

China Spring Independent School District

China Spring Elementary

2019-2020



Mission Statement

Our mission, in partnership with the community, is to provide individualized learning experiences to prepare students for success in life.

Vision

Our vision in China Spring Independent School District is to strive for continuous improvement of our educational system by providing opportunities for all to achieve excellence.

Translation Statement

CSISD Translation Policy:

Required Documents will be translated to parents upon request in a language they can understand, such as through translated materials or a language interpreter and to adequate notice of information about any program, service, or activity that is called to the attention of all parents.

Process for Requesting Translations for District Wide Documents:

Submit English to Spanish or Preferred Language Translation Request to Jennifer Crook, Executive Director of Curriculum and Instruction, jcrook@chinaspringisd.net, 254-836-1115.

Expect 5 business days for 1- page documents and 8-10 business days for 3 or more pages.

Jobs will be prioritized by the date they are scheduled on the “First come, first serve” basis. CSISD reserves the right to review and approve all requests submitted. Documents that may be translated are those documents that have a direct impact on media and communication issues.

Política de traducción de CSISD:

Los documentos requeridos se traducirán a los padres cuando lo soliciten en un idioma que puedan entender, por ejemplo, a través de materiales traducidos o un intérprete de idiomas, y con un aviso adecuado de información sobre cualquier programa, servicio o actividad que se llame a la atención de personas que todos los padres.

Proceso para solicitar traducciones para documentos de todo el distrito:

Envíe una solicitud de traducción de inglés a español o lenguaje preferido a Jennifer Crook, Directora Ejecutiva de Currículo e Instrucción, jcrook@chinaspringisd.net, 254-836-1115.

Espere 5 días hábiles para documentos de 1 página y 8-10 días hábiles para 3 o más páginas.

Los trabajos se priorizarán en la fecha en que se programen en base a "Primero en llegar, primero en servir". CSISD se reserva el derecho de revisar y aprobar todas las solicitudes enviadas. Los documentos que pueden traducirse son aquellos documentos que tienen un impacto directo en los problemas de comunicación y medios.

Parent and Family Engagement Policy

Education succeeds best when there is a strong partnership and communication between home and schools. As key players in the education of their children, parents should be involved in developing a policy, which will promote ties between home and school so that children will benefit from their time at school and the services provided. The parent engagement policy is one that needs to be reviewed annually to remain effective in meeting the needs of children who live in a constantly changing society. Parents and school personnel should work together to achieve such a policy.

China Spring ISD

- * involves parents in the joint development of the plan
 - * supports the Parent Teacher Association (PTA)
- * expects faculty and staff to communicate with parents
- * expects open lines of communication between home, school and community
 - * encourages the parent engagement policy annually
- * encourages coordination of all programs, federal, state, and local
 - * encourages parents to participate in school activities

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Comprehensive Needs Assessment

Needs Assessment Overview

CHINA SPRING ELEMENTARY SCHOOL

Comprehensive Needs Assessment (CNA) Summary

2019-2020

Student Achievement or Student/Staff Needs

Data sources reviewed when considering Student/Staff Needs included: STAR Reading Renaissance, STAR Math Enterprise, STAR Renaissance Early Literacy, Fountas and Pinnell Benchmark Assessment, TPRI, TEMI, Imagine Math, TEKS Resources System, Benchmark Assessments and Classroom Data, Intervention Checklists, Progress Monitoring Reports, Unit Assessment Data in Aware Application in Eduphoria Management System, and STAAR Data.

Needs Identified:

- Increase all STAAR-tested subject area scores.
- Additional campus-wide personnel for intervention assistance.
- Continue to purchase subscriptions to Renaissance Learning for STAR Reading Enterprise and STAR Math Enterprise.
- Continue to purchase a site license to an online reading program; various trials were conducted and the decision to purchase Lexia was made.
- Continue to purchase a site license to an online math program; various trials were conducted and the decision to purchase Dreambox was made.
- Smaller class sizes in order to reach sub-populations and meet differentiation needs.
- More paraprofessionals to help in lower grade levels.
- Staff training for meeting the needs of Title I students.
- A way to assess skills of incoming Kindergarten students.
- Need for a handwriting curriculum.
- More reading and math training/coaching.
- Continued Conscious Discipline School-Wide training, coaching, and support.

