

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



Mission Statement

To empower our students to think, create, discover, problem solve, and to be their personal best, now and in the future.

Vision

Hirsch Elementary will be known for creating and nurturing a culture of learning in order to produce innovative citizens of our global community.

Value Statement

We believe we must prepare students to confront new challenges in the areas of education, family, citizenship and career.

We believe student success is dependent upon the shared responsibility of the student, family, community and school.

We believe all students should be self motivated, respectful, and demonstrate integrity with compassion for self and others.

We believe the teacher should facilitate an innovative and highly diverse learning environment to meet the unique needs and interests of all students.

We believe all students can learn when provided with a meaningful, safe, engaging environment that promotes communication, collaboration, problem solving and professional ethics

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Hirsch Elementary is a PK-5 Title I campus located in Spring ISD. It primarily serves the Timberlane subdivision on the west side of Aldine Westfield, two apartment complexes, and a small part of a new subdivision. The Timberlane subdivision was built in the 1970s and has a mix of rental and owner occupied properties. Spanish is spoken by about 15% of families. There are a few families who speak a variety of other languages.

At the end of the 2017-18 school year, 716 students were enrolled. 49% were Hispanic, 29% were African American, 15% were White, and 7% were Other (Asian, Native American, Mixed Race, or Hawaiian Islander). Enrollment decreased by 6 students from the previous year. Hispanic enrollment is slightly higher and African American enrollment is slightly lower than last year.

Economically Disadvantaged students make up 75% of the school's enrollment. Approximately 20% of the students are English Language Learners which represents an almost 5 percent increase over the previous year or 25% more ELL students. There were no migrant students in 2017-18.

61% of the students are considered At Risk. 52% of African American students, 69% of Hispanic students, and 54% of White students are At Risk.

About 9% of the students are in Special Education. 13% of African American students, 6% of Hispanic students, and 8% of White students are in Special Education.

All teachers are certified. About half are white, 25% are African American, 14% are Hispanic and 8% are Asian. This is roughly equal to previous years.

Student Engagement

The attendance rate for 2017-18 was 95.42% which was .4% lower than the previous year. The mobility rate was 22.4% in 2017.

PK 92.17

K 95.10

1 95.53

2 95.74

3 95.44

4 95.88

5 96.59

Total 95.42

Demographics Strengths

1. The school's enrollment is steady.

Problem Statements Identifying Demographics Needs

Problem Statement 1: The 2017-18 attendance rate was 95.42%. **Root Cause:** The school did not have a consistent approach to tracking attendance issues and communication with parents about those issues.

Student Academic Achievement

Student Academic Achievement Summary

MAP Assessment Data

Based on the EOY results for Reading and Math in Spring 2018, students in grades K-4 had higher average median conditional growth percentiles and higher percentage of projected growth met in Math. In 5th grade, the students scored higher and made more progress in Reading. Students in grades 1,2,3, and 5 made over 90% and in many cases over 100% of projected growth in Reading and in Math. Students in K and 4 made the least projected growth compared to the other grade levels. Students in grades 1, 2, and 3 had average median growth percentiles very near or exceeding the 50th percentile in reading and math.

The school average median growth percentile for reading was 42 and 53 in math. The school average for percent of projected growth met was 87 in reading and 108 in math.

Based on the EOY results for Reading and Math in Spring 2018, 36% of students in Kindergarten scored either at or above grade level in Reading and 42% of students scored either at or above grade level in Math.

Additionally, 48% of students in Grade 1 scored either at or above grade level in Reading and 42% of first-grade students scored either at or above grade level for Math.

As a whole, 59% of second-graders performed at or above grade level in Reading and 66% of testers performed at or above grade level in Math.

Grade 3 EOY testing results displayed that 58% of students scored at or above grade level in **both** Reading and Math.

Testing results for students in Grade 4 showed that 60% of the grade level scored at or above level in Reading and 44% scored at or above grade level in Math.

Finally, 59% of Grade 5 students scored at or above grade level in Reading and 50% of students scored either at or above grade level in Math.

Analysis of the reading subtests did not reveal a pattern in terms of achievement in literary or informational texts, but did show that more students were below level in phonics and vocabulary than in the comprehension of the genres. 68% of K students scored in the low or low average range in Reading. 52% of 1st and 57% of 4th grade students scored low or low average in Reading overall.

For the math subtests, over half of the students in K,1st, 4th, and 5th scored low or low average in Number Representation and Relationships and Computation and Algebraic Reasoning. Over half of the students in K, 1st, and 4th scored low or low average in Math overall.

