

Spring Independent School District
Cooper Elementary
2018-2019 Campus Improvement Plan



Mission Statement

Cooper Elementary School will be recognized for creating a culture of learning to produce innovative citizens for a global community.

Vision

Cooper Elementary will prepare, empower and produce life-long learners that exhibit appropriate social skills and achieve academic success.

Value Statement

We believe:

A partnership between the home and the school must exist.

There will be success for every student every day.

All students can learn and develop appropriate skills.

All school personnel and students will model positive character traits.

The commitment of each staff member to grow professionally is essential to the development of our students.

Comprehensive Needs Assessment

Revised/Approved: June 22, 2018

Demographics

Demographics Summary

Cooper Elementary, a Title 1 campus, is one of 26 elementary campuses in Spring ISD. Although this improvement plan focuses on 2018-2019, the demographic data reflects information available in May 2018. Cooper opened its doors in 2005 and serves predominantly low to middle income families and has an average enrollment of 802 students: 500 (62%) are Hispanic, 247 (31%) are African American, 18 (2.3%) are Asian and 18 (2.3%) are White, 14 (2%) are 2 or more races. Cooper Elementary serves 684 students that are Economically Disadvantaged (85.3%), 358 English Language Learners (ELL) (45%), 76 students in Special Education (9%) and 26 students identified as Gifted and Talented (3%). For the 17-18 school year there were 7 documented Homeless Students. There are 532 students that are identified as At-Risk students (66%). The average mobility rate remains the same as the previous year at 14%. The campus is a neighborhood school. The average daily attendance for the first semester was 97.19% and the second semester was 96.82%. ADA for the 17-18 year was 97.04%.

Demographics Strengths

- Thirteen students that went through the RtI process were referred for Special Education testing and seven qualified.
- Percentage of At-Risk students remained the same at 63%. Eleven students that went through the RtI process were referred for Special Education testing and all but one qualified.
- Despite the fact that our ELL student group grew (42% to 44%), cohort student groups showed growth on TELPAS.
- 70% of the cohort group of students that went from 1st to 2nd grade progressed by 1 proficiency level and 30% grew two proficiency levels as measured by TELPAS.
- STAAR Science scores remain top of the district with 90% and Masters Grade Level at 30%.
- Gap between Hispanic and African American students in 4th Grade Math is at 5% (H-90%, AA-85).
- Gap between Hispanic and African American students in 5th Grade Math is at 6% (H-99%, AA-93%).
- Bilingual students in 3rd-4th-5th STAAR Math scored at 99%.
- LEP students had the following results for STAAR Math-93%, Science 90%, Reading 84%

Problem Statements Identifying Demographics Needs

Problem Statement 1: SPED students across all grade levels have a 35% pass rate of STAAR Reading, 54% STAAR Math and 20% in STAAR Writing.

Root Cause: It was difficult for SpEd teachers to collaborate with general education teachers and attend planning sessions.

Problem Statement 2: There is a gap between African American and Hispanic students in 3rd grade Reading of 24 points & 24 points in Math; 4th Grade Reading-22 points as measured by STAAR. **Root Cause:** African American students have learning gaps in Mathematics and low reading levels that affect their Reading and Math scores. Need a more focused approach in planning to provide students with ample opportunities to engage with rich content that is relevant to their learning.

Student Academic Achievement

Student Academic Achievement Summary

All schools in Texas must meet standards set in four state accountability areas. TEA Reports indicate that Cooper Elementary met all targets for the 2017-2018 school year and showed growth in every Index:

- Domain 1-Student Achievement 77
- Domain 2 Part A: Academic Performance-83 and Part B Relative Performance-86
- Domain 3-Closing the Gaps 97
- Total Score-88

As a result of these scores, Cooper Elementary received a **2018 Texas Accountability Met Standard** rating.

Our overall campus instructional strength is in the area of Science. Historically, our students always succeed in this area. Current STAAR Science results indicate 90% students achieved mastery and 30% achieved Masters Grade Level.

On the 2018 STAAR, the following scores for all grades show the percentage *Approaches Grade Level*:

- Reading - 80%
- Math - 90%
- Writing - 50%
- Science - 90%

An in-depth study of data from various sources reveals the following:

- STAAR results indicate that Bilingual students in 3rd-4th-5th are excelling Math at 99%.
- ELL student results indicate we are maintaining their achievement in Reading (84%), Writing (51%), Math (93%) and Science (90%) as measured by STAAR.
- ELL student cohort groups showed increases in progress of 1 Proficiency Level as measured by TELPAS.
- End of Year DRAs indicate that the following are on grade level: Kindergarten-97%, 1st Grade-79%, 2nd Grade-79%.
- Primary EOY writing scores (55%) mirrored 4th Grade Writing STAAR scores (50%).
- End of Year MAP report indicates a growth in the number of students in each grade level that achieved Tier 1 status. First Grade had

the highest percentage of Tier 1 students (81%) followed by 5th (83%), K (67%), 2nd (65%), 3rd (78%), 4th (67%). Bilingual Students results: Kinder (88%), 1st (96%), 2nd (84%) & 3rd grade (82%).

While the campus is showing overall growth, the amount of growth among the SPED students is not equal. This will be a focus for the campus next year. SPED STAAR scores are listed below:

- Math: 3rd-33%, 4th-50%, 5th-86%
- Reading: 3rd-22%, 4th-60% 5th-14%
- Writing: 20%
- Science: 43%

To address the gap in performance, the campus has analyzed scores for each individual student and by each standard. These students will be targeted for intervention and PLCs will be intentional in addressing SPED data and student needs.

Cooper ICLE (International Center For Leadership in Education) IPA (Instructional Practices Assessment)

- The level of questioning, however, was generally at the remembering and understanding levels of the Knowledge Taxonomy, focusing more on comprehension than on application of knowledge. Questioning was mostly limited to recalling facts. 15 of the 21 teachers observed scored Beginning or Emerging according to the Rigor Rubric in the area of High-Level Questioning.
- In a few classes, student learning was tied to their experiences or everyday environment. Students were not typically challenged to think critically about how the information could be used in real-world applications. 20 of the 21 teachers observed scored Beginning or Emerging according to the Relevance Rubric in the area of Meaningful Work.