Summary of Needs:

Increase reading scores and achievement by addressing reading curriculum needs including phonics and all components of the Fountas and Pinnell

Balanced Literacy model, possibly including planning and/or staff development.

- Increase math scores and achievement by continuous vertical and horizontal alignment, PLCs, staff development, and planning on math TEKS.
- Continue staff development on best practices and research-based instruction, including Melissa Leach and Fountas and Pinnell support and training for all reading teachers.
- Continue to purchase subscriptions to Renaissance Learning for STAR Reading Enterprise and STAR Math Enterprise for universal screening.
- Purchase a site license to Lexia as an online reading program for students in grades K-3.
- Purchase a site license to Dreambox as an online math program for students in grades K-3.
- Continue Conscious Discipline school-wide training and/or coaching in order to provide support for all staff in order for them to provide support to students with extreme behaviors and emotionally challenging students.
- Continue staff training for meeting the needs of Title I students.
- Continue to purchase more technology (iPads, Chromebooks, etc.) for classroom use, along with training and support.
- Continue to look for ways for teachers to provide small group and one-on-one intervention times for students (i.e. Specials and/or W.I.N. Time intervention)

Family and Community Involvement or Parent/Community Needs

Data sources reviewed when considering Parent/Community Needs included: Previous year parent and community partnership opportunities data, district volunteer program evaluation form, TAPR report, SBDM list of parents, community members, and business representatives, teacher observations, grade-level representatives, and parent surveys.

Needs Identified:

- Volunteer orientation.
- Substitute orientation.
- Recruitment strategies for substitutes.
- Parenting programs to address students' emotional, social, and academic well-being sponsored by PTA, school counselors, interventionists, and/or teachers.
- Increased security.
- More structured employee wellness program.
- Be cognizant of the increased need to provide parents with information on Conscious Discipline and tools they can use at home.

Summary of Needs:

- Continue and/or improve orientation program for volunteers and substitutes.
- Provide program nights for parents to address students' emotional, social, and academic well-being, led by PTA, school counselors, interventionists, and/or teachers.
- Continue to be diligent with security procedures in order to provide an even safer environment.
- Continue to provide Conscious Discipline parent online information sessions and/or "Collaborative Corner" nights.

School Culture and Climate or Safety/Environment/Facility Needs

Data sources reviewed when considering Safety/Environment/Facility Needs included: Parent, staff, and student surveys, “buddy classrooms” assignments, stay interview questionnaire, school calendar, Watch D.O.G.S. program, parent/teacher conference dates, active and strong PTA support, collaboration with grade levels, Conscious Discipline, emergency operations plan, and Student Council members in 3rd grade.

Needs Identified:

- Alarms on all outside doors for added security and safety.
- Reinstate grade-level chair and mentor stipends.
- More interaction between grade levels.
- Continue to build on Conscious Discipline skills, routines, rituals, and techniques.
- Continue to provide a student climate survey to students in grades 2 and 3.
- Create more interactions between grade levels school-wide (ex. Buddy Classroom Assignments, Math Buddies, and Reading Partners).
- Watch D.O.G.S. serving in homeroom class, specials, recess, and lunch.

Summary of Needs:

Continue to provide and make additions to procedures, policies, and physical properties to ensure the safety and well-being of all staff, students, and community members during any school activities such as:

- Fencing/gate near 1st grade needs to remain locked at all times.
- Reinstate stipend for grade-level chairs and mentors.
- Continue to give a school climate student survey (Google Survey online) to 2nd and 3rd graders.
- Continue to update and improve bathrooms in 1st grade.
- Continue to provide consistent school-wide discipline procedures, rituals, and routines and provide staff training through Conscious Discipline.
- Work to increase interactions between grade levels (ex. Math Buddies and Reading Partners).
- Continue to schedule Watch D.O.G.S. to serve in homeroom class, specials, recess, and lunch.

Curriculum, Instruction, and Assessment Needs

Data sources reviewed when considering Curriculum, Instruction, and Assessment included: Reviewed assessment instruments, STAR Reading Renaissance, STAR Math Enterprise, Fountas and Pinnell Benchmark Assessment, TPRI, TEMI, Data from Aware Application in Eduphoria Management System, STAAR data, TEKS RS YAG, TEKS Resources System end-of-unit tests, teacher-made assessments, NNAT2 (Naglieri) screening, and input from teachers in all grade levels PK-3rd.