STAAR Assessment Data

The Index 1 score for 2018 rose two points from 66 in 2017 to 68 in 2018.

Total reading passing has increased from 68% in 2017 to 71% in 2018. The Hirsch passing rate for reading exceeded the district by 5%. 3rd grade passing rates in reading increased from 61% to 71% in 2018. 4th grade declined from 62% to 59%. 5th grade increased by 1% to 81%. Hispanic students' passing rate rose from 69% to 75%, White students declined from 71% to 63%, and African American students increased from 59% to 61%. The percentage of students Meeting grade level expectations on STAAR rose from 33% in 2017 to 35% in 2018 which was slightly higher than the district. Hispanic and Economically Disadvantaged students showed slight increases while English Language Learners increased from 18% to 37%. The percentage of students reaching the Masters level declined from 19% to 18%. The Masters rate for African American students increased from 10% to 27%, decreased from 23% to 19% for Hispanic students, and White students remained stable at 15%.

All Students, African American, White, Continuously Enrolled and Non Continuously Enrolled students did not meet System Safeguards in Reading. White students did not meet the System Safeguard for Growth Status in Reading.

Total Math passing rates increased from 70% in 2017 to 75% in 2018. 3rd grade passing rates increased from 60% to 79% in 2018. 4th grade increased from 59% to 62%. 5th grade remained the same at 81%. 39% of students reached the Meets grade level which was the same as the previous year. Hispanic students declined from 40% to 25%. African American students increased from 25% to 34%. All other groups were roughly the same. 17% of the students met the Masters level which was 2% higher than in 2017. African American students increased from 9% to 13%, Hispanic students increased from 13% to 16% and White students increased from 13% to 21%.

All Students, African American, White, Economically Disadvantaged, Continuously Enrolled and Non Continuously Enrolled students did not meet System Safeguards in Math. All Students, Hispanic, White, Economically Disadvantaged, Continuously Enrolled and Non Continuously Enrolled students did not meet System Safeguards for Growth Status in Math.

All Students, African American, White, Economically Disadvantaged, Continuously Enrolled, Non Continuously Enrolled students did not meet the System Safeguards for Student Success Status.

The passing rate in Writing declined from 57% in 2017 to 37% in 2018. 43% of students scored 2 or less points on their composition. The average composition score for males was 2.5 and the average for females was 3.3. The students answered 44% of Revision questions correctly and 56% of Editing questions. The only significant variation on these percentages were Special Education students who scored a 2.0 on the composition, 31% on the Revision and 37% on the Editing questions, and Gifted and Talented students scored much higher.

Science declined from 66% in 2017 to 61% in 2018. The percentage of African American students at the Approaches level was at 45% which was 11% less than the total. This percentage reflected less than two points in the raw score. White students' Approaches level was approximately 68% and the Hispanic students were near the school average.

ELL students trailed the total passing rate in reading by 10% at 60% and in math by 5% at 70%. Special Education students trailed the total passing rate in reading by 27% at 43% and in math by 37% at 38%.

Student Academic Achievement Strengths

1. There were 2% increases in students meeting the Approaches level in STAAR Reading, Math, and the total percentage of all tests passed in 2018.
2. The 4th to 5th grade cohort improved 19% in their Reading passing rates and 13% in their Math Passing rates in 2018.
3. In Math, the percentage of students at the Meets level rose from 32% to 38% and the Masters level rose from 15% to 17%.
4. Total passing rates in 3rd grade Math rose from 60% to 79%. In 3rd grade Reading, the passing rates rose from 61% to 71%.
5. Students in grades 1,2,3, and 5 made over 90% and in many cases over 100% of projected growth in Reading and in Math on the EOY MAP assessments.

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: STAAR Writing passing rates declined from 55% to 35% in 2018. **Root Cause:** Teachers lack knowledge of how to implement the Lucy Calkins writing curriculum.

Problem Statement 2: The percentage of students below grade level in Foundations/Phonics/Vocabulary is higher than the percentage of students below grade level in Literary or Informational texts in all grade levels. **Root Cause:** Teachers need training on how to implement Neuhaus word study and guided reading.

Problem Statement 3: The passing rate in STAAR Reading for Special Education students was 27% below the Total passing rate at 43% and 37% below the Total at 38% in Math. **Root Cause:** Special education IEPs do not always align to the students' needs.

