

**China Spring Independent School District**  
**China Spring Intermediate**  
**2021-2022 Campus Improvement Plan**



# Mission Statement

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

## Campus Mission Statement

It is the mission of China Spring Intermediate to be an inclusive environment where staff and students learn kindness through service, perseverance through failure, and innovation through critical thinking in order to create individuals with a growth mindset.

## 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](mailto: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](mailto: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 involvement 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 Intermediate School

- involves parents in the joint development of the plan
- expects faculty and staff to communicate with parents
- expects open lines of communication between home, school and community
- encourages coordination of all programs, federal, state and local
- evaluates the parent involvement policy annually
- encourages parents to participate in school activities

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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

The campus houses 669 students in grades 4-6. The breakdown by subpops is as follows:

SPED-76

504-153

ESL-25

GT-83

White-458

African American-47

Hispanic/Latino-121

Asian/Pacific Islander- 8

American Indian/Alaskan Native-3

Hawaiian Pacific-0

Multi-Racial-32

### Demographics Strengths

\*low mobility

\*

# Student Achievement

## Student Achievement Summary

Based on past STAAR scores, benchmarks, and universal screeners student achievement is high and overall teachers are comfortable and knowledgeable with data to help drive instruction and intervention. However, there needs to be more frequent discussion surrounding student growth and closing performance gaps.

## Student Achievement Strengths

- \*ability to track data immediately
- \*view scores from previous years in Eduphoria
- \*teachers want to see growth and achievement
- \*data meetings
- \*documentation
- \*tutorials
- \*multi-tiered supports
- \*align instruction to learning standards
- \*variety of formative assessments
- \*provide consistent feedback
- \*student growth on Star Ren, unit assessments, F&P

## Problem Statements Identifying Student Achievement Needs

**Problem Statement 1 (Prioritized):** Historically our scores for 5th grade STAAR Reading and Math tests have been high, however there is a gap in the achievement between 3rd to 4th, and 5th to 6th grade STAAR test achievement. **Root Cause:** Data had not been closely monitored to drive instruction and re-teach in order to ensure student understanding.

# School Culture and Climate

## School Culture and Climate Summary

We work as a teaching community to communicate with families about campus initiatives, celebrate achievements, and provide a positive learning and teaching environment.

## School Culture and Climate Strengths

- \*include sped kids/treat them well
- \*grade level teams
- \*welcoming morning environment (music, greeting, etc)
- \*positive office referrals
- \*TGIM/weekly emails/parent newsletters/classroom newsletters
- \*morning announcements
- \*amazing teammates
- \*admin team is compassionate
- \*community with teachers/teams
- \*admin and staff available to communicate with families
- \*celebrate personal achievement and good behavior
- \*good teams/people to work with

## Problem Statements Identifying School Culture and Climate Needs

**Problem Statement 1 (Prioritized):** Staff has limited involvement in supporting campus achievements and milestones and celebrating their peers. **Root Cause:** The campus did not recruit and maintain committees for 20-21 school year that stayed in touch and planned for achievements and events to be celebrated.

# Staff Quality, Recruitment, and Retention

## Staff Quality, Recruitment, and Retention Summary

China Spring ISD has a great reputation which draws teachers to the district. Once teachers are in the district they are committed and dedicated to stay. Our staff members are professional, hardworking, and organized. Although we have great teachers, there is a need for a stronger mentor program for new teachers to the district. At times some teachers feel stretched and not valued.

## Staff Quality, Recruitment, and Retention Strengths

- \*open door with admin
- \*several teachers with advanced degrees
- \*family focused/family environment
- \*CS reputation of a good district which attracts new hires
- \*ability for open communication
- \*improved salaries
- \*trainings offered to improve employees
- \*more local days/10 paid days
- \*teams that work well together
- \*devoted teachers willing to go above and beyond

## Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

**Problem Statement 1 (Prioritized):** New teachers had little direction from peers or mentors increasing frustration and lack of understanding of the CS process. **Root Cause:** The mentoring program lacked planning time and specific parameters and guidelines for being a mentor, as well as what a mentee needed to be asking the mentor for assistance with.



# Curriculum, Instruction, and Assessment

## Curriculum, Instruction, and Assessment Summary

Teachers are creative and innovative in finding appropriate materials and resources to provide targeted instruction and intervention. However, there is a need for more detailed curriculum and STAAR/TEK based resources (IXL/Education Galaxy). When looking at curriculum/textbooks/resources involve teachers in decision making process. Grade levels do a great job of meeting and planning on a regular basis.