Needs Identified:

- Competitive pay for all teachers.

- Smaller class sizes.
- Additional intervention staff.
- Continue to provide reading curriculum training by Melissa Leach to effectively implement the Fountas and Pinnell Balanced Literacy model in all grades.
- Continue to purchase more technology in classrooms.
- Continue to have a weekly grade-level planning day and subject-area planning day.
- Use of TEKS Resource System, specifically the YAG and end-of-unit assessments.
- Set curriculum for all subjects.

Summary of Needs:

- Additional training for specific math and reading interventions.
- Additional staff to provide more intervention support to students.
- Continue to purchase and integrate technology in classrooms and provide training as needed for successful implementation.
- Continue to purchase math manipulatives to meet the varied needs of students.
- Provide reading curriculum training to effectively implement the Fountas and Pinnell Balanced Literacy model in all grades.
- Competitive teacher salaries to attract high-quality teachers.
- Continue to use the end-of-unit assessments to provide the rigor required for our students to be successful.
- Would like a more set reading curriculum other than TEKS Resource System and Fountas and Pinnell.

School Context and Organization Needs

Data sources reviewed when considering School Context and Organization included: Campus Improvement Plan, master schedule, prior knowledge from past years, input from teachers in all grade levels PK-3rd, parent, staff, and student surveys, and communication (formal and informal).

Needs Identified:

- Through Conscious Discipline, strive for consistency in procedures across the campus.
- Planning time opportunities for teachers per six weeks.
- Need for additional mental health support for students.
- More opportunities to collaborate across grade levels through vertical alignment.
- Additional intervention teachers and support staff (ESL, literacy, math).
- Provide flexibility with online in-service trainings at the beginning of the year for Dyslexia, G/T, ESL, and 504 (instead of having a full day of rotations during in-service).

Summary of Needs

- Provide training and/or additional resources for teachers to meet the needs of students both academically and behaviorally due to changing demographics and mental health concerns.

- Additional intervention teachers and support staff (ESL, literacy, math).
- Continue to develop consistent school-wide procedures using Conscious Discipline.
- Continue to provide teachers more time to collaborate during planning time.
- Continue to provide flexibility with online in-service trainings at the beginning of the year for Dyslexia, G/T, ESL, and 504.

Technology Needs

Data sources reviewed when considering Technology included: Technology data provided by Tricia Begesse, technology programs used, PK-3rd needs assessment and input from teachers in all grade levels PK-3rd.

Needs Identified:

- New teacher training.
- Update older LCD projectors and keep several LCD bulbs on hand.
- Continuous training on Smartboards and on new touch-panel boards.
- Continued purchase of iPads for student and teacher use with the goal for each classroom teacher to have a set of 12.
- Look into purchasing more charging stations.
- Purchase additional iPads and styluses (Apple crayons, pencil holders) for ELAR teachers to be used for handwriting practice and other methods/activities and for Math teachers to be used for math instructional methods/activities.
- Continue to update student computers and other tech devices in the classroom.
- Continue to provide relevant technology trainings and professional development opportunities.
- Possible need for updated Wi-Fi hub.

Summary of Needs:

- Continue to update student computers and other technology devices as well as purchase more for classroom use.
- Provide relevant technology training and professional development to classroom teachers on Smartboards, Touch-Panel boards, Apple TV, iPad apps, BrainPop Jr., Discovery Education, Lexia, Dreambox, etc. and other current technology that we may have not even been exposed to yet.
- Continue to purchase and update technology devices such as iPads, laptops, Chromebooks, Smartboards, SeeSaw, LCD projectors, LCD bulbs, and headphones/cords/chargers/styluses, etc.
- Purchase additional iPads and styluses (Apple crayons) for ELAR teachers to be used for handwriting practice and other methods/activities and for Math teachers to be used for math instructional methods/activities.
- Continue to provide technology training by utilizing District Instructional Technologist and Campus Instructional Technologist.

Demographic Needs

Data sources reviewed when considering Demographics included: TAPR report and data, input from teachers in all grade levels PK-3rd, CSISD website, student enrollment data, PEIMS, and STAAR results.