Problem Statement 4: Although the total passing rate in Reading rose 3%, African American, Special Education, White, Economically Disadvantaged, and English Language Learners scored below the Total. **Root Cause:** Students lack vocabulary and background knowledge and need more opportunities to use both.

Problem Statement 5: Teachers are unsure how to diagnose and address the needs of students with reading deficiencies. **Root Cause:** Lack of training and guidelines.

Problem Statement 6: ELL students trailed the total passing rate in reading by 10% at 60% and in math by 5% at 70%. **Root Cause:** Teachers must deal

with two languages of instruction in classrooms and lack support.

Problem Statement 7: All Students, African American, White, Economically Disadvantaged, Continuously Enrolled and Non Continuously Enrolled students did not meet System Safeguards in Math. All Students, Hispanic, White, Economically Disadvantaged, Continuously Enrolled and Non Continuously Enrolled students did not meet System Safeguards for Growth Status in Math. **Root Cause:** Students needs more assistance with problem solving especially multi step problems.

Problem Statement 8: All Students, African American, White, Continuously Enrolled and Non Continuously Enrolled students did not meet System Safeguards in Reading. White students did not meet the System Safeguard for Growth Status in Reading. **Root Cause:** Teachers lack knowledge about how to meet the needs of struggling students.

Problem Statement 9: All Students, African American, White, Economically Disadvantaged, Continuously Enrolled, Non Continuously Enrolled students did not meet the System Safeguards for Student Success Status. **Root Cause:** See Root Causes for Problem Statements 4,5,7, and 8.

School Processes & Programs

School Processes & Programs Summary

In Spring 2108, the International Center for Leadership in Education conducted an audit of instructional practices at Hirsch. Their findings focus on the Rigor and Relevance of instructional practices and Student Engagement. The consultant visited 19 classrooms of teachers who would return to Hirsch for the 2017-18 school year. Under the Rigor category, the school received an overall rating of Emerging. In the Thoughtful Work component of this category, 84% of Classrooms were at the Emerging level and 11% were at the Developed level. In the Higher Level Questioning Component, 74% of classrooms were at the Emerging level and 21% were at the Developed level. For Academic Discussion, 42% were at the Emerging level and 42% were at the Developed level. In the Relevance category, the school received an overall rating of Emerging. 79% of classrooms were at the Emerging level and 6 % were at the Well Developed level. For Learner Engagement, the school received a Developed rating. In the Active Participation category, 53% of classrooms were at the Developed level. 42% of the classrooms were at the Emerging level. In Learning Environment, 47% of the classrooms were rated as Developed and 16% were rated as Well Developed. For Formative Processes, 32% of classrooms were Developed and 16% were Well Developed.

Teachers meet 3 times in every two weeks for formal PLC meetings to discuss planning, data analysis, and instruction. These meetings do not always result in concrete action steps. The use of lead4ward supplemental curriculum resources is not consistent. Teachers reported that their team only used the materials when an administrator was present.

Teachers do exit tickets and track the success daily. There is not a clear expectation of how to use the data that is obtained to improve student instruction.

There are many math manipulatives on campus, but their use is not consistent. There is no consistent approach to developing numeracy across the campus.

With the addition of a new Student Support Specialist, the RTI program has improved greatly this year.

School Processes & Programs Strengths

1. The school received a Developed rating from the ICLE in the areas of Learner Engagment and Academic Discussion.
2. Teachers track Exit Tickets daily.
3. The RTI process is improving.

Perceptions

Perceptions Summary

In the school quality survey, the highest ranking indicators for parents were:

- Families are encouraged to attend school sponsored activities.
- The school encourages families to volunteer.
- The school is safe.
- Staff and families treat each other with respect.
- Students at this school are treated fairly regardless of their race, culture, religion, sexual orientation, gender, or disabilities.

The lowest ranked indicators for parents were:

- Teachers give timely and helpful feedback about student work.
- Students are challenged by their schoolwork.
- This school offers a variety of activities and courses.
- School based administrators are responsive when I have a concern.
- Families are informed about school sponsored activities.

The highest ranked indicators for staff were:

- There is a staff member to whom a student can go for help with a school or personal problem.
- Students at this school are treated fairly regardless of their race, culture, religion, sexual orientation, gender, or disabilities.
- School based administrators are courteous when I have a concern.
- Families are informed about school sponsored activities.

The lowest ranked indicators for staff were:

- Staff and students treat each other with respect.
- Staff and families treat each other with respect.
- Students are challenged by their schoolwork.
- All school staff members are aware of the safety procedures.
- Teachers set high expectations for all students.