## Curriculum, Instruction, and Assessment Strengths

- \*quavar curriculum for music
- \*teacher created assessments
- \*will purchase a need/resource
- \*generation genius/flcabulary/nearpod/education galaxy/storyworks
- \*software such as TEKS RS/Schoology/Google and items unique to content areas
- \*classes move through curriculum at a unified pace and approach
- \*teachers can teach in a persomalized learning environment
- \*teachers collaborate and align with grades throughout
- \*large resource of data to pull from

## Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

**Problem Statement 1 (Prioritized):** Teachers expressed a desire for more curricular resources to support student learning and instruction. ie...programs, **Root Cause:** The district has a lot of resources available, but there is a lack of knowledge of those resources as well as training on how they can impact teaching and learning.

# Parent and Community Engagement

## Parent and Community Engagement Summary

We work to reach out to our parents and community by providing activities for them to be involved in such as career day, University Day, Book Fairs, concerts, and volunteer programs. Communication with parents and community happens through a variety of sources (website, facebook, twitter, remind, email, newsletters, parent portal). There is a need to increase the involvement of parents and community helpers. Teachers want to be informed of community activities and their role in the activities. The district did a good job of providing parents with valuable information through parent summits. (not in 20-21 due to Covid)

## Parent and Community Engagement Strengths

- \*weekly emails per campus

- \*fundraiser

- \*all calls/robo calls to parents

- \*FB posts/social media

- \*Remind app

- \*amazing family and community involvement

- \*emails to parents

- \*weekly parent newsletters, email correspondence

- \*state ratings

- \*family feeling

## Problem Statements Identifying Parent and Community Engagement Needs

**Problem Statement 1 (Prioritized):** Parents and community had limited involvement in school activities. The COVID protocols in place decreased parental involvement drastically. **Root Cause:** Lack of planning of events that will encourage a wide variety of families to be able to participate in school programs or events in a variety of settings.

# School Context and Organization

## School Context and Organization Summary

Teachers feel supported and that their input is valued. There needs to be committees to help share various tasks throughout the campus. An increase in communication to provide clear direction and information regarding various events. Administration is hands-on and allows teachers to be innovative in their teaching.

## School Context and Organization Strengths

\*PLCs

\*data meetings as a content area

\*assistant principals-each has a job (discipline/curriculum)

\*organized office-secretaries

\*school board with highly educated individuals who have our best interest at heart

\*open door policy

\*approachable administrators

\*rich learning environment

\*leadership realizes we are outgrowing our campuses

\*opportunities to teach new things with support of leaders

## Problem Statements Identifying School Context and Organization Needs

**Problem Statement 1 (Prioritized):** PLCs lack organization and specificity related to instructional needs and strategies as well as student achievement. **Root Cause:** Planning time was not intentional or protected in order to create well-formulated PLCs with teacher input.

# Technology

## Technology Summary

All students are exposed to technology through technology class and STEAM during electives. The campus has 4 chrome carts and an iPad cart that classroom teachers can check out for use during instruction and intervention. There is a need for more STAAR/TEK based resources (IXL/Education Galaxy). Teachers and students do have access to Schoology, Google Classroom, Nearpod, Eduphoria and TEKs resource. This year students have used technology devices in their classrooms daily to access instrucion.

## Technology Strengths

- \*new macbooks for teachers

- \*6th grade 1:1

- \*district provided resources (flocabulary, nearpod, education galaxy)

- \*have ipads, macbooks, whiteboards; this year great improvement in technology needs; continue to get new devices

- \*technology staff available to assist

- \*better online resources

# Priority Problem Statements

**Problem Statement 1:** Historically our scores for 5th grade STAAR Reading and Math tests have been high, however there is a gap in the achievement between 3rd to 4th, and 5th to 6th grade STAAR test achievement.

**Root Cause 1:** Data had not been closely monitored to drive instruction and re-teach in order to ensure student understanding.

**Problem Statement 1 Areas:** Student Achievement

**Problem Statement 2:** Staff has limited involvement in supporting campus achievements and milestones and celebrating their peers.

**Root Cause 2:** The campus did not recruit and maintain committees for 20-21 school year that stayed in touch and planned for achievements and events to be celebrated.

**Problem Statement 2 Areas:** School Culture and Climate

**Problem Statement 3:** New teachers had little direction from peers or mentors increasing frustration and lack of understanding of the CS process.

**Root Cause 3:** The mentoring program lacked planning time and specific parameters and guidelines for being a mentor, as well as what a mentee needed to be asking the mentor for assistance with.

**Problem Statement 3 Areas:** Staff Quality, Recruitment, and Retention

**Problem Statement 4:** Parents and community had limited involvement in school activities. The COVID protocols in place decreased parental involvement drastically.

**Root Cause 4:** Lack of planning of events that will encourage a wide variety of families to be able to participate in school programs or events in a variety of settings.

**Problem Statement 4 Areas:** Parent and Community Engagement

**Problem Statement 5:** PLCs lack organization and specificity related to instructional needs and strategies as well as student achievement.

**Root Cause 5:** Planning time was not intentional or protected in order to create well-formulated PLCs with teacher input.

**Problem Statement 5 Areas:** School Context and Organization

**Problem Statement 6:** Teachers expressed a desire for more curricular resources to support student learning and instruction. ie...programs,

**Root Cause 6:** The district has a lot of resources available, but there is a lack of knowledge of those resources as well as training on how they can impact teaching and learning.

**Problem Statement 6 Areas:** Curriculum, Instruction, and Assessment

# Comprehensive Needs Assessment Data Documentation

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

## **Student Data: Assessments**

- (STAAR) current and longitudinal results, including all versions
- Student Success Initiative (SSI) data for Grades 5 and 8

## **Student Data: Student Groups**

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and progress
- Special programs data, including number of students, academic achievement, discipline, attendance, and progress
- Special education/non-special education population including discipline, progress and participation data

## **Student Data: Behavior and Other Indicators**

- Attendance data
- Discipline records
- Student surveys and/or other feedback

## **Employee Data**

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- State certified and high quality staff data
- Campus department and/or faculty meeting discussions and data

## **Parent/Community Data**

- Parent surveys and/or other feedback

## **Support Systems and Other Data**





- Communications data
- Budgets/entitlements and expenditures data
- Action research results

# Goals

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

**Performance Objective 1:** 1: CSI students will show growth recorded from 2020-2021 STAAR assessments in student achievement Domain 1 to 2021-2022 STAAR assessments.

**Evaluation Data Sources:** STAAR Scores

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Use TEKS RS Unit Assessments and Benchmark data to drive instruction through data meetings. <b>Strategy's Expected Result/Impact:</b> Student Growth, Test Scores, PLC/Data Meetings <b>Staff Responsible for Monitoring:</b> Teacher, Administrators, Interventionist, <b>Title I Schoolwide Elements:</b> 2.4 <b>Problem Statements:</b> Student Achievement 1	Formative			Summative
	Oct	Dec	Feb	Apr
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				





## Performance Objective 1 Problem Statements:

Student Achievement
<b>Problem Statement 1:</b> Historically our scores for 5th grade STAAR Reading and Math tests have been high, however there is a gap in the achievement between 3rd to 4th, and 5th to 6th grade STAAR test achievement. <b>Root Cause:</b> Data had not been closely monitored to drive instruction and re-teach in order to ensure student understanding.

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

**Performance Objective 2:** Special Education Students will accomplish Expected Progress performance on all STAAR tests.

**Evaluation Data Sources:** STAAR Report Card from 21-22 scores.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Provide training to special education staff regarding the use of general education data to drive individualized instruction and related plans.</p> <p><b>Strategy's Expected Result/Impact:</b> Special Education students will show expected growth on STAAR report cards.</p> <p><b>Staff Responsible for Monitoring:</b> Teacher, Administrator</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.6</p> <p><b>Problem Statements:</b> Student Achievement 1</p>	Formative			Summative
	Oct	Dec	Feb	Apr
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

**Performance Objective 2 Problem Statements:**





Student Achievement
<p><b>Problem Statement 1:</b> Historically our scores for 5th grade STAAR Reading and Math tests have been high, however there is a gap in the achievement between 3rd to 4th, and 5th to 6th grade STAAR test achievement. <b>Root Cause:</b> Data had not been closely monitored to drive instruction and re-teach in order to ensure student understanding.</p>



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

**Performance Objective 3:** Improve Gifted and Talented Program to differentiate instruction for all gifted learners.





**Evaluation Data Sources:** An individual plan for subject choice project will be developed for 4-6 grades.  
4/5 in pullout and 6 during core subjects

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Nomination in fall and spring of possible GT candidates. <b>Strategy's Expected Result/Impact:</b> GT students appropriately identified. <b>Staff Responsible for Monitoring:</b> GT Teacher, Counselor, GT Selection Committee <b>Title I Schoolwide Elements:</b> 2.5	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Ensuring that all teachers that serve GT students receive the initial 30 hours of GT training and participate in the 6 hour update required yearly by CSISD. <b>Strategy's Expected Result/Impact:</b> Teachers trained <b>Staff Responsible for Monitoring:</b> Campus Administrators, District, Teachers <b>Title I Schoolwide Elements:</b> 2.6	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

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

**Performance Objective 4:** CSI Faculty and Staff will conduct data meetings following Unit Assessments, Screeners, and Benchmark assessments to create intervention groups and develop MTSS documentation.

**Evaluation Data Sources:** BOY, MOY, EOY Renaissance Learning screener, Fountas and Pinnell Screener, Unit assessments for all core subjects, Benchmark data, Use of Student Data Folders

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Ensure PLC meeting are planned and scheduled on the campus calendar. <b>Strategy's Expected Result/Impact:</b> Increase understanding of student performance to drive instruction. <b>Staff Responsible for Monitoring:</b> Teachers, Administrators <b>Title I Schoolwide Elements:</b> 2.4 <b>Problem Statements:</b> School Context and Organization 1	Formative			Summative
	Oct	Dec	Feb	Apr
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				





**Performance Objective 4 Problem Statements:**

School Context and Organization
<b>Problem Statement 1:</b> PLCs lack organization and specificity related to instructional needs and strategies as well as student achievement. <b>Root Cause:</b> Planning time was not intentional or protected in order to create well-formulated PLCs with teacher input.

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

**Performance Objective 5:** Provide individualized opportunities and resources for teachers and students to target and increase student achievement in TEKS-based instruction.

**Evaluation Data Sources:** Common assessments, state assessments, disaggregation in PLCs

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Teachers will conduct student conferencing using data folders per content area. <b>Strategy's Expected Result/Impact:</b> Increased understanding among teachers and students of academic needs and strengths. <b>Staff Responsible for Monitoring:</b> Teachers, Curriculum AP	Formative			Summative
	Oct	Dec	Feb	Apr
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> China Spring Intermediate Personnel will provide Accelerated Instruction to students who did not meet satisfactory performance on the STAAR 20-21 assessments. <b>Strategy's Expected Result/Impact:</b> Improvement in scores on Common Assessments, Interims, Benchmarks as academic foundation increases. <b>Staff Responsible for Monitoring:</b> Intervention Teachers, Special Education Teachers, Curriculum AP	Formative			Summative
	Oct	Dec	Feb	Apr
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Provide teachers with academic and SEL curricular resources to aid in providing targeted instruction for students. <b>Strategy's Expected Result/Impact:</b> Increased student achievement and engagement <b>Staff Responsible for Monitoring:</b> Principal, Curriculum AP <b>Problem Statements:</b> Curriculum, Instruction, and Assessment 1	Formative			Summative
	Oct	Dec	Feb	Apr
 No Progress  Accomplished  Continue/Modify  Discontinue				





**Performance Objective 5 Problem Statements:**

Curriculum, Instruction, and Assessment
<b>Problem Statement 1:</b> Teachers expressed a desire for more curricular resources to support student learning and instruction. ie...programs, <b>Root Cause:</b> The district has a lot of resources available, but there is a lack of knowledge of those resources as well as training on how they can impact teaching and learning.

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

**Performance Objective 1:** China Spring Intermediate will increase parent and family involvement by offering 2 family volunteer opportunities throughout the 2021-2022 school year.

**Evaluation Data Sources:** Sign In Sheets

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Offer multiple platforms to include Facebook live, TWITTER Feed, School Messenger, and Campus Website to keep families informed about district and campus initiatives. <b>Staff Responsible for Monitoring:</b> Faculty, Staff, Administrators <b>Title I Schoolwide Elements:</b> 3.1, 3.2	Formative			Summative
	Oct	Dec	Feb	Apr
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> CSI will host multiple family/student learning opportunities to increase family engagement. <b>Strategy's Expected Result/Impact:</b> Increase in family/community engagement by 5% <b>Staff Responsible for Monitoring:</b> Faculty, Staff, Administration <b>Title I Schoolwide Elements:</b> 3.2 <b>Problem Statements:</b> Parent and Community Engagement 1	Formative			Summative
	Oct	Dec	Feb	Apr
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Recruit to increase the number of Family and Business members on the SBDMC. <b>Strategy's Expected Result/Impact:</b> Increase in SBDMC participation <b>Staff Responsible for Monitoring:</b> Faculty, Administration, Staff <b>Title I Schoolwide Elements:</b> 3.2	Formative			Summative
	Oct	Dec	Feb	Apr
 No Progress  Accomplished  Continue/Modify  Discontinue				





**Performance Objective 1 Problem Statements:**

Parent and Community Engagement
<b>Problem Statement 1:</b> Parents and community had limited involvement in school activities. The COVID protocols in place decreased parental involvement drastically. <b>Root Cause:</b> Lack of planning of events that will encourage a wide variety of families to be able to participate in school programs or events in a variety of settings.

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

**Performance Objective 2:** CSIS will continue to increase electronic and social media presence to enhance community support and engagement by informing stakeholders of educational advancements, innovations, and opportunities offered by the campus. (Weekly newsletter, Facebook, Instagram, Twitter)





**Evaluation Data Sources:** Views, Shares, Likes, Posts, clicks

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Work with campus personnel to assist assigned social media advocates on best practices for audience engagement. <b>Strategy's Expected Result/Impact:</b> Increased awareness throughout community of CSI activities, celebrations, and events <b>Staff Responsible for Monitoring:</b> Office Staff, Faculty, Staff, Administration	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Place the weekly newsletter on Facebook, share pictures of what is happening on campus via Instagram and FB. <b>Strategy's Expected Result/Impact:</b> Sharing our story of positive daily activities.	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <span>No Progress</span> </div> <div style="text-align: center;">  <span>Accomplished</span> </div> <div style="text-align: center;">  <span>Continue/Modify</span> </div> <div style="text-align: center;">  <span>Discontinue</span> </div> </div>				

**Goal 3:** China Spring ISD 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 Sources:** Fences and Gates installed and used.  
Add cameras to back of building by Cafeteria parking lot.





Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Perform regular building walks and security checks of doors, windows, and physical facility etc., <b>Strategy's Expected Result/Impact:</b> Safe and Secure Campus <b>Staff Responsible for Monitoring:</b> Administrators, Teachers, SRO, Office Staff <b>Title I Schoolwide Elements:</b> 2.5	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Maintain regular drills related to fire, shelter in place, disaster drills, etc.  <b>Strategy's Expected Result/Impact:</b> Safe and Secure Campus, Compliance with state standards. preparedness <b>Staff Responsible for Monitoring:</b> Administration, Staff, Faculty, SRO, Office Staff	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  0% No Progress         </div> <div style="text-align: center;">  100% Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				

**Goal 3:** China Spring ISD 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 Intermediate will ensure that students, parents, and staff have access to physical and emotional health and wellness information.

**Evaluation Data Sources:** Add and maintain a Character Education class for students to discuss and understand their emotional health needs and learn about a growth mindset.





Counselor will provide in the CSI Happenings a weekly SE (social emotional) tip or resource.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Ensure staff participation in training on identification and reporting process regarding violence, suicide, substance abuse, and any other wellness issues.</p> <p><b>Strategy's Expected Result/Impact:</b> Live links Site Analytics Training's Offered and attended Healthier Staff and stakeholders</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administration, District Administrators</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> School offers specific coordinated school health activities for students through nursing services and Physical Education Activities, counseling services.</p> <p><b>Strategy's Expected Result/Impact:</b> Safe and Secure Campus, Healthy stakeholders, Identifying student need, Compliance</p> <p><b>Staff Responsible for Monitoring:</b> Administration, SBDMC, Nurse, Teachers, Counselors</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

**Goal 3:** China Spring ISD 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 and Character Education

**Evaluation Data Sources:** Place posters on how to access "See something Say Something " near every water fountain and restroom.





Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Maintain clear documentation regarding campus response to bullying.  <b>Strategy's Expected Result/Impact:</b> Clear and consistent guidelines for stakeholders.  <b>Staff Responsible for Monitoring:</b> Campus Administration, Counselors</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Ensure placement of program posters in multiple and highly visible areas.  <b>Strategy's Expected Result/Impact:</b> Provide students with repeated visuals of available options for assistance. Character Education will also discuss See Something Say Something as well as Class Assemblies  <b>Staff Responsible for Monitoring:</b> Campus Administration</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Via district website, opportunities to report bullying and other suspicious activities are available through website link.  <b>Strategy's Expected Result/Impact:</b> Student reports concerns are relayed to campus administrators in order to follow up appropriately for the safety of all.  <b>Staff Responsible for Monitoring:</b> Technology Department, Campus Administrators</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				



**Goal 4:** China Spring Intermediate 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 Sources:** Teacher Assignment Report





Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Attend regional and relevant job fairs to recruit qualified instructional staff. <b>Strategy's Expected Result/Impact:</b> Meet and Greet prospective employees, applicants, and resumes from the job fair <b>Staff Responsible for Monitoring:</b> Administration, Faculty <b>TEA Priorities:</b> Recruit, support, retain teachers and principals	Formative			Summative
	Oct	Dec	Feb	Apr
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**Goal 4:** China Spring Intermediate 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 positive work environment to retain quality personnel.

**Evaluation Data Sources:** Host Weekly PLCs to discuss classroom environment, learning strategies, etc..  
 Host voluntary book study using positive educational literature.  
 Create committees to help with culturizing the campus.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Teachers new to district and/or profession will participate in mentoring to increase level of comfort, satisfaction, and decrease learning curve.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased performance and retention among new teachers:            Mentor Meeting Agenda            New Cougar Orientation Agenda            New Teacher survey (mid semesters)</p> <p><b>Staff Responsible for Monitoring:</b> Administration, Mentor Teachers  <b>TEA Priorities:</b> Recruit, support, retain teachers and principals  <b>Problem Statements:</b> Staff Quality, Recruitment, and Retention 1</p>	Formative			Summative
	Oct	Dec	Feb	Apr
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Nominate and Celebrate Faculty and Staff Members of the Month and their achievements at Board Meetings, on the District Website/Campus Website, and on other District/Campus media.</p> <p><b>Strategy's Expected Result/Impact:</b> Recognition of efforts, positive atmosphere:            Board Book            Website and Media Postings</p> <p><b>Staff Responsible for Monitoring:</b> Administrators, Faculty, Staff  <b>TEA Priorities:</b> Recruit, support, retain teachers and principals</p>	Formative			Summative
	Oct	Dec	Feb	Apr
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Create a positive environment by honoring/affirming faculty and staff with tokens of appreciation to include teacher appreciation week.</p> <p><b>Strategy's Expected Result/Impact:</b> Improved campus morale, affirmation of teachers through a campus-wide nomination process</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators, office staff  <b>TEA Priorities:</b> Recruit, support, retain teachers and principals  <b>Problem Statements:</b> School Culture and Climate 1</p>	Formative			Summative
	Oct	Dec	Feb	Apr

Strategy 4 Details	Reviews			
<b>Strategy 4:</b> Provide monthly celebrations and a bi-monthly birthday celebration. <b>Strategy's Expected Result/Impact:</b> Increased job satisfaction, positive climate <b>Staff Responsible for Monitoring:</b> sign-up genius for birthday celebrations and documentation of monthly celebrations (social media presence) <b>TEA Priorities:</b> Recruit, support, retain teachers and principals <b>Problem Statements:</b> School Culture and Climate 1	Formative			Summative
	Oct	Dec	Feb	Apr
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				





**Performance Objective 2 Problem Statements:**

School Culture and Climate
<b>Problem Statement 1:</b> Staff has limited involvement in supporting campus achievements and milestones and celebrating their peers. <b>Root Cause:</b> The campus did not recruit and maintain committees for 20-21 school year that stayed in touch and planned for achievements and events to be celebrated.
Staff Quality, Recruitment, and Retention
<b>Problem Statement 1:</b> New teachers had little direction from peers or mentors increasing frustration and lack of understanding of the CS process. <b>Root Cause:</b> The mentoring program lacked planning time and specific parameters and guidelines for being a mentor, as well as what a mentee needed to be asking the mentor for assistance with.

**Goal 4:** China Spring Intermediate 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 Sources:** CNA, Surveys, Communication with faculty/staff, certificates of attendance. Teachers are encouraged to seek out high interest workshops and evaluate whether they would benefit the teaching environment. Teachers will present what they learned at their workshop during a PLC.

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Coordinate professional development through Region 12 and other contracted services. <b>Strategy's Expected Result/Impact:</b> Increased achievement, Teachers receiving desired PD <b>Staff Responsible for Monitoring:</b> District/Campus Administrators, Teachers, Counselors <b>Title I Schoolwide Elements:</b> 2.5	Formative			Summative
	Oct	Dec	Feb	Apr
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				