Special Education					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
4	1	7	Supply/Material		\$380.00
Sub-Total					\$380.00
Budgeted Fund Source Amount					\$380.00
+/- Difference					\$0
199 PIC 25 - ESL/Bilingual					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	2	1	Supplies and Materials		\$2,070.00
Sub-Total					\$2,070.00
Budgeted Fund Source Amount					\$2,070.00

					+/- Difference	\$0
199 PIC 30 - At Risk School Wide SCE						
Goal	Objective	Strategy	Resources Needed	Account Code		Amount
2	2	1	At Risk Supplies/Materials			\$377.00
4	1	10	At-Risk	6399		\$7,930.00
					Sub-Total	\$8,307.00
					Budgeted Fund Source Amount	\$8,307.00
					+/- Difference	\$0
199 PIC 99 - Undistributed						
Goal	Objective	Strategy	Resources Needed	Account Code		Amount
1	1	1	Early Dismissal PLCs Working Lunches and Snacks			\$1,500.00
2	2	1	Supplies and Materials			\$1,738.00
3	1	1	PBIS Roars Posters			\$1,500.00
3	1	1	Supply and Materials			\$1,000.00
3	1	5	Transportation			\$3,000.00
3	1	6	Supply & Materials			\$500.00
3	1	6	Transportation			\$500.00
					Sub-Total	\$9,738.00
					Budgeted Fund Source Amount	\$10,238.00
					+/- Difference	\$500.00
211 - Title I, Part A						
Goal	Objective	Strategy	Resources Needed	Account Code		Amount
1	1	1	Other Reading Mat- Professional Books	6329		\$2,720.00
1	1	2	Student Literature manipulatives and Guided Reading Materials	6399		\$5,000.00
1	1	2	Other Payroll- Intervention Specialist- Katelyn G.	6119		\$57,661.00
1	1	3	Other Reading Material- Purchase books	6329		\$8,500.00
1	1	3	Professional Development-Teachers and Administrators	6411		\$7,076.00
1	1	3	Raz Kids and Newsela Software			\$12,000.00

1	1	3	Lucy Calkins Units of Study		\$10,000.00
1	1	3	Hire Reading Tutor		\$15,000.00
1	2	1	Supply / Material	6399	\$5,000.00
1	2	1	Student supplemental math resources		\$7,000.00
1	2	1	Math Tutor		\$15,000.00
1	2	1	Afterschool 2nd-5th Grade Math Tutoring		\$10,000.00
1	2	1	Dream Box Software		\$3,300.00
1	3	1	Supply and Material (Journals, Science Materials for Lab)	6399	\$5,000.00
1	3	1	Science Non-Fiction Classroom Library Books		\$5,000.00
1	3	1	Wildcat University Afterschool/Saturday Program		\$2,500.00
1	3	1	Science Supplemental Materials & Resources		\$3,000.00
1	3	1	Substitutes- PD		\$500.00
1	4	1	Supplies and Materials (including Motivation Writing)		\$4,000.00
1	4	1	Professional Books		\$1,000.00
1	4	1	Student Books		\$1,500.00
1	4	1	Afterschool/Saturday Tutoring		\$2,000.00
3	1	1	Project Class		\$11,000.00
3	1	2	Staff and Materials	6116	\$20,805.00
3	1	3	Transportation and Field Study Fees	6494	\$4,500.00
3	1	7	Family Events		\$3,724.00
4	1	4	Tech-Hardware	6398	\$7,000.00
4	1	11	Supply and Material	6399	\$8,914.00
Sub-Total					\$238,700.00
Budgeted Fund Source Amount					\$238,700.00
+/- Difference					\$0
Grand Total					\$292,895.00