Parent participation for events such as Donuts for Dads or Muffins for Moms is very high. Approximately 200 moms or dads participated in both events. Parent participation in PTO meetings or Coffee with the Principal is very low.

Perceptions Strengths

1. 100% of staff feel that students are treated fairly, families are informed about activities, students have someone to talk to when there is a problem, and the administration is courteous when teachers have a concern.
2. 92% of families say that families are encouraged to attend school sponsored activities and volunteer and that the school is safe.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: 14% of staff say that staff and students treat each other with respect. **Root Cause:** The school did not consistently deal with disruptive students.

Problem Statement 2: 10% of staff and 13% of parents disagree with the statement that students are challenged by their schoolwork.

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

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
- 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
- Student Success Initiative (SSI) data for Grades 5 and 8
- Local diagnostic reading assessment data
- Local benchmark or common assessments data

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress 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
- Migrant population, including performance, progress, discipline, attendance, and mobility
- 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.
- Homeless data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data

- Discipline records

Employee Data

- Staff surveys and/or other feedback
- State certified and high quality staff data
- Teacher/Student Ratio
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data

Parent/Community Data

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

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Capacity and resources data

Goals

Goal 1: Reach Every Student

Performance Objective 1: The percentage of students reading on or above grade level on the 2019 EOY MAP assessment will rise from 62% to 72%.

Evaluation Data Source(s) 1: 2019 EOY MAP Reading Assessment

Summative Evaluation 1:

| Strategy Description | ELEMENTS | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|--|---|---|---|-----------|-----|-----|-----------|
| | | | | Formative | | | Summative |
| | | | | Oct | Jan | Apr | July |
| Comprehensive Support Strategy Critical Success Factors CSF 1 1) All classrooms in primary will use Neuhaus strategies with fidelity for word study and phonics development. | 2.4, 2.6 | Literacy Coach, Principal, Assistant Principal | Students will improve in basic decoding and fluency in primary. | ✓ | ✓ | ✓ | |
| | Problem Statements: Student Academic Achievement 2, 3, 4, 5, 8, 9 Funding Sources: 211 Title I, Part A - 2000.00 | | | | | | |
| Comprehensive Support Strategy Critical Success Factors CSF 1 CSF 5 2) Provide parent education on strategies to support reading for their children based on grade level. October : Primary Reading/Reading to Learn, Importance of Independent Reading, Share Expected Levels, STAAR Overview, What is an Inference February: Share MOY Reading Levels, Revisit STAAR expectations | 2.4, 2.6, 3.2 | Principal, Literacy Coach | Parents will be able to support their children at home and aware of expectations for reading. | ● | | | |
| | Problem Statements: Student Academic Achievement 2, 3, 4, 5, 7, 8 Funding Sources: 211 Title I, Part A - 500.00 | | | | | | |
| 3) Provide pullout support to students in need of assistance in Reading beginning in September. | 2.4, 2.5, 2.6 | Principal, Literacy Coach, SSS, Teachers of Reading | Students receive support to meet grade level standards. | ✓ | ✓ | ✓ | |
| | Funding Sources: 211 Title I, Part A - 21000.00, 199 General Fund - 2000.00 | | | | | | |