Needs Identified:

- Lower student/teacher ratio.
- Increasing numbers of special education students, dyslexia students, and low-SES students.
 - Inclusion needs and different tiers.
 - Address mental health/behavior through additional staff and/or trainings.
 - Behavior classroom housed at the Elementary.
 - Additional personnel for intervention (math and reading), ESL, dyslexia, and special education.
 - Additional teachers to accommodate student population growth.

Summary of Needs:

- Additional teachers to address intervention needs, retention rates, and classroom sizes.
- Additional training and/or personnel to address mental health/behavior needs that enables the classroom teacher to meet the needs of students.
- Continue discussion on a behavior classroom housed on the Elementary campus due to transportation concerns as well as ease in serving students as they transition back into the general education classroom.
- More and adjusted reading and math intervention to meet students' needs including additional staff (intervention, ESL, dyslexia, special education), more effective RtI processes, and training.

Staff Quality, Recruitment, and Retention Needs

Data sources reviewed when considering Staff Quality, Recruitment, and Retention included: TAPR report, Coordination and Integration of Programs report, salary schedule, input from teachers in all grade levels PK-3rd, teacher certification/qualification data, paraprofessional qualifications, grade level collaboration, Data from Aware Application in Eduphoria Management System, and benchmark assessment data.

Needs Identified:

- Smaller class sizes (below 20).
- Competitive pay.
- Administration attending job fairs to recruit new staff.
- Additional teachers for intervention (both math and reading) in grades K-3.
- Additional special education inclusion support staff for K and 1st.
- Provide an incentive (stipend) for grade level chairs, mentors, and graduate degrees.
- Continue to strive for collaboration and communication across all areas of campus.

Summary of Needs:

- Additional teachers to address classroom sizes.
- Competitive pay.

- Administration continue to attend job fairs to recruit new teachers.
- Additional teachers for intervention (both math and reading) in grades K-3.
- Additional special education inclusion support staff for K and 1st.
- Provide an incentive (stipend) for grade level chairs, mentors, and graduate degrees.
- Continue to strive for collaboration and communication across all areas of campus.

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

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







Goals

Goal 1: China Spring Elementary will maintain rigorous standards of academic achievement to prepare 21st century learners for graduation and post-secondary success.

Performance Objective 1: China Spring Elementary students will continue to meet standard on STAAR assessments to achieve 1 point in Domain 1/Student Achievement.

Evaluation Data Source(s) 1: STAAR Results

Summative Evaluation 1:







Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Feb	Apr
1) Use Star Renaissance data to drive instruction through data meetings.	2.4	Teachers, Administrators, Interventionists	Student Growth, Test Scores, PLC/Data Meetings				
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue							

Goal 1: China Spring Elementary will maintain rigorous standards of academic achievement to prepare 21st century learners for graduation and post-secondary success.

Performance Objective 2: Improve the Gifted and Talented Program to differentiate instruction for all gifted learners.

Evaluation Data Source(s) 2: Parent Surveys, Teacher Training Records, CSE Staff Development Records

Summative Evaluation 2:




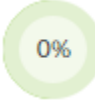

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Feb	Apr
1) Hold nominations and screen first through third grade students in the Fall and Spring to identify G/T and Talent Pool candidates. Screen all kindergarten students for Talent Pool.	2.5	GT Teacher/Coordinator, Counselors, Selection Committee	G/T students appropriately identified				
2) Ensuring all teachers that serve G/T students receive the initial 30 hours of G/T training and the annual 6-hour update, per requirements from the district.	2.6	District and Campus Administration, Teachers	Teachers trained				
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue							

Goal 1: China Spring Elementary will maintain rigorous standards of academic achievement to prepare 21st century learners for graduation and post-secondary success.

Performance Objective 3: Increase LEP Language Proficiency by at least one level on TELPAS.

Evaluation Data Source(s) 3: TELPAS, STAAR

Summative Evaluation 3:








Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Feb	Apr
1) Ensure general education teachers and ESL teachers are using the ELPS to deliver instruction.	2.4, 2.5, 2.6	Teachers, ESL Teachers	Student growth measured				
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue							

Goal 1: China Spring Elementary will maintain rigorous standards of academic achievement to prepare 21st century learners for graduation and post-secondary success.