Student Academic Achievement Strengths

- 5th Grade Cohort group was at 91% in Math in 16-17 and 97% in 17-18.
- 5th Grade Cohort was at 84% in Reading in 16-17 and 89 in 17-18.
- 5th Grade STAAR Math achievement is at 97% Mastery.
- Student success in 5th grade is attributed to a highly qualified team that have worked together for several years and teachers know grade level TEKS.
- 3rd-4th-5th Bilingual STAAR Math achievement is at 99%.
- 5th Grade STAAR Math achievement is at 97% Mastery.
- Students in 4th Grade showed an 6 point gain as measured by STAAR Math.

- Kindergarten-Second Grade students achieved a 81% of students reading on level as measured by DRA.
- Students in 4th Grade showed an 11 point gain as measured by STAAR Math and a 13 point gain at Masters Level.
- First Grade End of Year Math Assessments scores are at 95% passing. Second grade End of Year Math Assessment scores are at 100% passing.

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: 55% of K-2 students achieved grade level expectations as measured by Lucy Calkins' Writing rubric **Root Cause:** Year 1 with program: Teachers learning new program and found the need to add grammar/mechanics lessons

Problem Statement 2: 29% of Second Grade students achieved grade level expectations as measured by Lucy Calkins' Writing rubric **Root Cause:** Focused approach to staff needs by grade level in writing

Problem Statement 3: STAAR 4th Grade Writing scores showed a decrease from 75% to 50% and have not shown a significant increase since 2011 (97%). **Root Cause:** There is a lack of emphasis on grammar in primary grades as well as lack of vertical alignment. Revising and Editing STAAR format was not emphasized early enough in the year.

Problem Statement 4: 2018 data reveals that Special Education students scored significantly below all other student groups in Math, Reading and Writing. **Root Cause:** It was difficult for SpEd teachers to follow their schedules and deliver support with fidelity.

Problem Statement 5: Students in 4th Grade decreased by 12 points in Reading (84% to 72%). **Root Cause:** Literacy support through interventions, during the day and before/after school tutorials, were not consistent due to schedules.

Problem Statement 6: Masters Level III on any STAAR tested content is at or less than 30%. **Root Cause:** Planning for lessons was always focused on struggling students.

Problem Statement 7: Observations by ICLE at Cooper Elementary indicated that rigor was at the Emerging level. **Root Cause:** Lessons focused more on knowledge and comprehension than application of knowledge because it has not been a focus during planning. There is also a lack of training in this area.

Problem Statement 8: Observations by ICLE at Cooper Elementary indicated that relevance was at the Beginning level. **Root Cause:** Lack of focus on real world application during planning and training in this area.

School Processes & Programs

School Processes & Programs Summary

- Cooper Elementary employs 54 Teachers, 5 Professional Support and 8 Educational Aides. Faculty and staff members are highly qualified, including a certified Bilingual Teacher in every Bilingual classroom. There are two Bilingual teachers in every grade level.
- All but three staff member are ESL certified.
- Title III funds are allocated to hire retired teachers as part time interventionists that provide extra support with a focus on LEP students.
- Title I funds are allocated to hire 2 FTEs to provide student intervention and instructional support to staff.
- The district hires a Student Support Service full time teacher for every campus. This person leads the committee and conducts campus decision point meetings every six weeks to discuss the documented progress of each student.
- Our district has funded a Parent Liaison for every campus.
- Our district has funded a full time Literacy Coach and Math Coach for every campus.
- Weekly Grade level PLCs are held with an administrator and an Instructional Coach or Intervention Specialist. These learning communities address lesson planning, strategic planing data review and professional learning.
- Student *Decision Point Meetings* are held every six weeks to review intervention data and student progress. Parents are invited to attend as their student goes through the RtI process.
- Special Educations Programs implemented at Cooper include: 2 Resource/Inclusion Teachers, 1 Speech Therapist, 1 SILC Classroom, 2 CASE Classrooms, .5 Blended Bilingual PPCD and .5 Bilingual PPCD.
- Staff members are trained in the implementation of CHAMPS and Teach Like a Champion strategies.

School Processes & Programs Strengths

- Through an active Campus Advisory Committee, teachers participate in decisions regarding instruction, STAAR support, student management, school culture and hiring of staff.
- It is a campus expectation that continuous on-site staff development is offered throughout the year including: Balanced Literacy sessions, New Teacher Mentor Meetings and Math Vertical Meetings.
- Professional Learning Communities (PLC) are held weekly to discuss students success, intervention, lesson plans and professional development support.
- Literacy Coach and Math Coach differentiate their support for teacher based on need for instructional support.
- Administrative Team (A-Team) meets weekly to discuss student progress as well as teacher progress.

- A-Team has assigned weekly grade level walk throughs with an identified focus.
- RTI is being utilized successfully with students being referred to the appropriate special population.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: A need to enhance higher level questioning and problem solving skills. **Root Cause:** Lessons focused more on knowledge and comprehension than application of knowledge because it has not been a focus during planning. There is also a lack of training in this area.

Problem Statement 2: Lack of writing formative assessments (other than BOY, MOY, and EOY) to drive instruction **Root Cause:** Focused approach to staff needs by grade level in writing

Perceptions

Perceptions Summary

Cooper Elementary opened in 2005. We have created a culture of family and team support. We believe that teachers need to have a passion for working with children. We value coaching teachers so that they grow professionally and deliver effective instruction. We believe that all children can learn, but not in the same way. We do our best to have students experience some form of success every day. We want our children and families to feel that Cooper is their home and this is where they belong. Our campus is driven by data, and we do what is best for ALL students as we monitor systems, expectations, instruction, achievement and follow-through. If there are areas of concern, we have been trained in the implementation of the *Continuous Improvement Process* to reflect, consult, plan and act. We have built a culture where all teachers believe all students can learn and achieve and students know they are valued and loved.

Our campus has a strong focus on health and wellness. Our students are scheduled for physical education class and structured recess. We participate in activities held in the community such as *Jump Rope for Hearts*, *Be Fit NFL Challenge*, *Play 60 Challenge* and *Dynamo Fit 4 Kids*. Compliance with state immunization standards is at 100%.