| | | | | | | | |
|---|--|--|---|--|--|--|--|
| Critical Success Factors CSF 1 CSF 4 4) Teachers will provide during the day and after school tutorials to selected Tier 2 and 3 students in reading. Beginning in November. | 2.4, 2.5, 2.6 | Principal, SSS, Teachers of Reading | Students will receive additional support to meet standards. | | | | |
| | Funding Sources: 211 Title I, Part A - 10000.00, 199 State SCE - State Compensatory Education (PIC - 9500.00) | | | | | | |
| 5) Teachers will do daily exit tickets to check for understanding aligned to their lesson and STAAR student expectations in grades 3-5. | | Principal | Teachers will have daily feedback about lesson success in reading. | | | | |
| | Funding Sources: 211 Title I, Part A - 2000.00 | | | | | | |
| 6) Purchase Scholastic News for all grades. | | Principal, Secretary | Students will have opportunities to read high interest informational text weekly to build background knowledge, develop vocabulary, and practice informational text reading skills. | | | | |
| | Funding Sources: 211 Title I, Part A - 3000.00 | | | | | | |
| 7) Teachers of reading in all grade levels will receive training in guided reading using the book Next Steps Forward in Guided Reading involving book study, at bats, and videos. | 2.4, 2.6 | Principal, Assistant Principal, Literacy Coach | Students will receive more timely support for reading comprehension. | | | | |
| | Problem Statements: Student Academic Achievement 1, 2, 4, 5, 7, 8 | | | | | | |
| 8) Purchase high interest books for classroom libraries. | | Principal, Secretary | Students will have more options for self selected independent reading. | | | | |
| | Funding Sources: 211 Title I, Part A - 12000.00, 199 General Fund - 5000.00 | | | | | | |
| 9) Teachers will use AR to monitor student reading and provide incentives. | | Principal, teachers | Students will improve fluency and vocabulary through extra time on task reading. | | | | |
| | Problem Statements: Student Academic Achievement 4 Funding Sources: 211 Title I, Part A - 4575.00 | | | | | | |
| 10) Teachers will improve their ability to use higher level questioning in their instruction through the ICLE Rigor, Relevance framework. | | Principal, Literacy Coach, Math Coach, Assistant Principal | Student achievement will increase due to the use of higher level questioning. | | | | |
| | 11) A full time librarian will work with students and teachers to increase knowledge of books and a culture of literacy using books, maker space activities, and online resources. | | Principal, Librarian | Students will have exposure to a trained library professional. | | | |
| Funding Sources: 211 Title I, Part A - 3500.00 | | | | | | | |
| 12) Students in grades 1-5 will use dictionaries in the classroom and in instruction. | | Principal, Literacy Coach, Teachers | Students will have more familiarity with dictionaries and their use. | | | | |
| | Funding Sources: 211 Title I, Part A - 5000.00 | | | | | | |
| 13) Teachers will provide practice in Reading in STAAR format for students. | | Principal, Teachers | Students will have opportunities to practice STAAR questions in STAAR format and build stamina. | | | | |
| | Funding Sources: 211 Title I, Part A - 8000.00 | | | | | | |
| = Accomplished = Continue/Modify = Considerable = Some Progress = No Progress = Discontinue | | | | | | | |

Performance Objective 1 Problem Statements:

| Student Academic Achievement |
|--|
| Problem Statement 1: STAAR Writing passing rates declined from 55% to 35% in 2018. Root Cause 1: Teachers lack knowledge of how to implement the Lucy Calkins writing curriculum. |
| Problem Statement 2: The percentage of students below grade level in Foundations/Phonics/Vocabulary is higher than the percentage of students below grade level in Literary or Informational texts in all grade levels. Root Cause 2: Teachers need training on how to implement Neuhaus word study and guided reading. |
| Problem Statement 3: The passing rate in STAAR Reading for Special Education students was 27% below the Total passing rate at 43% and 37% below the Total at 38% in Math. Root Cause 3: Special education IEPs do not always align to the students' needs. |
| Problem Statement 4: Although the total passing rate in Reading rose 3%, African American, Special Education, White, Economically Disadvantaged, and English Language Learners scored below the Total. Root Cause 4: Students lack vocabulary and background knowledge and need more opportunities to use both. |
| Problem Statement 5: Teachers are unsure how to diagnose and address the needs of students with reading deficiencies. Root Cause 5: Lack of training and guidelines. |
| Problem Statement 7: All Students, African American, White, Economically Disadvantaged, Continuously Enrolled and Non Continuously Enrolled students did not meet System Safeguards in Math. All Students, Hispanic, White, Economically Disadvantaged, Continuously Enrolled and Non Continuously Enrolled students did not meet System Safeguards for Growth Status in Math. Root Cause 7: Students needs more assistance with problem solving especially multi step problems. |
| Problem Statement 8: All Students, African American, White, Continuously Enrolled and Non Continuously Enrolled students did not meet System Safeguards in Reading. White students did not meet the System Safeguard for Growth Status in Reading. Root Cause 8: Teachers lack knowledge about how to meet the needs of struggling students. |
| Problem Statement 9: All Students, African American, White, Economically Disadvantaged, Continuously Enrolled, Non Continuously Enrolled students did not meet the System Safeguards for Student Success Status. Root Cause 9: See Root Causes for Problem Statements 4,5,7, and 8. |

Goal 1: Reach Every Student

Performance Objective 2: The percentage of students who score on or above grade level on the 2019 EOY MAP assessment in math will rise from 63% to 73%.