Performance Objective 4: Increase Special Education and At-Risk Student Group academic achievement and passing rates of STAAR through proper identification and appropriate levels of instruction and rigor.

Evaluation Data Source(s) 4: STAAR, PBMAS

Summative Evaluation 4:







Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Feb	Apr
1) Identification of Section 504 and Special Education referrals through documented Response to Intervention (RtI) meetings.	2.4, 2.6	Administrators, Counselors, Teachers, Campus Personnel	Appropriately identified students				
2) Certified Special Education teachers providing inclusion support in general education classrooms.	2.5	Special Education Teachers, General Education Teachers	Appropriately served students				
3) Compile at risk list and disseminate to appropriate stakeholders	2.4, 2.6	Administrator, Counselor, Intervention Teachers, Teachers	Stakeholders identify, serve, and monitor growth				
4) Use appropriate screening measures to document growth of at risk students and special education students	2.6	Teachers	Documented growth of students				
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue							

Goal 1: China Spring Elementary will maintain rigorous standards of academic achievement to prepare 21st century learners for graduation and post-secondary success.

Performance Objective 5: Increase technology in instructional and administrative settings.

Evaluation Data Source(s) 5: Campus Devices Inventoried per Staff Member

Summative Evaluation 5:




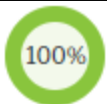




Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Feb	Apr
1) Purchase technology devices to support classroom and administrative needs.	2.4, 2.5, 2.6	Administrators, Instructional Technologist, Teachers	More technology in the hands of students, teachers, and administrators				
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue							

Goal 2: China Spring Elementary will relentlessly pursue effective engagement with families and the community to foster shared responsibility for student achievement.

Performance Objective 1: In 2019-2020, parent and family engagement will continue to be monitored and reviewed to remain effective in meeting the needs of students who live in a constantly changing society.

Evaluation Data Source(s) 1: SBDM, Sign-in Sheets, Committee Roster

Summative Evaluation 1:

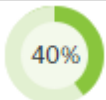






Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Feb	Apr
1) Continue recruiting and training Watch D.O.G.S.	3.2	Administrator, Office Staff	Increase Watch D.O.G.S. involvement				
2) Promote PTA membership and involvement through various means.	3.2	PTA Board, Administrators, Teachers	Increase PTA membership				
3) Conduct parent/teacher conferences on designated conference days.	3.2	Administrators, Teachers	Teachers conference with every parent.				
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue							

Goal 2: China Spring Elementary will relentlessly pursue effective engagement with families and the community to foster shared responsibility for student achievement.

Performance Objective 2: China Spring Elementary will continue to increase electronic and social media presence to enhance community support and engagement by informing stakeholders of educational advancements, innovations, and opportunities.

Evaluation Data Source(s) 2: Views, Shares, Likes, Comments, Posts, Clicks, Tweets

Summative Evaluation 2:







Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative		Summative	
				Oct	Dec	Feb	Apr
1) Provide a parent newsletter once a month.	3.2	Administrators, Office Staff	Stakeholders informed of important dates and events.				
2) Use social media avenues to showcase school-wide achievements and innovations and inform of events and dates	3.2	Administrators, Teachers, Office Staff	Widespread dissemination of information.				
3) Maintain updated calendar on the elementary website.	3.2	Administrator, Office Staff	Widespread dissemination of events and dates.				
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue							

Goal 3: China Spring Elementary will provide learning environments and structures designed to promote a physical, emotional, and cultural focus on safety, wellness, and order.

Performance Objective 1: Ensure a safe and secure facility and environment for both staff and students.

Evaluation Data Source(s) 1: Emergency Operating Procedures, SRO Reports, Drill Records, Watch D.O.G.S. Program

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Feb	Apr
1) Perform regular building walks and security checks of doors, windows, and physical facility.		Administrators, Teachers, Office Staff, SROs	Safe and secure campus				
2) Maintain regular drills related to fire, shelter in place, disaster, etc.		Administrators, Office Staff, SROs	Safe and secure campus, Preparedness, Compliance with State standards				
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue							

Goal 3: China Spring Elementary will provide learning environments and structures designed to promote a physical, emotional, and cultural focus on safety, wellness, and order.

Performance Objective 2: China Spring Elementary will ensure that students, parents, and staff have access to physical and emotional health and wellness information.