Cooper Elementary is very intentional in establishing a family-friendly school environment. Staff have been trained in Teach Like a Champion strategies and base our daily behaviors on the strategies taught in this book. Because 62% of our population is Hispanic all communication (written and verbal) is delivered in English and Spanish. Our campus website is also translated into Spanish and including as many dates as possible for parents to plan ahead. Our district has provided every campus with funds for a Parent Liaison to help strengthen connections between home and school. Cooper routines include sending home a Thursday Folder every week. We take pride in the fact that parents and district visitors report our office staff is friendly & accommodating and our ambience is warm and inviting.

Perceptions Strengths

School Quality Survey results indicate:

- 98% of parents rated Cooper as excellent or good.
- 96% of parents feel staff members treat them with respect.
- 94% of parents say administrators are courteous when they have a concern.
- Comparing 16-17 and 17-18 overall parent and staff satisfaction, there has been growth in the areas of: *Academic Support*, *Student Support*, *School Leadership*, *Family Involvement* and *Safety & Behavior*.

- Growth in all areas under Academic Support the last 3 years with an increase from 63.5% to 92.2% (increase of 28.7%).
- 93% of our parents believe school encourages families to volunteer.
- 98% of our parents say our school has high learning standards for all students, up from last year 88%.
- 99% of staff feel the school is safe.
- 100% of staff members are aware of the safety and security procedures.

Variety of opportunities for student extra-curricular activities: Boys and Girls Basketball, Soccer, Ukulele Club, Music Club, Art Club (2 Groups), Technology Coding Club (2 Groups), District Honor Choir, District Orff Ensemble, Cheerleaders, Book Club, Girls with Pearls and Guys with Ties Character Groups

Problem Statements Identifying Perceptions Needs

Problem Statement 1: 12% gap between parent and staff perception that bullying is not tolerated. **Root Cause:** Parents need to understand the definition of bullying and be aware of campus procedures to address bullying.

Problem Statement 2: 14% of parents do not feel that the school uses family input to improve instruction. **Root Cause:** There is a lack of connection and communication between home and school.

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

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

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Domain 1 - Student Achievement
- Domain 2 - Student Progress
- Domain 3 - Closing the Gaps
- System Safeguards and Texas Accountability Intervention System (TAIS) data
- Critical Success Factor(s) data
- Accountability Distinction Designations
- PBMAS data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR EL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student Success Initiative (SSI) data for Grades 5 and 8
- Local diagnostic math assessment data
- Local benchmark or common assessments data
- Student failure and/or retention rates
- Running Records results

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress for each group
- 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, progress, and participation data,
- Special education population, including performance, discipline, progress, and participation data

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

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records

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
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- T-TESS

Parent/Community Data

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

Support Systems and Other Data

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

Goals

Goal 1: Reach Every Student

Performance Objective 1: Staff will implement school-wide reform strategies to identify struggling students and ensure the learning needs of all students are met so that:

- * 70% meet standard in Writing, 85% meet standard in Reading and 95% meet standard in Math and Science as measured by 2019 STAAR results;
- *at least 80% of PK-2 scholars will write at the appropriate writing level as measured by district on demand assessments.
- *at least 80% of all scholars in each classroom will read at the appropriate level OR show 1.5 years' growth per the Conditional Growth Index (CGI).
- *as evidenced by EOY IPT and/or Texas English Language Proficiency Assessment System (TELPAS) composite rating, at least 80% of all English language scholars in each K- 5 classrooms will be able to increase language proficiency by at least one level.

Evaluation Data Source(s) 1: End of Year Assessment:


STAAR 2019 results




DRA

Measures of Academic Progress (MAP)

District On Demand Assessments (BOY, MOY,EOY)

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	July
<p>Critical Success Factors CSF 1 CSF 2 CSF 7</p> <p>1) Enhance writing instruction by utilizing Lucy Calkins' Units of Study.</p> <p>Staff Development through monthly Writer's Workshop sessions.</p>	2.4, 2.5, 2.6	Administrators Literacy Coach Lucy Calkins Kits Book: Patterns of Power	BOY, MOY and EOY writing sample data showing at least 80% of students scoring a 3 or higher as measured by Lucy Calkins' writing rubric. Lesson Plans Walk Throughs Observations Writing Samples				
<p>Problem Statements: Demographics 1, 2</p> <p>Funding Sources: 211 Title I, Part A - 1000.00</p>							

<p>Critical Success Factors CSF 1 CSF 2 CSF 7</p> <p>2) Implement a multisensory approach to grammar and/or phonics instruction and utilize Grammar Keepers, with an emphasis on ELL and SPED students in K-5th grades.</p>	<p>2.4, 2.5, 2.6</p>	<p>Administration Instructional Coaches</p>	<p>End of Year Assessment: STAAR Writing 2019 results 2019 TELPAS Results DRA Writing samples Lesson plans Walk throughs Observations</p>				
<p>Problem Statements: Demographics 1, 2</p>							
<p>Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>3) Provide identified students with individualized small group pull-out learning sessions for reading, writing and math based on ongoing assessment.</p>	<p>2.4, 2.5, 2.6</p>	<p>Administrators Instructional Specialists Title 1 Teachers Student Support Specialist Three Pre-K Paraprofessionals funded by District .5 Title 1 Paraprofessional</p>	<p>Reading-Identified students will increase in guided reading level as measured by progress monitoring forms every six weeks. Math-Identified students will show a 5% increase as measured by campus and district assessments. Writing-80% of students will score a 3 or higher measured by Lucy Calkins' rubric on BOY, MOY and EOY writing samples. End of Year Assessments: STAAR 2019 results DRA Running Records MAP results Primary Assessments</p>				
<p>Problem Statements: Demographics 1, 2</p>							
<p>Funding Sources: 211 Title I, Part A - 152500.00</p>							
<p>Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 7</p> <p>4) Continue to implement and support technology as an instructional tool to integrate curriculum across content areas.</p>	<p>2.4, 2.5, 2.6</p>	<p>Administrators Technology Teacher</p>	<p>Students will show a 5% increase as measured by campus and district assessments. Teacher Lesson Plan Student Product Classroom Assessments Teacher Data Chart</p>				
<p>Problem Statements: School Processes & Programs 1</p>							
<p>Funding Sources: 211 Title I, Part A - 10302.65</p>							

<p>Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>5) Provide before or after school tutorials for identified students.</p>	2.4, 2.5, 2.6	Administration	<p>Students will show a 5% increase as measured by campus and district assessments.</p> <p>End of Year Assessments: STAAR 2019 results DRA MAP Results Tutorial Assessments Teacher Data Chart</p>				
<p>Problem Statements: Demographics 1, 2</p> <p>Funding Sources: 199 State SCE - State Compensatory Education (PIC - 11500.00)</p>							
<p>Critical Success Factors CSF 1</p> <p>6) Secure Resources (paper, printers ,toners, binders, markers, crayons, pencils, chart paper, privacy shields, folders etc.) to ensure that students have the supplies necessary to successfully participate in the learning environment.</p>	2.6	Principal Assistant Principal Literacy Coach	<p>Implementation: Measured by documentation of materials purchased.</p> <p>Impact: Decrease in the number of students identifies as needing Tier 3 reading interventions.</p>				
<p>Funding Sources: 211 Title I, Part A - 5000.00</p>							
<p>Critical Success Factors CSF 1</p> <p>7) Secure Resources: Forde-Ferrier Science (5th)</p> <p>Great Source Everyday Counts Math Kits (K & 1st).</p> <p>Texas Measuring Up Deluxe: *Gr. 4 STAAR Writing</p>	2.4, 2.6	Administrators Teachers	<p>Students will show a 5% increase as measured by campus and district assessments.</p> <p>End of Year Assessments: STAAR 2019 results DRA MAP Results Tutorial Assessments Teacher Data Chart</p>				
<p>Funding Sources: 211 Title I, Part A - 8675.00</p>							
<p>Critical Success Factors CSF 1 CSF 5</p> <p>8) Enhance instructional support of Reading instruction with an emphasis on Limited English Proficient students through use of Learning A-Z and RAZ Kids online software during small group pull out sessions.</p>	2.4, 2.5, 2.6	Administrators Teachers ESL Campus Coordinator (District Funded) 3 part-time ESL Support Teachers (District Funded)	<p>ESL students will show a 5% increase as measured by state, campus and district assessments.</p> <p>End of Year Assessments: STAAR 2019 Results TELPAS 2019 Results DRA MAP Results Tutorial Assessments Teacher Data Chart</p>				
<p>Funding Sources: 211 Title I, Part A - 916.35</p>							
<p> = Accomplished = Continue/Modify = Considerable = Some Progress = No Progress = Discontinue</p>							

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: SPED students across all grade levels have a 35% pass rate of STAAR Reading, 54% STAAR Math and 20% in STAAR Writing. Root Cause 1: It was difficult for SpEd teachers to collaborate with general education teachers and attend planning sessions.
Problem Statement 2: There is a gap between African American and Hispanic students in 3rd grade Reading of 24 points & 24 points in Math; 4th Grade Reading-22 points as measured by STAAR. Root Cause 2: African American students have learning gaps in Mathematics and low reading levels that affect their Reading and Math scores. Need a more focused approach in planning to provide students with ample opportunities to engage with rich content that is relevant to their learning.
School Processes & Programs
Problem Statement 1: A need to enhance higher level questioning and problem solving skills. Root Cause 1: Lessons focused more on knowledge and comprehension than application of knowledge because it has not been a focus during planning. There is also a lack of training in this area.

Goal 1: Reach Every Student









Performance Objective 2: Cooper Elementary will achieve health and fitness for students through increased student participation in physical activities by 85%.

Evaluation Data Source(s) 2: Weekly Lesson Plans

Walk Throughs

EOY Student Physical Fitness Test Results

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	July
<p>Critical Success Factors CSF 4</p> <p>1) 1) Grade levels will provide structured activities daily for a total of 30 minutes.</p>	2.4, 2.5	Administrators Teachers	<p>End of year student physical fitness test results will show an increase of 5%</p> <p>EOY Student Physical Fitness Test Results Weekly Lesson Plans Walk Throughs</p>				
<p>Critical Success Factors CSF 4</p> <p>2) 2) Include 60 minutes of Physical Education for K-5th in the Master Schedule.</p>	2.4, 2.5	Administrators	<p>End of year student physical fitness test results will show an increase of 5%</p> <p>EOY Student Physical Fitness Test Results Weekly Lesson Plans Walkthroughs</p>				
<p>  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							








Goal 1: Reach Every Student

Performance Objective 3: In Pre-Kindergarten, Cooper scholars will demonstrate mastery of early literacy in reading as evidenced by performance on End of Year (EOY) CIRCLE indicators.

Evaluation Data Source(s) 3: At least 80% of all scholars in each classroom will be able to:

- Rapid Letter Naming
- Letter-Sound Correspondence
- Rapid Vocabulary
- Book and Print Awareness
- Phonological Awareness
- Story Retell and Comprehension

Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	July
<p>Critical Success Factors CSF 1 CSF 2</p> <p>1) Implement the following components of Literacy Applied in PK through: Word Power Read Aloud Independent Reading Shared Reading Rapid Letter Naming Letter-Sound Correspondence Rapid Vocabulary Book and Print Awareness Phonological Awareness Story Retell and Comprehension</p>	2.4, 2.6	Administrators Literacy Coach Pre-K Teachers	End of Year Assessments: CIRCLE 2019 results				
<p>  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							








Goal 1: Reach Every Student

Performance Objective 4: Strong Literacy Foundation for All

Focus on Early Literacy and Establish Strong Literacy framework for English Language Learners

Evaluation Data Source(s) 4: Based on the EOY, at least 80% of all 1-5 scholars in each classroom will read at the appropriate level OR show 1.5 years growth per the Conditional Growth Index (CGI).

Summative Evaluation 4:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	July
<p>Critical Success Factors CSF 1 CSF 2</p> <p>1) Implement the following components of the Balanced Literacy Framework applied in Kindergarten through fifth grade to include: Independent Reading Word Power Read Aloud Writing Workshop Guided Reading</p>	2.4, 2.6	Administrators Literacy Coach (PK-2) ELA Instructional Coach (3-5) K-5 Teachers	End of Year Assessments: STAAR 2019 results DRA MAP Results				
Problem Statements: Demographics 1 - Student Academic Achievement 5							
 = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue							

Performance Objective 4 Problem Statements:









Demographics
Problem Statement 1: SPED students across all grade levels have a 35% pass rate of STAAR Reading, 54% STAAR Math and 20% in STAAR Writing. Root Cause 1: It was difficult for SpEd teachers to collaborate with general education teachers and attend planning sessions.
Student Academic Achievement
Problem Statement 5: Students in 4th Grade decreased by 12 points in Reading (84% to 72%). Root Cause 5: Literacy support through interventions, during the day and before/after school tutorials, were not consistent due to schedules.

Goal 2: Excellence in Every School

Performance Objective 1: By the end of the 2018-2019 school year, we will increase overall student attendance by .5% (97% to 97.5%).

Evaluation Data Source(s) 1: Attendance Reports

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	July
Critical Success Factors CSF 1 CSF 4 CSF 6 1) Attendance incentives for the grade level with highest attendance rates and individual students.	2.5	Administrators Attendance Committee	Motivate students to come to school to attain a gain of 1% in student attendance Daily Attendance Reports Attendance Committee Meeting Minutes/Agenda Data Quality Meeting Minutes/Agenda Funding Sources: 461 Campus Activity Fund - 1000.00				
Critical Success Factors CSF 7 2) K-5 students will participate in two arts integrated projects.	2.5	Administrators Fine Arts Teachers	Result - PVA scholars will have a higher attendance percentage. Impact - PVA scholars are better prepared for the next grade level.				
 = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue							

Goal 2: Excellence in Every School

Performance Objective 2: 100% of students participate in transition programs from Pre-K to Kindergarten and from 5th to 6th grades

Evaluation Data Source(s) 2: Orientation

Feedback from Students

Middle School Course Selection sheets

Agenda

Pictures

Written feedback from students

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	July
<p>Critical Success Factors CSF 1</p> <p>1) Expose fifth grade students to the middle school process in order to select classes, attend orientation, and transition to middle school with the knowledge necessary to be successful. This will include visits from the middle school staff/counselors.</p>	2.5	Administrators & Counselors (Cooper & Middle Schools) 5th Grade Teachers	Students will become familiar with the middle school process as measured by student feedback Orientation Feedback from Students Middle School Course Selection sheets Agenda				
<p>Critical Success Factors CSF 1</p> <p>2) Continue to implement a meet and greet for Pre-K to Kindergarten by having the current grade level students visit the next grade level classroom. The teacher will introduce students to the next grade level.</p>	2.5	Administrators Pre-K through Kindergarten Teachers	Students will become familiar with the next grade level procedures as measured by student feedback Agenda Pictures Feedback from students				
<p>Critical Success Factors CSF 1</p> <p>3) Conduct EOY meetings with all grade levels where teachers assign students to classes for the next school year based on social and academic needs.</p>	2.4	Pre-K-4th Teachers Administrators	Class rosters will be created with 95% accuracy based on social and academic needs Pink and Blue Sheets Class Rosters				
<p> = Accomplished = Continue/Modify = Considerable = Some Progress = No Progress = Discontinue </p>							

Goal 2: Excellence in Every School









Performance Objective 3: Utilize Continuous Improvement Process so 15% of students will show growth on 2019 Reading and Math STAAR Assessment and Reading, Math, Writing, and Science District Benchmarks.

Evaluation Data Source(s) 3: End of Year Assessments:

- STAAR 2019 results
- DRA
- MAP Results
- Primary Assessments
- Sign In Sheets
- CSS Tier I, II, III data per 9 weeks
- SPED Referrals
- CSS Schedule
- PLC Agendas and Sign In Sheets

Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	July
<p>Critical Success Factors CSF 1 CSF 2 CSF 6 CSF 7</p> <p>1) PLC: Conduct data analysis of assessments to identify struggling students that need focused attention.</p>	2.4, 2.5, 2.6	Administrators Instructional Specialists Team Leaders Teachers	<p>Students will show a 5% increase as measured by campus and district assessments.</p> <p>End of Year Assessments: STAAR 2019 results DRA MAP results Primary Assessments Sign In Sheets</p>				
Problem Statements: Demographics 1, 2							
<p>Critical Success Factors CSF 1 CSF 2</p> <p>2) Continue district/ school Collaborative Student Support (CSS) Process.</p>	2.4, 2.5, 2.6	Administrators Student Support Specialist (Funded by District) CSS Committee Teachers	<p>End of the Year CSS data showing at least a 5% decrease in tier reduction or exited from RtI.</p> <p>CSS Tier I, II, III data per 9 weeks SPED Referrals Sign In Sheets CSS Schedule</p>				

<p>Critical Success Factors CSF 1 CSF 4 CSF 6</p> <p>3) Continue to implement CHAMPS school wide to promote positive staff and student relations and support implementation of the student code of conduct.</p>	2.5	Administration CHAMPS TOT Teachers	<p>5% decrease in office referrals</p> <p>Office Referrals by Reporting Period Trained Roster CHAMPS Sign In Sheets Agendas Walkthroughs</p>				
<p>Critical Success Factors CSF 2</p> <p>4) Teachers will maintaining current scholar products that demonstrate evidence of implementation of accommodations specified for special populations. (STEP BINDER)</p>	2.4, 2.5, 2.6	Administrators SPED Teachers Grade Level Co-Teachers	<p>Result - Evidence of implementation of accommodations will be maintained in the STEP binder.</p> <p>Impact -Campus administrators and teachers comply with IEP and scholars receiving SPED services demonstrate increased academic performance.</p>				
<p> = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue</p>							

Performance Objective 3 Problem Statements:

Demographics
<p>Problem Statement 1: SPED students across all grade levels have a 35% pass rate of STAAR Reading, 54% STAAR Math and 20% in STAAR Writing. Root Cause 1: It was difficult for SpEd teachers to collaborate with general education teachers and attend planning sessions.</p>
<p>Problem Statement 2: There is a gap between African American and Hispanic students in 3rd grade Reading of 24 points & 24 points in Math; 4th Grade Reading-22 points as measured by STAAR. Root Cause 2: African American students have learning gaps in Mathematics and low reading levels that affect their Reading and Math scores. Need a more focused approach in planning to provide students with ample opportunities to engage with rich content that is relevant to their learning.</p>

Goal 3: High Performance from Every Employee






Performance Objective 1: Ensure staff is prepared to address the needs of all learners in order to increase student performance on STAAR in Writing by 15 percentage points, Reading and Math by 5 percentage points, and close performance gaps for African American students by 5 percentage points.

Evaluation Data Source(s) 1: End of Year Assessments:

- DRA
- MAP results
- Primary Assessments
- Agendas
- Sign In Sheets
- Lesson Plans
- Walkthroughs

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	July
<p>Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 7</p> <p>1) Enhance writing instruction by having identified staff attend writing learning sessions presented at campus those presented at Region 4.</p>	2.4, 2.5, 2.6	Literacy Coach (Funded by District) Instructional Specialist Teachers	<p>BOY, MOY and EOY writing sample data showing at least 80% of students scoring a 3 or higher as measured by Lucy Calkins' writing rubric.</p> <p>End of Year Assessments: Student Writing Samples Agendas Sign In Sheets Lesson Plans Walkthroughs TELPAS 2019 results STAAR 2019 results</p>	●			
<p>Problem Statements: Demographics 1 - Student Academic Achievement 1, 2, 3, 6 - School Processes & Programs 2</p> <p>Funding Sources: 211 Title I, Part A - 625.00</p>							

Critical Success Factors CSF 1 CSF 7 2) Pre-K and Kindergarten teachers will attend Harris County Department of Education (HCDE) Early Childhood Winter Conference.	2.5, 2.6	Principal	Students will show a 5% increase as measured by campus and district assessments. End of Year Assessments: DRA MAP results Primary Assessments				
	Funding Sources: 211 Title I, Part A - 1000.00						
Critical Success Factors CSF 1 CSF 7 3) Require ESL Certification of all professional staff to support ELL learners.	2.6	Administrators	Maintain or increase student achievement by 5% as measured by STAAR and TELPAS 2019 Staffing Report TELPAS 2019 STAAR 2019				
	Problem Statements: Perceptions 1						
Critical Success Factors CSF 6 4) Create an atmosphere of Safety and Security for staff and students by creating and training staff members on an effective campus Crisis Management Plan.	2.5	Campus Crisis Management Team led by Campus Safety Officer	Campus will be safe and in compliance as measured by safety audits Campus Crisis Plan Drill Reports Discipline Reports OSS/ISS Reports Sign In Sheets Agendas				
	Problem Statements: Perceptions 1						
Critical Success Factors CSF 1 CSF 4 CSF 6 CSF 7 5) Implement Teach Like a Champion strategies to enhance teacher effectiveness.	2.4, 2.5, 2.6	Administration	Students will show a 5% increase as measured by campus and district assessments. DRA MAP results Formative Assessments End of Year Assessments Lesson Plans Walkthroughs				
	Problem Statements: Demographics 1, 2 - Student Academic Achievement 4, 6						
Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 7 6) Provide 3rd-5th grade math teachers with instructional support through modeling and coaching.	2.4, 2.5, 2.6	Math Coach Administrators	Students will show a 5% increase as measured by campus and district assessments.				
	Funding Sources: 199 State SCE - State Compensatory Education (PIC - 65000.00)						

<p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 7</p> <p>7) Attend district staff development from Instructional Center for Leadership in Education (ICLE) to enhance student success through instruction that is focused on Rigor Readiness Framework.</p>	2.4, 2.5, 2.6	Administrators Coaches Instructional Specialists Teachers	<p>IPA results will increase to 80% of teachers observed will score Developed</p> <p>Students will show a 5% increase as measured by campus and district assessments.</p> <p>DRA MAP results Formative Assessments End of Year Assessments Lesson Plans Walkthroughs Rigor Rubric PLC</p>				
Problem Statements: Student Academic Achievement 7 - School Processes & Programs 1							
<p>Critical Success Factors CSF 1 CSF 7</p> <p>8) Four Teachers of Gifted and Talented students will attend the Texas Association for the Gifted and Talented Conference.</p>	2.5	Administrators	Identified GT students will show a 5% increase as measured by STAAR.				
Funding Sources: 211 Title I, Part A - 2840.00							
<p>Critical Success Factors CSF 1 CSF 6 CSF 7</p> <p>9) Participate in the district's DreamKeepers Induction Model, designed to close the equity gap, develop teachers and increase teacher retention.</p>		Administrators Team Leaders	<p>Result - Preparedness and instructional capacity for new teachers will increase.</p> <p>Impact - Spring scholars are served by experienced teachers.</p>				
<p>Critical Success Factors CSF 1 CSF 7</p> <p>10) Nine Bilingual Teachers will attend the Suburban Association for Bilingual Education Mini-Conference.</p>	2.6	Administrators	<p>Result - Preparedness and instructional capacity for Bilingual teachers will increase.</p> <p>Impact - Bilingual scholars are served by experienced teachers.</p>				
Problem Statements: Student Academic Achievement 1, 3, 5							
Funding Sources: 211 Title I, Part A - 360.00							
<p> = Accomplished = Continue/Modify = Considerable = Some Progress = No Progress = Discontinue</p>							

Performance Objective 1 Problem Statements:

Demographics

Problem Statement 1: SPED students across all grade levels have a 35% pass rate of STAAR Reading, 54% STAAR Math and 20% in STAAR Writing. **Root Cause 1:** It was difficult for SpEd teachers to collaborate with general education teachers and attend planning sessions.

Problem Statement 2: There is a gap between African American and Hispanic students in 3rd grade Reading of 24 points & 24 points in Math; 4th Grade Reading-22 points as measured by STAAR. **Root Cause 2:** African American students have learning gaps in Mathematics and low reading levels that affect their Reading and Math scores. Need a more focused approach in planning to provide students with ample opportunities to engage with rich content that is relevant to their learning.

Student Academic Achievement

Problem Statement 1: 55% of K-2 students achieved grade level expectations as measured by Lucy Calkins' Writing rubric **Root Cause 1:** Year 1 with program: Teachers learning new program and found the need to add grammar/mechanics lessons

Problem Statement 2: 29% of Second Grade students achieved grade level expectations as measured by Lucy Calkins' Writing rubric **Root Cause 2:** Focused approach to staff needs by grade level in writing

Problem Statement 3: STAAR 4th Grade Writing scores showed a decrease from 75% to 50% and have not shown a significant increase since 2011 (97%). **Root Cause 3:** There is a lack of emphasis on grammar in primary grades as well as lack of vertical alignment. Revising and Editing STAAR format was not emphasized early enough in the year.

Problem Statement 4: 2018 data reveals that Special Education students scored significantly below all other student groups in Math, Reading and Writing. **Root Cause 4:** It was difficult for SpEd teachers to follow their schedules and deliver support with fidelity.

Problem Statement 5: Students in 4th Grade decreased by 12 points in Reading (84% to 72%). **Root Cause 5:** Literacy support through interventions, during the day and before/after school tutorials, were not consistent due to schedules.

Problem Statement 6: Masters Level III on any STAAR tested content is at or less than 30%. **Root Cause 6:** Planning for lessons was always focused on struggling students.

Problem Statement 7: Observations by ICLE at Cooper Elementary indicated that rigor was at the Emerging level. **Root Cause 7:** Lessons focused more on knowledge and comprehension than application of knowledge because it has not been a focus during planning. There is also a lack of training in this area.

School Processes & Programs

Problem Statement 1: A need to enhance higher level questioning and problem solving skills. **Root Cause 1:** Lessons focused more on knowledge and comprehension than application of knowledge because it has not been a focus during planning. There is also a lack of training in this area.

Problem Statement 2: Lack of writing formative assessments (other than BOY, MOY, and EOY) to drive instruction **Root Cause 2:** Focused approach to staff needs by grade level in writing

Perceptions

Problem Statement 1: 12% gap between parent and staff perception that bullying is not tolerated. **Root Cause 1:** Parents need to understand the definition of bullying and be aware of campus procedures to address bullying.









Goal 4: Engaged Stakeholders in Every Community

Performance Objective 1: Implement specific strategies/programs to increase parental and community volunteer hours from 717 hours by 10% to 790.

Evaluation Data Source(s) 1: Daily on-line communication

Parent Rating
Sign In Sheets
Campus Website
Flyers
Surveys

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	July
Critical Success Factors CSF 5 CSF 6 1) Increase two-way communication with parents and stakeholders.	3.1	Administration	Maintain 98% or increase parent satisfaction as measured by end of year parent survey. Daily on-line communication Parent Rating Campus Website				
	Problem Statements: Perceptions 2						
Critical Success Factors CSF 5 CSF 6 2) Create campus committees to involve community members by hosting: Career Day College Fair Junior Achievement	3.1	Administrators Parent Liaison CTE Committee	Increase community involvement hours by 10%. Sign-in sheets List of community participants Flyers Campus Website				
	Problem Statements: Perceptions 2 Funding Sources: 211 Title I, Part A - 2400.00						
 = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue							

Performance Objective 1 Problem Statements:

Perceptions
Problem Statement 2: 14% of parents do not feel that the school uses family input to improve instruction. Root Cause 2: There is a lack of connection and communication between home and school.



Goal 5: Opportunities and Choice for Every Family

Performance Objective 1: Provide campus and participate in specialized programs to support diverse learning experiences for its scholars.

Evaluation Data Source(s) 1: Parent Surveys

Sign In Sheets
Campus Website
Flyers
Agendas

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	July
<p>Critical Success Factors CSF 5 CSF 6</p> <p>1) Host academic family involvement nights: Reading Night STAAR Night Black History Wax Museum Math/Science Night</p>	3.1, 3.2	Administration	<p>Obtain 30% parent attendance in campus academic nights as measured by sign in sheets.</p> <p>Parent Surveys Sign In Sheets Campus Website Flyers</p>				
<p>Problem Statements: Perceptions 2 Funding Sources: 211 Title I, Part A - 1225.00</p>							
<p>Critical Success Factors CSF 5 CSF 6</p> <p>2) 100% of grade K - 5 Gifted and Talented scholars will complete a scholar inventory and at minimum two Renzulli independent study projects (one per semester).</p>		Administrators Campus GT Coordinator Campus GT Teachers	<p>Result -Spring ISD will increase opportunities and choice for families of gifted learners.</p> <p>Impact - Scholars are college or career ready and are prepared for post-secondary school.</p>				
<p>Problem Statements: School Processes & Programs 1</p>							

Critical Success Factors CSF 5 CSF 6 3) Register at least one team to participate in the Odyssey of the Mind competition.	2.5	Administrators Campus GT Coordinator	Result -Spring ISD will increase opportunities and choice for families of gifted learners. Impact - Scholars are college or career ready and are prepared for post-secondary school.				
	Problem Statements: School Processes & Programs 1						
= Accomplished = Continue/Modify = Considerable = Some Progress = No Progress = Discontinue							

Performance Objective 1 Problem Statements:

School Processes & Programs
Problem Statement 1: A need to enhance higher level questioning and problem solving skills. Root Cause 1: Lessons focused more on knowledge and comprehension than application of knowledge because it has not been a focus during planning. There is also a lack of training in this area.
Perceptions
Problem Statement 2: 14% of parents do not feel that the school uses family input to improve instruction. Root Cause 2: There is a lack of connection and communication between home and school.

Title I Schoolwide Elements

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

1.1: Comprehensive Needs Assessment

Our Comprehensive Needs Assessment includes both hard and soft data. Hard data includes: STAAR Results, TELPAS Results, Attendance, DRA Results, End of Year MAP/Renaissance Results. Soft data includes: School Quality Survey-Parents and Staff.

Using the Continuous Improvement Process, our Campus Advisory Committee worked through our data to identify and analyze our strengths and our barriers.

1. Collect and Chart Data: Start with the most current student achievement data (State & Local), soft data and attendance.
2. Analyze Strengths and Barriers (Challenges) and why they are strengths. Strengths are organized according to the four multiple measures (Demographic- Perceptions-Student Achievement-Processes & Programs). A list is made of current challenges identified in data and brainstorm suppositions about why the challenge exists. Challenges are prioritized and it is determined which are the most important to be included in this year's improvement plan.
3. The committee then identified 2-4 high leverage priorities aligned to the district imperatives and set SMART Goals.
4. Strategies are created and tied to result indicators.
5. Identify how it will be Implemented and Monitored
6. Repeat process for next Priority

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

2.1: Campus Improvement Plan developed with appropriate stakeholders

A committee of elected teachers and non-teaching professionals, parents, and appointed community members was established. A Nominating Committee of 3 volunteer staff members submitted names to the Principal. These names were placed on the ballot to replace the members whose 2 year term had been served. Elections were held on March 26, 2018.

The Campus Advisory Committee is composed of six teachers, one non-teaching professional and one District-level administrator; two parents selected by the principal; two community members who live in the school attendance zone and have no children currently attending a District school, selected by the

principal; one person who operates a business, selected by the principal; and the principal who shall serve as chair of the committee.

2.2: Regular monitoring and revision

The committee meets four times a year to monitor and make revisions to the Campus Improvement Plan based on most recent data. Budget expenditures are monitored to ensure that monies being spent are in alignment with the improvement plan and timelines.

Meeting dates are as follows:

- October 15, 2018
- January 28, 2019
- April 1, 2019
- May 21, 2019

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

Our Campus Improvement Plan is posted on the campus website in English and Spanish. Monthly calendars are utilized to update the parents and community on the upcoming activities, academic updates, and testing dates. The calendar helps to emphasize our priorities for the month including our activities that provide parents with opportunities to partner in achieving academic success for all students. All communication to parents is in both English and Spanish.

2.4: Opportunities for all children to meet State standards

All students are given ample opportunities to be successful through:

- Professional development
- PLCs
- Differentiation
- Interventions (RtI)
- Tutoring (before and after school)
- Coaching (PreK-2 with Literacy Coach, 3-5 with Math Coach)
- Instructional Specialists (K-2 with Math IS, 3-5 with Language Arts IS)
- Participation in Dream Keepers program by all new teachers with 0-3 years teaching experience (District Development Specialist)
- Implementation of Lucy Calkin's Writing Units of Study (K-5)
- Balanced Literacy

2.5: Increased learning time and well-rounded education

Our campus maximizes learning time and promotes a well-rounded education by:

- Targeted bell-to-bell instruction
- Concept reinforcement (transitions, Do Now, Exit Tickets)
- Effective use of the Gradual Release model
- Attendance Incentives
- Integration of Music and Art instruction

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

Our campus addresses the needs of all students, particularly at-risk students by:

- Collaborative planning between Special Education and General Education teachers
- Professional development
- PLCs
- Differentiation
- Interventions (RtI)
- Tutoring (before and after school)
- Coaching (PreK-2 with Literacy Coach, 3-5 with Math Coach)
- Instructional Specialists (K-2 with Math IS, 3-5 with Language Arts IS)
- Participation in Dream Keepers program by all new teachers with 0-3 years teaching experience (District Development Specialist)
- Implementation of Lucy Calkin's Writing Units of Study (K-5)
- Implementation of Balanced Literacy

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

3.1: Develop and distribute Parent and Family Engagement Policy

Our campus developed a plan that will implement programs, activities and procedures for the involvement of parents. Such activities will be planned and implemented with meaningful consultation with parents of participating students. This consultation will be organized, systematic, ongoing, informed, and timely in relation to decisions about this program.

A meeting is held in October to discuss and distribute the Parent and Family Engagement Policy. This meeting outlines how parent, the entire campus staff, and the student will share the responsibility for improved student achievement and the means by which the school and parents will build and develop a partnership to help the students achieve the state's high performance standards (STAAR).

3.2: Offer flexible number of parent involvement meetings

Campus Parent Liaison promotes parent meetings hosted by district and coordinates parent meetings at the campus that empower parents to support achievement of scholars and parenting skills.

To keep parents informed, our campus hosts parent involvement update sessions prior to scheduled school wide events:

- Family Reading Night
- Family Math/Science Night
- Grade level programs
- College Night
- Black History Wax Museum
- STAAR Night

Campus Advisory Committee

Committee Role	Name	Position
Administrator	Lettie Gonzalez	Principal
Administrator	Na'Carol Dixon	Assistant Principal
Non-classroom Professional	Kathy Cromwell	Literacy Coach
Non-classroom Professional	Margaret Loucks	SSS
Classroom Teacher	Sarah Sanford	Kindergarten Teacher
Classroom Teacher	Christina Isbell	Fifth Grade Teacher
Classroom Teacher	Madison Cole	Third Grade Teacher
Classroom Teacher	Jolie Trove	First Grade Teacher
Parent	Elizabeth Enriquez	Parent
District-level Professional	Shawn Wade-Smith	Coordinator for Homebound and ESY services
Business Representative	Carlos Mendoza	Business Owner
Community Representative	Michael Boldon	Community Representative
Parent	Sara Hernandez	Parent

Campus Funding Summary

199 State SCE - State Compensatory Education (PIC)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	5	Supplemental Pay for Teachers	6118.TU	\$5,500.00
1	1	5	Instructional Materials	6321.00	\$4,000.00
1	1	5	General Supplies	6399	\$2,000.00
3	1	6	Math Coach		\$65,000.00
Sub-Total					\$76,500.00
Budgeted Fund Source Amount					\$76,500.00
+/- Difference					\$0
211 Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Book: Patterns of Power by Jeff Anderson	6325	\$1,000.00
1	1	3	2 FTEs	6119	\$140,000.00
1	1	3	.5 Title One Paraprofessional	6119	\$12,500.00
1	1	4	Flocabulary	6321	\$2,583.65
1	1	4	Technology Equipment	6397	\$7,719.00
1	1	6	Materials and Supplies	6399	\$5,000.00
1	1	7	Forde-Ferrier Student Workbooks, EveryDay Counts Math Kits, Texas Measuring Up		\$8,675.00
1	1	8	Reading A-Z and RAZ Kids Online Software	6321.SS	\$916.35
3	1	1	Writing Workshop @ Region 4	6411	\$625.00
3	1	2	Conference Fees	6411	\$1,000.00
3	1	8	4 Teachers Texas Association for the Gifted and Talented Conference	6411	\$2,840.00
3	1	10		6411	\$360.00
4	1	2	Trifolds	11	\$400.00

4	1	2	Parent Liaison		\$2,000.00
5	1	1	Paper, Pens, Pencils, Flash Cards		\$1,225.00
Sub-Total					\$186,844.00
Budgeted Fund Source Amount					\$186,844.00
+/- Difference					\$0
461 Campus Activity Fund					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	1	Trophies, medals, certificates, awards		\$1,000.00
Sub-Total					\$1,000.00
Budgeted Fund Source Amount					\$1,000.00
+/- Difference					\$0
Grand Total					\$264,344.00