Evaluation Data Source(s) 2: 2019 EOY MAP Math Assessment

Summative Evaluation 2:

| Strategy Description | ELEMENTS | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|--|---|---|---|-----------|-----|-----|-----------|
| | | | | Formative | | | Summative |
| | | | | Oct | Jan | Apr | July |
| 1) All teachers of math will implement the use of Number Strings. Ongoing coaching and PLCs | | Principal, Math Coach | Students will increase their number sense and computation skills. | | | | |
| | Problem Statements: Student Academic Achievement 7, 9 Funding Sources: 211 Title I, Part A - 1000.00 | | | | | | |
| Comprehensive Support Strategy 2) Teachers will provide after school tutorials to selected students starting in November. | | Principal, SSS, Teachers | Students will receive support to meet standards. | | | | |
| | Funding Sources: 211 Title I, Part A - 4000.00 | | | | | | |
| 3) Teachers will require students to write during math class each week to answer essential questions using academic vocabulary and to explain their thought processes. | | Principal, Math Coach, Teachers | Students will have more fluency with terminology, problem solving, and computation while writing for a specific audience. | | | | |
| 4) Teachers will receive professional development on appropriate math stations based on their grade level. | | Math coach, principal | Students will have more opportunities for practice of math skills in an aligned way. | | | | |
| | Funding Sources: 211 Title I, Part A - 3000.00 | | | | | | |
| 5) Teachers will use Looking at Student Work protocol monthly to assess Problem Solving strategies. | | Principal, Math Coach, Teachers, Team Leads | Teachers will have monthly PLCs on the status of problem solving for their grade level. | | | | |
| 6) Teachers will use manipulatives in instruction. | | Math coach, principal, teachers | Students will have a better understanding of math concepts. | | | | |
| | Funding Sources: 211 Title I, Part A - 8000.00 | | | | | | |
| Comprehensive Support Strategy 7) Teachers will use the "Show Me" strategy with whiteboards to CFU in math. | | Principal, Math Coach, teachers | Teachers will gain in the moment information about whether or not students understand instruction. Students will actively participate in instruction. | | | | |
| | Problem Statements: Student Academic Achievement 7, 9 Funding Sources: 211 Title I, Part A - 3000.00 | | | | | | |

| | | | | | | | |
|--|---|-----------------------|--|--|--|--|--|
| 8) Students will use Think Through Math | | Principal, Math Coach | Students will receive personalized STAAR math practice. | | | | |
| | Funding Sources: 211 Title I, Part A - 5000.00 | | | | | | |
| 9) Teachers will provide opportunities for students to practice math problems in STAAR format. | | Principal, teachers | Students will have multiple practice opportunities in STAAR math format. | | | | |
| | Problem Statements: Student Academic Achievement 7, 9 Funding Sources: 211 Title I, Part A - 5000.00 | | | | | | |
| = Accomplished = Continue/Modify = Considerable = Some Progress = No Progress = Discontinue | | | | | | | |

Performance Objective 2 Problem Statements:

| Student Academic Achievement |
|---|
| <p>Problem Statement 7: All Students, African American, White, Economically Disadvantaged, Continuously Enrolled and Non Continuously Enrolled students did not meet System Safeguards in Math. All Students, Hispanic, White, Economically Disadvantaged, Continuously Enrolled and Non Continuously Enrolled students did not meet System Safeguards for Growth Status in Math. Root Cause 7: Students needs more assistance with problem solving especially multi step problems.</p> |
| <p>Problem Statement 9: All Students, African American, White, Economically Disadvantaged, Continuously Enrolled, Non Continuously Enrolled students did not meet the System Safeguards for Student Success Status. Root Cause 9: See Root Causes for Problem Statements 4,5,7, and 8.</p> |

Goal 1: Reach Every Student

Performance Objective 3: The passing rate on the 2019 STAAR Writing test will rise from 37% to 70% in 2019.

Evaluation Data Source(s) 3: STAAR Writing Test

Summative Evaluation 3:

| Strategy Description | ELEMENTS | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|--|---------------|--|---|-----------|-----|-----|-----------|
| | | | | Formative | | | Summative |
| | | | | Oct | Jan | Apr | July |
| 1) Teachers will attend Lucy Calkins training and implement the Lucy Calkins program | 2.4, 2.5, 2.6 | Principal, Teachers | Teachers will have a coherent plan for teaching composition strategies. | | | | |
| Funding Sources: 211 Title I, Part A - 5000.00 | | | | | | | |
| 2) All grades will use Looking at Student Work protocols monthly to review grade level writing monthly. | | Principal, Assistant Principal, Team Leads, Teachers | Students will have monthly products and teachers will use them to guide instruction. | | | | |
| 3) Literacy Coach will support K-3 teachers for Lucy Calkins implementation through PLCs and modeling. | | Literacy Coach, Principal | All grade levels will have a systematic approach to teaching writing composition. | | | | |
| Problem Statements: Student Academic Achievement 1 | | | | | | | |
| 4) Classes will have monthly authors' showcase. The school will have an Authors' Night in the spring to invite parents to see and hear student writing. | | Principal, Team Leads, Literacy Coach. | Students will have an audience for their writing. | | | | |
| 5) Students in 4th grade will have daily practice with Revising and Editing in STAAR format. Students will generate their own Revising and Editing questions and share with their classes. | | Principal, 4th grade team. | Students will improve their revising and editing skills. | | | | |
| Funding Sources: 211 Title I, Part A - 5000.00 | | | | | | | |
| 6) Teachers will receive training on the use of shared writing to use it weekly in their classrooms across content areas. | | Literacy Coach, Assistant Principal, Math Coach, Principal, teachers | Students will have multiple opportunities to participate in a whole group writing exercise with the teacher as guide. | | | | |
| Funding Sources: 211 Title I, Part A - 3000.00 | | | | | | | |
| 7) Teachers will study the book 38 Great Academic Language Builders in PLC and faculty meetings | | Principal, Literacy Coach, Assistant Principal | Teachers will broaden their repertoire of strategies to increase students' use of academic language. | | | | |
| Funding Sources: 211 Title I, Part A - 1400.00 | | | | | | | |
| 8) Purchase books for 4th grade teachers to use for grammar, revising, and editing lessons. | | Principal, 4th grade | Students will have more practice for grammar, revising, and editing. | | | | |
| Funding Sources: 211 Title I, Part A - 500.00 | | | | | | | |



= Accomplished



= Continue/Modify



= Considerable



= Some Progress



= No Progress



= Discontinue

Performance Objective 3 Problem Statements:

Student Academic Achievement

Problem Statement 1: STAAR Writing passing rates declined from 55% to 35% in 2018. **Root Cause 1:** Teachers lack knowledge of how to implement the Lucy Calkins writing curriculum.

Goal 1: Reach Every Student

Performance Objective 4: The passing rate on the 2019 STAAR Science test will rise from 61% to 71%.

Evaluation Data Source(s) 4:

Summative Evaluation 4:

| Strategy Description | ELEMENTS | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|---|----------|---|---|-----------|-----|-----|-----------|
| | | | | Formative | | | Summative |
| | | | | Oct | Jan | Apr | July |
| 1) Students will use Forde Ferrier science materials to practice science concepts in STAAR format. | | Principal, teachers | Students will have more opportunities to review and practice science content. | | | | |
| Funding Sources: 211 Title I, Part A - 3000.00 | | | | | | | |
| 2) Teachers in all grades will use STEM Scopes materials and curriculum for science instruction. | | Principal, team leads | Students will have access to high quality instructional materials. | | | | |
| Funding Sources: 211 Title I, Part A - 5000.00 | | | | | | | |
| 3) Students will have more practice using measuring tools. | | Principal, Assistant Principal, Teachers | | | | | |
| Funding Sources: 211 Title I, Part A - 2000.00 | | | | | | | |
| 4) Teachers will provide tutorials to students needing assistance in science. | | Principal, Teachers | Students will meet academic standards. | | | | |
| Funding Sources: 199 State SCE - State Compensatory Education (PIC - 2000.00 | | | | | | | |
| 5) Students will have science journals. | | Principal, teachers | Students will have a place to write about science and review science concepts. | | | | |
| Funding Sources: 211 Title I, Part A - 2000.00 | | | | | | | |
| 6) After lab activities, teachers will ensure that students have made a connection between the hands on activity and the tested curriculum through exit tickets and writing activities. | | Principal, teachers | Students will retain information from hands on activities and generalize it to the tested curriculum. | | | | |
| Funding Sources: 211 Title I, Part A - 3000.00 | | | | | | | |
| = Accomplished = Continue/Modify = Considerable = Some Progress = No Progress = Discontinue | | | | | | | |

Goal 1: Reach Every Student

Performance Objective 5: In order to meet the intent of 19 TAC 74.32, Physical Activity Programs for Elementary School Students as adopted by the State Board of Education, March 22, 2002.

Students will participate in physical activity for a minimum of either 30 minutes daily or 135 minutes weekly using TEKS-based physical education class or a TEKS-based structured physical activity.