Evaluation Data Source(s) 2: CSISD Website, Parent Newsletters, District Messenger

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Feb	Apr
1) Ensure staff participation in training on identification and reporting processes regarding violence, suicide, substance abuse, and any other wellness issues.		District and Campus Administrators, Counselors	Live links, Site analytics, Trainings offered and attended, Healthier staff and stakeholders				
2) School offers specific coordinated school health activities for students through nursing services, physical education activities, and counseling services.		Administrators, SBDM Committee, Nurse, Teachers, Counselors	Healthier stakeholders, Safe and secure campus, Identifying student need				
3) Maintain implementation of campus-wide Conscious Discipline program to support the development of the whole child as well as support for families.		Administrators, Counselors, Teachers	Identify and replace maladjusted behaviors and skills Improve behavior				
= Accomplished = Continue/Modify = No Progress = Discontinue							

Goal 3: China Spring Elementary will provide learning environments and structures designed to promote a physical, emotional, and cultural focus on safety, wellness, and order.

Performance Objective 3: Promote anti-bullying campaign through "See Something, Say Something".

Evaluation Data Source(s) 3: Website, Bullying Reports/Investigations

Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Feb	Apr
1) Maintain clear documentation and information regarding campus response to bullying.		Campus Administrators, Counselors	Clear and consistent guidelines for stakeholders.				
2) Ensure placement of program posters in multiple and highly visible areas.		Administrators, Office Staff	Provide students and parents with district-generated visuals (posters) of available options for assistance.				
3) Via district website, opportunities to report bullying and other suspicious activities are available through a website link.		Technology Department, Administrators	Student reported concerns are relayed to campus administrators in order to follow up appropriately for the safety of all.				
= Accomplished = Continue/Modify = No Progress = Discontinue							

Goal 4: China Spring Elementary will recruit, develop, and retain highly effective school leaders, teachers, and staff which reflect the rich diversity of the students CSISD serves.

Performance Objective 1: Hire quality and qualified staff that matches the culture and diversity of CSISD.

Evaluation Data Source(s) 1: Teacher Assignment Report, Equity Data/PR1500

Summative Evaluation 1:










Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Feb	Apr
1) Screen applicants from job fairs and online applications in order to recruit qualified instructional staff.		District and Campus Administrators, Faculty, Interview Committee	Appropriate selection of applicants to interview.				

Goal 4: China Spring Elementary will recruit, develop, and retain highly effective school leaders, teachers, and staff which reflect the rich diversity of the students CSISD serves.

Performance Objective 2: Promote a campus-wide positive work environment to retain quality personnel.

Evaluation Data Source(s) 2: Stay Interviews, Climate/Campus Surveys

Summative Evaluation 2:






Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Feb	Apr
1) Teachers new to district and/or profession will participate in mentoring to increase level of comfort, satisfaction, and decrease learning curve.		District and Campus Administrators, Mentor Teachers	Increased performance and retention among new teachers: Mentor Meeting, Agenda, New Cougar Orientation Agenda, New Teacher Survey (mid-semester)				
2) Nominate and celebrate Faculty and Staff Members of the Month and their achievements at School Board meetings, on the district website/campus website, and on other social media.		Administration, Faculty and Staff	Recognition of efforts, positive atmosphere, Board Book website and Media postings				
3) Promote positive actions through services and participation through various school-wide activities.		Administrators, Faculty and Staff	Positive staff morale, increased participation in faculty/staff activities				
4) Create a positive environment by honoring/affirming faculty and staff with tokens of appreciation to include teacher appreciation week.		Administrators, Office Staff	Improved campus morale, affirmation of teachers				
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue							

Goal 4: China Spring Elementary will recruit, develop, and retain highly effective school leaders, teachers, and staff which reflect the rich diversity of the students CSISD serves.

Performance Objective 3: Provide relevant professional development related to campus needs.

Evaluation Data Source(s) 3: CNA, Surveys, Communication with Faculty/Staff on Needs, Certificates of Attendance

Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Feb	Apr
1) Coordinate professional development with Region 12 and other contracted services.		District and Campus Administrators, Teachers, Counselors	Increased academic and social-emotional skills based on campus needs, Teachers receiving desired professional development				
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue							