

Spring Independent School District
Clark Primary
2019-2020 Campus Improvement Plan



Mission Statement

Clark Primary School will be a student-centered learning environment that provides the foundation on which students become independent, life-long learners who have the strong desire and necessary skill to lead in the future.

Vision

Clark Primary School will be known as a premier learning organization that creates outstanding scholars due to the collaboration of an expert instructional staff, engaged parents, and an involved community.

Core Beliefs

At Clark Primary, we believe:

Each student is an individual who is deserving of respect, fairness and understanding.

School experiences must provide opportunities for each child to do his or her best.

The learner must be nurtured within a respectful, cooperative environment.

Teaching must be varied and creative to meet the individual needs of students.

Parents and school staff members must recognize and encourage the important role that each has in a child's education.

The contributions of the community at large to education are invaluable.

Table of Contents

Comprehensive Needs Assessment	5
Demographics	5
Clark Primary has the following Demographic Strengths:	5
Student Academic Achievement	7
Student Academic Achievement	7
Student Academic Achievement Summary	7
PRE-K CIRCLE M	7
MAP EOY MATH DATA:	9
Student Academic Achievement Strengths 80% of Kinder and First grade students are reading on or above grade level as evidenced by MAP & Renaissance EOY Testing Results. Kindergarten students had a 5.74 positive growth index from BOY to EOY in Reading as evidenced by MAP data. First Grade students had a 3.75 positive growth index from BOY to EOY in Reading as evidenced by MAP data. Kindergarten students had a 4.96 positive growth index from BOY to EOY in Math as evidenced by MAP data. First Grade students had a 3.94 positive growth index from BOY to EOY in Math as evidenced by MAP data.	11
School Processes & Programs	13
Perceptions	15
Priority Problem Statements	17
Comprehensive Needs Assessment Data Documentation	19
Goals	21
Goal 1: By June 2020, Circle EOY data will show an increase in mastery level by 5% in the area of rapid vocabulary (67% to 72%) and phonological awareness (72% to 77%).	21
Goal 2: By June 2020, student achievement in Reading for Kinder and First grade will increase from 83% on or above grade level to 93% on or above grade level as measured by EOY TPRI.	24
Goal 3: By June 2020, student achievement in Math for grades Kinder and First will increase from 74% on or above grade level to 84% on or above grade level as measured by MAP Mathematics.	28
Goal 4: By 2020, overall attendance for Clark Primary will increase by 1.5% to 95.5% as measured by the end of the year PEIMS submission.	31
Goal 5: By 2020, Clark Elementary will increase our parent survey rating percentage from 78% to 83% in rating the school Excellent or Good and K-12 Insight staff survey data will show a 5% increase in improving staff morale	33
Title I Schoolwide Elements	36
ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)	36
1.1: Comprehensive Needs Assessment	36
ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)	36

2.1 : Campus Improvement Plan developed with appropriate stakeholders	36
2.2 : Regular monitoring and revision	36
2.3 : Available to parents and community in an understandable format and language	37
2.4 : Opportunities for all children to meet State standards	37
2.5 : Increased learning time and well-rounded education	37
2.6 : Address needs of all students, particularly at-risk	38
ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)	38
3.1 : Develop and distribute Parent and Family Engagement Policy	38
3.2 : Offer flexible number of parent involvement meetings	39
Title I Personnel	40
2019-2020 Campus Advisory Council	41
Campus Funding Summary	42

Comprehensive Needs Assessment

Demographics

Demographics Summary

Clark Primary School is a 28 year old, Pre-K through 1st grade Title 1 campus in Spring ISD. It is located in Houston, Texas and the community we serve consists of families who live in neighborhood homes and apartments. Enrollment data reflects 481 students are enrolled and that the African American and Hispanic student groups are the largest at 66% and 27%, respectively. In addition, American Indian and White students each make up 2% of the population, Asian students make up 2.4% of the population, and 1% of students claim two or more ethnicities.

The school offers a Dual Language program which initiated in the fall of 2018 in Pre-K. This year the program will expand to Kindergarten.

Our Attendance rate at Clark Primary School has been consistently low over the last five years. At 94%, the attendance rate is one of the lowest of elementary schools in the district. Our student groups include 27% English Language Learners (ELLs) and 9% Special Education. Additionally, 83% of students are economically disadvantaged, 56% are identified as at-risk, and 2% are gifted and talented.

Demographics Strengths

Clark Primary has the following Demographic Strengths:

1. Family Involvement increased this year due to increased opportunities for parents/students to participate in scheduled school-sponsored activities which included parent training classes, curriculum nights, family activities and student performances.
2. Families are informed about school-sponsored activities via monthly newsletters, school website, and automated phone messages.
3. Staff demographics at Clark Primary closely resembles the demographics of the student population.
4. Students are treated fairly regardless of their race, culture, religion, sexual orientation, gender or disabilities.
5. Parents feel welcomed at the school.

Problem Statements Identifying Demographics Needs

Problem Statement 1: At 94%, the attendance rate is one of the lowest of the elementary schools in the district. **Root Cause:** The monitoring system that addresses failure to attend school was not monitored consistently due to change in personnel.

Student Academic Achievement

Student Academic Achievement Summary

Student Academic Achievement

Student Academic Achievement Summary

Clark Primary serves students in grades Pre-Kindergarten through 1st, so students do not participate in STAAR testing. Kindergarten and 1st grade students do, however, participate in district universal screeners and district benchmark assessments. In addition, Kindergarten and 1st grade ELL students participate in TELPAS, the Texas English Language Proficiency Assessment System.

Spring ISD administered the MAP universal screeners for both Reading and Math to all Kinder and 1st grade students. For Reading and Math students are tiered by scoring in the Low/Lo Average/Average/Hi Average or High levels. The following scores show the percentage of students that are at the different levels for the reading and math end-of-year screeners: Pre-K students are assessed three times during the year using Circle M assessments.

PRE-K CIRCLE M

BOY DATA

On Track Needs Support Monitor Out of Range

Rapid Letter Naming 44% 56% 0% 0%

Rapid Vocabulary 42% 56% 2% 0%

Phonological Awareness 63% 35% 2% 0%

Mathematics 84% 16% 0% 0%

Story Retell & Comprehension 75% 23% 2% 0%

Book & Print Knowledge 96% 4% 0% 0%

Early Writing Skills 89% 11% 0% 0%

EOY DATA

On Track Needs Support Monitor Out of Range

Rapid Letter Naming 85% 15% 0% 0%

Rapid Vocabulary 67% 31% 2% 0%

Phonological Awareness 72% 28% 0% 0%

Mathematics 92% 8% 0% 0%

Story Retell & Comprehension 97% 2% 1% 0%

Book & Print Knowledge 93% 5% 2% 0%

Early Writing Skills 94% 6% 0% 0%

MAP EOY READING DATA:

KINDERGARTEN

Lo - 10 Students (9%)

Lo Average - 13 Students (12%)

Average - 11 Students (10%)

Hi Average - 23 Students (21%)

High - 50 Students (47%)

FIRST GRADE

Lo - 19 Students (14%)

Lo Average - 31 Students (22%)

Average - 30 Students (22%)

Hi Average - 28 Students (20%)

High - 30 Students (22%)

MAP EOY MATH DATA:

KINDERGARTEN

Lo - 17 Students (16%)

Lo Average - 13 Students (12%)

Average - 15 Students (14%)

Hi Average - 32 Students (30%)

High - 31 Students (29%)

FIRST GRADE

Lo - 33 Students (24%)

Lo Average - 32 Students (24%)

Average - 25 Students (19%)

Hi Average - 15 Students (11%)

High - 30 Students (22%)

RENAISSANCE EOY READING DATA:

KINDERGARTEN

Below Grade Level - 5 Students (11%)

On Grade Level - 24 Students (55%)

Above Grade Level - 15 Students (34%)

FIRST GRADE

Below Grade Level - 2 Students (5%)

On Grade Level - 28 Students (72%)

Above Grade Level - 9 Students (23%)

RENAISSANCE EOY MATH DATA:

KINDERGARTEN

Below Grade Level - 8 Students (18%)

On Grade Level - 32 Students (73%)

Above Grade Level - 4 Students (9%)

FIRST GRADE

Below Grade Level - 8 Students (20%)

On Grade Level - 30 Students (77%)

Above Grade Level - 1 Students (3%)

TELPAS assesses the language proficiency of students identified as English Language Learners in the areas of listening, speaking, writing and reading. TELPAS composite scores are listed below:

KINDERGARTEN (Composite Rating)

Beginner - 20 Students (41%)

Intermediate - 24 Students (49%)

Advanced - 1 Students (2%)

Advanced High - 4 Students (8%)

FIRST GRADE (Composite Rating)

Beginner - 7 Students (14%)

Intermediate - 31 Students (63%)

Advanced - 8 Students (16%)

Advanced High - 3 Students (6%)

Student Academic Achievement Strengths

Student Academic Achievement Strengths

- **80% of Kinder and First grade students are reading on or above grade level as evidenced by MAP & Renaissance EOY Testing Results.**
- **Kindergarten students had a 5.74 positive growth index from BOY to EOY in Reading as evidenced by MAP data.**
- **First Grade students had a 3.75 positive growth index from BOY to EOY in Reading as evidenced by MAP data.**
- **Kindergarten students had a 4.96 positive growth index from BOY to EOY in Math as evidenced by MAP data.**
- **First Grade students had a 3.94 positive growth index from BOY to EOY in Math as evidenced by MAP data.**

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: Circle M EOY results show that that Rapid Vocabulary and Phonological Awareness are the skills with the lowest passing percentage as evidenced by Circle M EOY Data. **Root Cause:** Lack of relevant and differentiated instruction for all students.

Problem Statement 2: Reading MAP and Renaissance Data show that 17% of Kinder and 1st Grade students scored below grade level on EOY universal screener. **Root Cause:** Lack of relevant and differentiated instruction for all students.

Problem Statement 3: Math MAP EOY results show that 70% of students met EOY mastery on grade level results. **Root Cause:** Focus on Reading Achievement.

School Processes & Programs

School Processes & Programs Summary

Literacy is at the forefront of instructional programming at Clark Primary School. Our goal is for 100% of students to read at or above grade level by the end of each school year, and to support students in attaining this goal a 45-minute intervention block was implemented for each grade level. In addition, teachers implemented Neuhaus and conducted small group reading interventions during the designated 45 minute RTI block. The Student Support Specialist (SSS) trained all teachers on the RtI process and on resources to use for intervention at each tier. RtI implementation was monitored by the instructional coaches, Counselor, administrators, and SSS. Progress monitoring data that was collected was reviewed during decision point meetings to determine the need for additional/different interventions for students. This school year, students identified by MAP as being below average for their grade level (RIT Student Score) will go to the computer lab for Reading and Math Interventions.

Planning and goal-setting are important pieces of instruction and assessment. Teachers will set goals for student achievement which are aligned to our district and campus goals at the beginning of the year. Goals and progress is reviewed on a monthly basis during PLC's. Administrators meet with the teachers they supervise and collaborate with them to create Smart Goals. Teachers and instructional leaders attend weekly PLC meetings focused on planning, instructional delivery, data review and professional development. Teachers develop classroom goals with students while simultaneously encouraging students to set individualized goals and monitor their achievement.

Increasing teachers' ability to deliver quality instruction will continue to be a focus. Teachers were trained on the Rigor and Relevance Framework and we will continue the work this upcoming year. The focus for this upcoming year is backward design, levels of questions and academic discussions. To ensure that teachers are implementing the skills learned during training, the administration team will conduct learning walks focused on the targeted areas. Planning PLC's will continue to focus on using backward design and the Rigor rubric to ensure well developed lessons. Professional development sessions will continue to be determined by the needs of the teachers. Every teacher will be trained in "The Spring Way" and **will** implement Spring Way Systems and routines to ensure student engagement and increased student achievement.

Maintaining a positive school culture and climate is paramount in increasing student achievement. A school-wide discipline management system that promotes positive behavior by creating structure, observation and building relationships. Teachers will receive training on social emotional learning through Tribes training and an update on the implementation of Champs to improve staff members' experiences with students and to improve students' experiences at school. All staff will be trained and the administrative leadership team will monitor and evaluate implementation of new learning on a consistent basis. CHAMPS will still be the school-wide discipline management system and teachers will be trained in positive behavior intervention and de-escalation strategies.

This year our Dual Language program will continue in Pre-K and expand to Kindergarten. The model implemented at our campus is a 80/20 DL instructional model which ensures bi literacy. Dual Language teachers, coaches and administrators will receive ongoing training throughout the year to ensure fidelity in implementing our districts Dual Language program components.

School Processes & Programs Strengths

Clark Elementary has identified the following strengths:

- Building teachers' instructional capacity through coaching (literacy coaches, campus administrators, Region IV consultant, and district support personnel) resulted in the improvement of ICLE school rating from Beginning to Emerging as related to the Rigor and Relevance Instructional Framework. In addition to this, our goal to have 80% of our Kindergarten and 1st grade students reading on or above grade level was achieved.
- PLC sessions that focused on planning, professional learning and analyzing of data to improve instructional practices and student achievement in Reading and Math.
- Circle M, MAP and Renaissance data show significant growth in students achievement levels in both Reading and Math.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: There is a need for student instruction to be more rigorous and relevant. **Root Cause:** Inconsistency in using backward design model for planning and using ICLE rigor/relevance rubric.

Perceptions

Perceptions Summary

Data from the 2019 Spring ISD Quality Survey shows that the number of parents responding significantly increased from the previous year. 36% of parents rated the overall school quality excellent, 40% good and 23% fair. The increase parent participation resulted in a decline of 6% points in parents rating the school excellent and or good.

2017-2018 2018-19

Excellent 46% Excellent 36%

Good - 36% Good 40%

Fair - 16% Fair 23%

Poor - 2% Poor 1%

68% staff rated the overall school quality as excellent and or good and 29% rated it fair, and 3% poor. The rating increased significantly in the area of overall school quality as rated by teachers and staff. Previous years (2017-2018) data showed teacher rating at 41% in rating the school as being excellent and or good. There was a positive increase of 27% in the schools rating from the previous school year.

2017-2018 2018-2019

Excellent - 2% Excellent 8%

Good - 39% Good 60%

Fair - 49% Fair 29%

Poor - 8% Poor 3%

Perceptions Strengths

2018-2019 PARENT SURVEY RESULTS

- 1) 87%% of parents surveyed noted that families are informed about school-sponsored activities, such as tutoring, after school programs and student performances.
- 2) 88% of parents surveyed noted that families are encouraged to attend school sponsored activities such as Back to School Night.
- 3) 88% of parents surveyed noted that the school encourages families to volunteer.
- 4) 89% of parents surveyed noted that the school is safe.
- 5) 93% of parents survey noted that they felt welcomed at the school.

2018-2019 STAFF SURVEY RESULTS

- 1) 92% of staff surveyed noted that Bullying is not tolerated.
- 2) 98% of staff surveyed noted that school staff members are aware of safety and security procedures.
- 3) 93% of staff surveyed noted that staff members and families treat each other with respect.
- 4) 100% of staff surveyed noted that families are encouraged to attend school sponsored activities.
- 5) 90% of staff surveyed noted that school based administrators are courteous when they have a concern.
- 6) 95% of staff surveyed noted that the school has high learning standards for all students.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: There is a decline in the percentage (83% to 76%) of parents who rated the school as being excellent and or good. **Root Cause:** Increase parent survey participation (over 100%) resulted in a 7 percent decrease in overall rating of school as being good or excellent and lack of marketing or publication detailing how great the school is.

Problem Statement 2: There is a need to improve the overall morale in our school. **Root Cause:** High leadership turnover has led to inconsistencies in school wide procedures and routines and lack of the Spring Way Systems implementation.

Priority Problem Statements

Problem Statement 1: At 94%, the attendance rate is one of the lowest of the elementary schools in the district.

Root Cause 1: The monitoring system that addresses failure to attend school was not monitored consistently due to change in personnel.

Problem Statement 1 Areas: Demographics

Problem Statement 2: There is a decline in the percentage (83% to 76%) of parents who rated the school as being excellent and or good.

Root Cause 2: Increase parent survey participation (over 100%) resulted in a 7 percent decrease in overall rating of school as being good or excellent and lack of marketing or publication detailing how great the school is.

Problem Statement 2 Areas: Perceptions

Problem Statement 3: There is a need to improve the overall morale in our school.

Root Cause 3: High leadership turnover has led to inconsistencies in school wide procedures and routines and lack of the Spring Way Systems implementation.

Problem Statement 3 Areas: Perceptions

Problem Statement 4: Circle M EOY results show that that Rapid Vocabulary and Phonological Awareness are the skills with the lowest passing percentage as evidenced by Circle M EOY Data.

Root Cause 4: Lack of relevant and differentiated instruction for all students.

Problem Statement 4 Areas: Student Academic Achievement

Problem Statement 5: Math MAP EOY results show that 70% of students met EOY mastery on grade level results.

Root Cause 5: Focus on Reading Achievement.

Problem Statement 5 Areas: Student Academic Achievement

Problem Statement 6: There is a need for student instruction to be more rigorous and relevant.

Root Cause 6: Inconsistency in using backward design model for planning and using ICLE rigor/relevance rubric.

Problem Statement 6 Areas: School Processes & Programs

Problem Statement 7: Reading MAP and Renaissance Data show that 17% of Kinder and 1st Grade students scored below grade level on EOY universal screener.

Root Cause 7: Lack of relevant and differentiated instruction for all students.

Problem Statement 7 Areas: Student Academic Achievement

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus Performance Objectives Summative Review from previous year
- 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

- Student Achievement Domain
- Student Progress Domain
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Local Accountability Systems (LAS) data

Student Data: Assessments

- Texas English Language Proficiency Assessment System (TELPAS) results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Student failure and/or retention rates
- Running Records results
- Observation Survey results
- Prekindergarten Self-Assessment Tool
- Texas approved Prekindergarten and Kindergarten assessment data
- Other Prekindergarten and Kindergarten assessment data
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data

- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, and gender data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- TTESS data
- T-PESS data

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation
- Budgets/entitlements and expenditures data

Goals



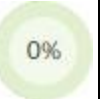
Goal 1: By June 2020, Circle EOY data will show an increase in mastery level by 5% in the area of rapid vocabulary (67% to 72%) and phonological awareness (72% to 77%).

Performance Objective 1: In alignment with the Instructional, Data Driven, and Observation Feedback levers, we will build teacher capacity through the utilization of the Springway coaching feedback protocols and the implementation of professional learning communities - PLC- (Learning, Planning, Practice, and DDAP).





Evaluation Data Source(s) 1: Wave 3 Circle M Data

Summative Evaluation 1:

Targeted or ESF High Priority

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	July
1) Pre-K Teachers will attend Early Childhood Conference (Frog Street-Splash) and other professional development sessions offered by HCDE and Region IV. They will plan for implementation of new learning strategies that focus on Vocabulary Development and Phonological Awareness.	2.6	Principal , Assistant Principals	Result: Teachers will attend Pre-K specific professional learning sessions. Impact: Increase mastery of students (General Ed, ELL, Dual, Special Ed) level in the areas of rapid vocabulary and phonological awareness due and teacher growth in best practices.				
Problem Statements: Student Academic Achievement 1							
Funding Sources: 211 Title I, Part A - 7000.00							

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	July
2) Pre-K Teachers will participate in online learning (CLI Engage) that focuses on Phonological Awareness and engaging scholars in playful activities which expose them to repeated sounds of spoken words.	2.4, 2.5, 2.6	Principal, Assistant Principal, Student Support Specialist, Reading Coach	Result: Teacher (General Ed, ELL, Dual, Special Ed) growth in best practices as related to Phonological Awareness. Impact: Increase in student and teacher engagement and growth in phonological awareness skills as evidenced by MOY and EOY Circle M data.				
3) Pre-K Teachers will provide small group instruction based on data reviewed during Data PLC's and progress monitored consistently using the Pre-K Progress Monitoring Google document.	2.4, 2.5, 2.6	Principal, Assistant Principal, Teachers.	Result: Teachers will provide targeted interventions for scholars in need. Impact: Scholar mastery of skills due to differentiated instruction and targeted interventions planned in Data PLC using effective progress monitoring tool.				
4) Pre-K Teachers will participate in the RECESS Grant Initiative which focuses on teacher interactions with students and building relationships.	2.4, 2.5, 2.6	Principal Assistant Principal	Result: Students (General Ed/ELL/Dual/Special Ed) will participate in physical activities that are aligned to CLASS. Impact: Higher Student Achievement as measured by CLASS.				
5) Parent Involvement meetings will schedule throughout the year to inform parents of students academic progress and train them on how reinforce learning for the specific needs of their child (General Ed, ELL, Dual Language, Special Ed).		Administrators Student Support Specialist	Result: Parent involvement and training in supporting student's academic goals. Impact: Increased Parent Involvement and academic achievement.				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	July
6) Teachers will plan and implement the Spring Way- Academic structures and procedures (No Opt Out, Cold Call, and Check for Understanding, Threshold, Do Now) etc.	2.4, 2.5, 2.6	Principal Assistant Principal Literacy Coach	Result: Increase in scholar participation and engagement. Impact: Increased ability of teachers to recognize scholars who are experiencing difficulties as evidenced by Progress Monitoring Google Document and provide immediate intervention.				
Problem Statements: Student Academic Achievement 1							
7) Pre-K Teachers will participate in online training (CLE Engage) that focuses on developing and enhancing theme based vocabulary instruction.	2.4, 2.5, 2.6, 3.1	Principal Assistant Principal Literacy Coach	Result: Teacher(General Ed, ELL Dual, Special Ed) growth in best practices as related to developing vocabulary. Impact: Increase in student and teacher engagement and growth vocabulary development as evidenced by MOY and EOY Circle M data.				
Problem Statements: Student Academic Achievement 1 Funding Sources: 211 Title I, Part A - 1000.00							
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue							

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: At 94%, the attendance rate is one of the lowest of the elementary schools in the district. Root Cause 1: The monitoring system that addresses failure to attend school was not monitored consistently due to change in personnel.
Student Academic Achievement
Problem Statement 1: Circle M EOY results show that that Rapid Vocabulary and Phonological Awareness are the skills with the lowest passing percentage as evidenced by Circle M EOY Data. Root Cause 1: Lack of relevant and differentiated instruction for all students.
Perceptions
Problem Statement 1: There is a decline in the percentage (83% to 76%) of parents who rated the school as being excellent and or good. Root Cause 1: Increase parent survey participation (over 100%) resulted in a 7 percent decrease in overall rating of school as being good or excellent and lack of marketing or publication detailing how great the school is.

Goal 2: By June 2020, student achievement in Reading for Kinder and First grade will increase from 83% on or above grade level to 93% on or above grade level as measured by EOY TPRI.

Performance Objective 1: In alignment with the Instructional, Data Driven, and Observation Feedback levers, we will build teacher capacity through the utilization of the Springway coaching feedback protocols and the implementation of professional learning communities - PLC- (Learning, Planning, Practice, and DDAP).





Evaluation Data Source(s) 1: EOY TPRI Data/DRA Levels

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	July
1) Scholars in Kindergarten and 1st Grade will have multiple opportunities each day to identify letters, their corresponding sounds and recognize words to develop comprehension.	2.4, 2.5, 2.6	Principal Assistant Principal Literacy Coach LLI Interventionist Student Support Specialist	Result: Scholars in Kindergarten and 1st Grade will be exposed to and learn the alphabet, sounds and recognize words. Impact: Kindergarten and 1st Grade scholars will read on or above grade level by using effective progress monitoring tool and strategic planning during Data PLC's.				
				Problem Statements: Student Academic Achievement 2			
2) Scholars will have opportunities to engage in text and to discuss and write about components of books, print and illustrations on a regular basis through Independent Reading, Word Power, Read Aloud, Writing Workshop and Guided Reading.	2.4, 2.5, 2.6	Principal Assistant Principal Literacy Coach Student Support Specialist	Result - Scholars will be able to recognize , use and manipulate books and printed material. Impact - Scholars will read on or above grade level.				
				Problem Statements: Student Academic Achievement 2 Funding Sources: 211 Title I, Part A - 3000.00			
3) Teachers will monitor student progress and participate in Data PLC's. They will create a strategic plan of action for students who are not mastering grade level Literacy skills.	2.5, 2.6	Principal Assistant Principal Literacy Coach Student Support Specialist	Result:Teachers will be able to plan targeted interventions based on data. Impact: Scholars will read on or above grade level by receiving differentiated interventions using data from progress monitoring tool.				
				Problem Statements: Student Academic Achievement 2			

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	July
4) Teachers will implement new learning from "The Reading Academy" professional learning session which focuses on instruction that meets the differentiated needs of students and is aligned to new ELA TEKS.	2.4, 2.5, 2.6	Principal, Assistant Principal,	Result - Scholars will be reading on or above grade level. Impact -Increase in the number of students reading at or above grade level as measured by the EOY TPRI and Tejas Lee Growth universal screener and promoted based on their proficiency level.				
Problem Statements: Student Academic Achievement 2 Funding Sources: 211 Title I, Part A - 4500.00							
5) Teachers will provide daily targeted small group interventions during independent reading, RTI period and after school tutorials. Materials to be used for intervention and tutoring will be Exact Path, I- Station,small group instruction-leveled readers, workbooks, puppets, magnetic fishing letters and poles, magnetic letter starters, tweezer tongs, phonic sound tiles, primary lined paper, Alphabet Theme Book Library, LMNO Peas Hardcover Book, Build the letter Activity Center, Magic boards, Write-Wipe Lapboards, Highlighter Tape, Beginning Sounds, Instant Learning, Neuhaus Alphabet Arc mats, Upper Case English & Spanish letters, lower case Spanish Alphabet Mat, Magnetic lower case Spanish letter & upper case Spanish letters, copy paper, toner,magnet letter builders, card stock, sentence strips, reading trackers, versa tiles, zoo phonics materials, sequence and write tiles, flash cards, phonics readers and games, alphabet readers, alphabet cards, letter puzzles, alphabet letters, sight word puzzles, I-Pads, easels, mice for computers, glue sticks, crayons, TPRI and Tejas Lee Intervention Guides, CD's with Cassette Players (Bluetooth) and multipurpose head phones, Spanish Paperback Library, Read Along Spanish books and Picture books.	2.4, 2.5, 2.6	Principal Assistant Principal Literacy Coach Student Support Specialist LLI Interventionist	Result: Scholars will be reading on or above grade level. Impact: Increase the percentage of scholars reading at or above grade level as measured by EOY Map Reading Data by using progress monitoring tool.				
Problem Statements: Student Academic Achievement 2 Funding Sources: 211 Title I, Part A - 24000.00							

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	July
6) Have a literacy interventionist to provide small group instruction to first grade students using the supplemental Leveled Literacy Instruction program as the sole resource to boost student performance.		Principal Assistant Principal Coach Literacy Interventionist	Result: Students who are not on grade level will show improvement in reading measured by the MOY and EOY TPRI Impact: Increase in percent of scholars on or above grade level measured by EOY TPRI.				
Problem Statements: Student Academic Achievement 2							
7) Teachers will plan and implement the Spring Way Academic structures and procedures (No Opt Out, Cold Call, and Check for Understanding, Threshold, Do Now) etc.	2.4, 2.5, 2.6	Principal Assistant Principal Literacy Coach	Result: Increase in scholar participation and engagement. Impact: Increased ability of teachers to recognize scholars who are experiencing difficulties as evidenced by data in campus based google document and to provide immediate intervention.				
Problem Statements: Student Academic Achievement 2 - School Processes & Programs 1							
TEA Priorities Build a foundation of reading and math 8) Effective reading instruction for all students through daily Read Aloud and Guided Reading. Classroom learning environment will be conducive to reading instruction by providing students a designated area where they can sit and listen to Read Aloud and participate in learning (Area Rug) and where students will have access to leveled reading libraries (shelves). Teacher will provide students print rich environment (Anchor Charts, makers, post its, adhesive tape, chart holders, and putty).	2.4, 2.5, 2.6	Principal, Assistant Principal, and Literacy Coach.	All materials and supplies will be purchased and a reading environment conducive to student engagement will be created in all classrooms.				
Funding Sources: 211 Title I, Part A - 10000.00							
TEA Priorities Recruit, support, retain teachers and principals 9) Participation in professional learning sessions to increase professional instructional capacity (PD sessions, Online subscription to Choice Literacy Website).	2.4, 2.5, 2.6	Principal Assistant Principal Literacy Coach	Increase teacher's instructional capacity to meet the needs of students.				
Problem Statements: Student Academic Achievement 2 - School Processes & Programs 1 Funding Sources: 211 Title I, Part A - 1500.00							

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	July
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue							

Performance Objective 1 Problem Statements:

Student Academic Achievement

Problem Statement 2: Reading MAP and Renaissance Data show that 17% of Kinder and 1st Grade students scored below grade level on EOY universal screener. **Root Cause 2:** Lack of relevant and differentiated instruction for all students.

School Processes & Programs

Problem Statement 1: There is a need for student instruction to be more rigorous and relevant. **Root Cause 1:** Inconsistency in using backward design model for planning and using ICLE rigor/relevance rubric.





Goal 3: By June 2020, student achievement in Math for grades Kinder and First will increase from 74% on or above grade level to 84% on or above grade level as measured by MAP Mathematics.

Performance Objective 1: In alignment with the Instructional, Data Driven, and Observation Feedback levers, we will build teacher capacity through the utilization of the Springway coaching feedback protocols and the implementation of professional learning communities - PLC- (Learning, Planning, Practice, and DDAP).

Evaluation Data Source(s) 1: EOY Math Map Data

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	July
1) Hire a .5 Math Interventionist.	2.4, 2.5, 2.6	Principal Assistant Principal	Result: Identified scholars will receive daily math interventions. Result: Higher student academic achievement due to strategic planning using progress monitoring tool.				
2) Teachers will plan and implement the Spring Way- Academic structures and procedures (No Opt Out, Cold Call, and Check for Understanding, Threshold, Do Now) etc.	2.4, 2.5, 2.6	Principal, Assistant Principal and Math Coach	Result: Increase in scholar participation and engagement. Impact: Increased ability of teachers to recognize scholars who are experiencing difficulties as evidenced by data in campus based google document and to provide immediate intervention.				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	July
3) Teachers will use a progress monitoring system to monitor student learning and growth on a consistent basis. They will participate in Data PLC's and focus on analyzing students work.	2.4, 2.5, 2.6	Principal Assistant Principal Math Coach, Teachers, Math Interventionist	Result: Accountability system for identifying student needs. Impact: Increased ability of teachers to recognize students who are experiencing difficulties by using progress monitoring tool and planning differentiated interventions.				
				Problem Statements: Student Academic Achievement 3			
4) Utilize new learning from attending math professional sessions to enhance student mathematical thinking skills by making connections to learning and increasing their understanding of math concepts. (CAMT, Region IV, etc).	2.4, 2.5, 2.6	Principal Asst. Principal Math Coach Teachers, Math Interventionist	Result: Increase in Scholar's grade and age appropriate levels in math skills. Impact: Increase in number of scholars prepared for the next grade level's math TEKS as measured by MAP by using campus based progress monitoring google document.				
				Problem Statements: Student Academic Achievement 3 Funding Sources: 211 Title I, Part A - 3263.00			
5) Hire an instructional paraprofessional to provide push small group instruction which will result in 84% of students being designated as on or above grade level as measured by EOY Math Map data.	2.4, 2.5, 2.6	Principal Assistant Principal Math Coach	Result: Students not making progress in math will receive differentiated instruction. Impact: Increase in percentage of Scholars on or above grade level by using campus based google document and evidenced by EOY Math Map Data				
				Problem Statements: Student Academic Achievement 3 Funding Sources: 211 Title I, Part A - 25000.00			
6) Teachers will provide daily targeted small group interventions during their Math daily block schedule. Materials that will be used for intervention and tutoring will be Exact Path, Edmentum, and math materials for centers (Lets go Fishing/white boards, dry erase marrkers).	2.4, 2.5, 2.6	Principal, Assistant principal, Math Coach	Result: Scholars will be on or above grade level in Math. Impact: Increase the percentage of scholars on grade level as evidenced by EOY Map data and using progress monitoring tool.				
				Problem Statements: Student Academic Achievement 3 Funding Sources: 211 Title I, Part A - 25000.00			
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue							

Performance Objective 1 Problem Statements:

Student Academic Achievement

Problem Statement 3: Math MAP EOY results show that 70% of students met EOY mastery on grade level results. **Root Cause 3:** Focus on Reading Achievement.

Goal 4: By 2020, overall attendance for Clark Primary will increase by 1.5% to 95.5% as measured by the end of the year PEIMS submission.

Performance Objective 1: In alignment with the Student and Staff Culture lever, we will implement the Springway structures and routines with fidelity to strengthen relationships with all stakeholders through building a collective teacher efficacy.

Evaluation Data Source(s) 1: EOY PEIMS Report

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	July
1) Communicate attendance expectations with parents via different modes of communication (newsletters, parent/studenthandbook, Parent Involvement meetings, Parent conferences and Blackboard Mass communication system),	2.4, 2.5, 2.6, 3.1, 3.2	Principal Asst. Principal Counselor, Attendance and SIMS clerk	Result: Improve student attendance and achievement.. Impact: Increased scholar attendance and learning opportunities to ensure mastery of grade level skills.				
				Problem Statements: Demographics 1 Funding Sources: 211 Title I, Part A - 500.00			
2) Establish an Attendance Committee to monitor scholar attendance , observe trends, and implement activities to promote attendance.	2.4, 2.5, 2.6	Principal Assistant Principal Attendance and SIMS clerk Counselor	Result: Monitor scholar attendance on a consistent basis and intervene to improve attendance. Impact: Increase in scholar Attendance and academic achievement.				
				Problem Statements: Demographics 1			
3) Review scholar attendance weekly to determine scholars who need to be referred to the Attendance Committee and counselor for intervention 1 (parent meeting/plan of action) and intervention 2 (Home Visit/Truancy Officer Referral).	2.4, 2.5, 2.6	Principal Assistant Principal Counselor	Result: Monitor and track student attendance to provide immediate interventions. Impact: Increase administrator awareness of scholar experiencing attendance issues implementing plan of action to improve student attendance.				
				Problem Statements: Demographics 1			

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	July
4) Implement attendance incentive recognition and celebrate classes and students who have met 96% attendance goal or higher.	2.4, 2.5, 2.6, 3.1	Principal Assistant Principal Attendance Clerk Counselor	Expected Result: Students will be recognized for being present at school. Impact: School attendance goal met.				
	Problem Statements: Demographics 1 Funding Sources: 211 Title I, Part A - 2000.00						
5) All scholars will participate in the formal PE classroom instruction 60 minutes each week and 100 minutes of recess each week.	2.4, 2.5, 2.6	Principal Assistant Principal PE Teacher Teachers	Result: Scholars will participate in scholar will activities every week. Impact: Scholars will experience different physical activities that promote a healthy lifestyle.				

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: At 94%, the attendance rate is one of the lowest of the elementary schools in the district. Root Cause 1: The monitoring system that addresses failure to attend school was not monitored consistently due to change in personnel.

Goal 5: By 2020, Clark Elementary will increase our parent survey rating percentage from 78% to 83% in rating the school Excellent or Good and K-12 Insight staff survey data will show a 5% increase in improving staff morale

Performance Objective 1: In alignment with the Student and Staff Culture lever, we will implement the Springway structures and routines with fidelity to strengthen relationships with all stakeholders through building a collective teacher efficacy.

Evaluation Data Source(s) 1: 2020 K-12 Insight Parent Survey

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	July
1) Recruit parent volunteers during Meet the Teacher, Open House, and via the campus website and school newsletter.	3.1, 3.2	Principal Assistant Principal, Counselor Teachers	Result-Decrease behaviors that interfere with instruction, improve attendance and punctuality Impact-Increase parental involvement on campus				
				Problem Statements: Perceptions 1 Funding Sources: 211 Title I, Part A - 500.00			
2) Inform parents of school sponsored events through the use of various media (website, blackboard mass communication system/newsletters)	3.1, 3.2	Principal, Assistant Principal, Counselor	Results- Increase Parent Communication. Impact- Improve parent/school communication and involvement				
				Problem Statements: Perceptions 1			
3) Parents will receive campus generated surveys every 6 weeks to determine overall school quality and opportunities for growth.	3.1, 3.2	Principal, Assistant Principal, Counselor	Expected Result: Increase in Parent satisfaction surveys. Impact: Increase parent survey results and overall satisfaction.				
				Problem Statements: Perceptions 1			

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	July
4) Parent Liaison will plan parent/community involvement activities focusing on Literacy, Math, and Social Emotional Learning.	3.1, 3.2	Principal Asst. Principal Counselor	Result: Increase overall parent and community engagement in Literacy activities. Impact: Improve parent & community partnerships in meeting scholars needs.				
	Problem Statements: Perceptions 1 Funding Sources: 211 Title I, Part A - 2650.00						
5) Parents will be invited to attend "Apple Treats with the Administrators and "Coffee with the Counselor" sessions every six weeks and parent attendance will increase by 20%.	3.1, 3.2	Principal Parent Engagement Liaison	Expected Result: Increased two way communication and opportunities for parent to have a voice. Impact: Increase in percentage of parents that rate the school as being Excellent or Good.				
	Problem Statements: Perceptions 1						
6) Conduct regular leadership team and faculty meeting where clear two way communication is to be used to identify and address any concerns associated with the overall status of the campus morale and/or climate.	2.4	Principal Assistant Principal	Result: Increase staff morale at our school. Impact: Increased communication between staff and administration will allow all stakeholders to be aware and in a better position to address any concerns pertaining to campus morale and climate.				
	Problem Statements: Perceptions 2						
7) Conduct regular staff surveys to monitor and address the areas that need improvement to improve overall school morale and schedule two monthly "Lets Talk" meetings after school to engage staff in ongoing two way open communication.	2.4	Principal Assistant Principal Counselor	Result: Increase staff morale as measured in K-12 Insight Staff Survey Impact: Allow all stakeholders to give their input to identify and address any concerns pertaining to campus morale and climate.				
	Problem Statements: Perceptions 2						
8) Create opportunities for all staff to engage in team building activities during leadership and staff meetings.	2.4	Principal Assistant Principal Counselor	Result: Increase staff morale and climate as measured by K-12 Insight Staff Survey. Impact: Allows opportunities for learning, support, and teamwork in meeting our campus goals.				
	Problem Statements: Perceptions 2 Funding Sources: 211 Title I, Part A - 0.00						

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	July

Performance Objective 1 Problem Statements:

Perceptions
<p>Problem Statement 1: There is a decline in the percentage (83% to 76%) of parents who rated the school as being excellent and or good. Root Cause 1: Increase parent survey participation (over 100%) resulted in a 7 percent decrease in overall rating of school as being good or excellent and lack of marketing or publication detailing how great the school is.</p>
<p>Problem Statement 2: There is a need to improve the overall morale in our school. Root Cause 2: High leadership turnover has led to inconsistencies in school wide procedures and routines and lack of the Spring Way Systems implementation.</p>

Title I Schoolwide Elements

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

1.1: Comprehensive Needs Assessment

The Title I, Part A Campus Improvement Plan is based on a Comprehensive Needs Assessment (CNA) of the entire school. It reflects the status of academic achievement of our scholars in relation to the challenging state academic standards focusing on students who are failing to or are at-risk of failing to meet the rigorous state academic standards and those determined by local policy. The Comprehensive Needs Assessment (CNA) includes a deliberate focus on achievement for special populations such as At-Risk, Special Education, English Learners, Economically Disadvantaged and Gifted & Talented.

The most recent date the Comprehensive Needs Assessment (CNA) was developed/reviewed/revised/approved is noted in the CNA section of Plan4Learning. The comprehensive list of stakeholders engaged in the development, review, revisions, and approval of the CNA will be documented in the Committees section of Plan4Learning. The committee, as well as specialized subcommittees, will meet throughout the school year as new data becomes available and/or when the needs of scholars require campus-level action. The district goal is to conduct at least 2 meetings during the 2019-2020 fall semester (July 2019-December 2019) and at least 3 meetings during the 2019-2020 spring semester (January 2020-July 2020).

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

2.1: Campus Improvement Plan developed with appropriate stakeholders

The Campus Improvement Plan (CIP) is developed in collaboration with parent(s), community member(s), and campus personnel including teachers, paraprofessionals, campus leaders and leadership team members, and district administration. The committee may include additional stakeholders such as specialized instructional support, technical-assistance personnel, and other campus staff, as needed. Secondary-level (MS/HS) campuses may also include student input through membership on the CIP team. The list of stakeholders who participate in the development and review of the CIP may be found in Plan4Learning in the Committees section.

2.2: Regular monitoring and revision

The CIP remains in effect for the duration of the school's identification as a Title I campus. The plan and its implementation shall be regularly monitored and revised as necessary, based on scholars' needs to ensure that all students are provided opportunities to meet the challenging state academic standards. (ESSA Sec. 12114(b)(3)). The monitoring must include students defined as economically disadvantaged, each major racial and ethnic group, students with disabilities, English learners (ESSA Section 1111(c)(2)) and "at-risk" students [TEC 42.152(d)].

The date the CIP and District Improvement Plan (DIP) were developed/reviewed/revised/approved is noted in Plan4Learning under the Goals tab for the District and for each campus.

2.3: Available to parents and community in an understandable format and language

The CIP is readily available to parents and the community on our campus website. Upon request, an electronic or paper copy will be provided to interested parties. The CIP has been translated into Spanish and both versions are posted on our webpage. The campus and/or district will, to the extent possible, provide translations into other languages. Communication will be provided to families at the beginning of the year and during the fall Open House to address this option. (ESSA, Sec. 1114(b)(4))

2.4: Opportunities for all children to meet State standards

Campus-wide Reform Strategies: Sec. 1114(b)(7)(A)(i-iii) The school determines campus-wide reform strategies based upon formative and summative student achievement data. The CIP includes a description of how such strategies will provide opportunities for all children, including each of the student populations (economically disadvantaged students, students from major racial and ethnic groups, children with disabilities and English learners [Sec 1111(c)(2)] to meet the challenging state academic standards.

This requirement is documented at the strategy level in Plan4Learning. Each strategy meeting the requirements of 2.4 include this Element designation above the strategy.

2.5: Increased learning time and well-rounded education

The campus will use methods and instructional strategies that strengthen the academic program, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum through programs, activities, and courses necessary to provide a well-rounded education. Within the Goals, Performance Objectives and Strategies sections in Plan4Learning, the campus lists and describes methods and instructional strategies that strengthen its academic program, increase the amount and quality of learning time, and provide an enriched and accelerated curriculum necessary to a well-rounded education. The campus identifies at least 1 (one) instructional strategy and as many as necessary to address the identified needs. For validation, the

campus will submit 1-5 (one to five) strategies.

2.6: Address needs of all students, particularly at-risk

The campus will address the needs of all students it serves with a focus on the needs of students identified as “At Risk” of unsuccessfully demonstrating mastery of the challenging State academic standards.

Within the Goals, Performance Objectives and Strategies sections in Plan4Learning, the campus identifies how it will address the needs of all students including a particular focus on students deemed “At Risk” of not meeting State standards. The campus identifies at least 1 (one) instructional strategy addressing the needs of all students especially the needs of “At Risk” students and student populations and as many as necessary to address the identified needs. For validation, the campus will submit 1-5 (one to five) strategies.

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

3.1: Develop and distribute Parent and Family Engagement Policy

The school jointly developed a written parent and family engagement policy and a school parent compact with parents and family members of our students. The policy describes the ways Spring ISD fulfills the requirements for partnering with parents and families as we provide a high quality education. Our school believes that this partnership is essential for students to succeed. This partnership includes:

- Assisting parents to understand the state standards (TEKS) and curriculum
- Understanding state (STAAR/EOC) and local assessment standards
- How to work with the school to improve their child’s achievement
- Providing materials and training to help parents work with their child, such as literacy and technology training
- Parent curriculum workshops

The School Parent compact outlines how parents, the entire school staff and students will share the responsibility for improved academic achievement. Spring ISD also embraces family and community engagement as it is clearly outlined in our 5-year Strategic Plan as one of our 5 imperatives:

Engaged Stakeholders in Every Community

Our Parent and Family Engagement performance indicators include:

- Increase percentage of schools with an active PTA or PTO
- Increase percentage of stakeholders participating and engaged/highly engaged with Spring ISD
- Increase parent rating of overall quality of education provided by Spring ISD
- Increased two-way communication with parents and stakeholders
- Increase the number of student-enrichment opportunities with higher education or business partners

A list of the individuals and their roles who assisted with the development of the Parent and Family Engagement Policy and Compact can be found in the Committees section of Plan4Learning. The Parent and Family Engagement Policy is published on the school's website and distributed throughout our community.

3.2: Offer flexible number of parent involvement meetings

The school provides a flexible number of meetings for parents. At the district level, the parents meet 4 times annually and serve on a Parent Advisory Council. At the school level we encourage our parents to participate in all enrichment activities as well as academic focused training and workshops such as Language Acquisition courses, technology training and many academic and social/emotional focused workshops. We also have a volunteer program in place where parents may donate their time and their talents in the schools, such as reading in the classroom, participating in College and Career Days as well as serving on the Watch DOGS committee.

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
TBD	Math Coach (.5)		1
TBD	Instructional Paraprofessional		1

2019-2020 Campus Advisory Council

Committee Role	Name	Position
Non-classroom Professional	Aldo Vidal	SSS
Administrator	Cynthia Gomez	Principal
Classroom Teacher	Orland Watson	Classroom Teacher
Classroom Teacher	Michael Thomas	Classroom Teacher
District-level Professional	Kerri Davis	PK District-Coordinator
Non-classroom Professional	Diane Buller	Librarian
Classroom Teacher	Marcy Oznick	Classroom Teacher
Classroom Teacher	Brooke McClinton	Classroom teacher
Non-classroom Professional	Kim Hayden	Non-Classroom Professional
Counselor	Cortney Groce	Counselor

Campus Funding Summary

211 Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Registration Fee for Conference, Lodging Accommodations		\$7,000.00
1	1	2	Resources Phonemic Awareness Development		\$1,500.00
1	1	5	Parent Engagement Activities		\$1,500.00
1	1	5	Snacks		\$1,500.00
1	1	7	Vocabulary Development		\$1,000.00
2	1	2	Books		\$3,000.00
2	1	4	Big Books		\$3,000.00
2	1	4	Easels		\$1,500.00
2	1	5	Materials for Targeted Interventions		\$24,000.00
2	1	8	Rugs, shelving, chart holders, chart paper, markers, post its, tape and putty.		\$10,000.00
2	1	9	Professional Learning Session Fees		\$1,500.00
3	1	1			\$32,000.00
3	1	2			\$500.00
3	1	4	Professional Learning Session Fees		\$3,263.00
3	1	5	Instructional Paraprofessional		\$25,000.00
4	1	1			\$500.00
4	1	4	Certificates and attendance tags		\$2,000.00
5	1	1			\$500.00
5	1	4	Supplies		\$150.00
5	1	4	Parental Liaison Stipend		\$2,000.00
5	1	4	Snacks		\$500.00

211 Title I, Part A

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
5	1	8	Team Building Activities	500.00	\$0.00
Sub-Total					\$121,913.00
Budgeted Fund Source Amount					\$121,945.00
+/- Difference					\$32.00
Grand Total					\$121,913.00