Evaluation Data Source(s) 5: Daily Schedule

Summative Evaluation 5:



| Strategy Description | ELEMENTS | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|---|----------|---|---|-----------|-----|-----|-----------|
| | | | | Formative | | | Summative |
| | | | | Oct | Jan | Apr | July |
| 1) The master schedule will reflect students participating in PE for 60 minutes each week and 30 minutes of recess daily. | | Principal, classroom teachers, PE teacher | The students will receive 210 minutes of physical activity each week. | ✓ | ✓ | ✓ | |
| | | | | | | | |

Goal 1: Reach Every Student

Performance Objective 6: Bilingual teachers in grades 3-5 will collaborate with the ELL coordinator to meet the needs of ELL students.

Evaluation Data Source(s) 6: 2019 STAAR Scores

Summative Evaluation 6:

| Strategy Description | ELEMENTS | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|--|----------|-----------|---|---|-----|-----|-----------|
| | | | | Formative | | | Summative |
| | | | | Oct | Jan | Apr | July |
| 1) The ELL Coordinator will provide coteach and push in/pullout support to the bilingual teachers in grades 3 - 5. | | Principal | Bilingual teachers in grades 3-5 will be able to improve the STAAR performance of their students. |  | | | |
| Problem Statements: Student Academic Achievement 6 Funding Sources: 199 General Fund - 8500.00 | | | | | | | |
|  | | | | | | | |

Performance Objective 6 Problem Statements:








| Student Academic Achievement |
|--|
| Problem Statement 6: ELL students trailed the total passing rate in reading by 10% at 60% and in math by 5% at 70%. Root Cause 6: Teachers must deal with two languages of instruction in classrooms and lack support. |

Goal 1: Reach Every Student

Performance Objective 7: 100% of IEP goals for Special Education students will align to their PLAAFP.

Evaluation Data Source(s) 7: IEP documents

Summative Evaluation 7:

| Strategy Description | ELEMENTS | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|---|----------|---|--|---|-----|-----|-----------|
| | | | | Formative | | | Summative |
| | | | | Oct | Jan | Apr | July |
| 1) SPED teachers will use the Elephant rubric to write PLAAFPs and align IEP goals to them as well as grade level expectations. | 2.4, 2.6 | Principal, Assistant Principal, Teachers | Special Education students' individualized education programs will be aligned with their needs and grade level expectations. |  | | | |
| Problem Statements: Student Academic Achievement 3 | | | | | | | |
|  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue | | | | | | | |

Performance Objective 7 Problem Statements:

| Student Academic Achievement |
|---|
| <p>Problem Statement 3: The passing rate in STAAR Reading for Special Education students was 27% below the Total passing rate at 43% and 37% below the Total at 38% in Math. Root Cause 3: Special education IEPs do not always align to the students' needs.</p> |

Goal 1: Reach Every Student

Performance Objective 8: The school will identify migrant students and provide any necessary services.

Evaluation Data Source(s) 8: migrant forms

Summative Evaluation 8:

| Strategy Description | ELEMENTS | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|---|----------|-----------|--|-----------|-----|-----|-----------|
| | | | | Formative | | | Summative |
| | | | | Oct | Jan | Apr | July |
| 1) Identified students will receive services. | | Principal | Migrant students will receive support. | ✓ | ✓ | ✓ | |
| | | | | | | | |

Goal 1: Reach Every Student

Performance Objective 9: PK teachers and administrators will work to prepare students for the transition to kindergarten.

Evaluation Data Source(s) 9: Circle Data

Summative Evaluation 9:

| Strategy Description | ELEMENTS | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|--|----------|------------------------|-----------------------------------|-----------|-----|-----|-----------|
| | | | | Formative | | | Summative |
| | | | | Oct | Jan | Apr | July |
| 1) PK teachers will use Circle data to prepare students for kindergarten. | 2.4, 2.6 | Principal, PK teachers | Students will arrive in K ready. | | | | |
| = Accomplished = Continue/Modify = Considerable = Some Progress = No Progress = Discontinue | | | | | | | |

Goal 1: Reach Every Student

Performance Objective 10: 5th grade teachers, SPED teachers, and the counselor will collaborate to prepare students for the transition to middle school.

Evaluation Data Source(s) 10:

Summative Evaluation 10:

| Strategy Description | ELEMENTS | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|--|----------|-----------------------------|--|-----------|-----|-----|-----------|
| | | | | Formative | | | Summative |
| | | | | Oct | Jan | Apr | July |
| 1) SPED 5th grade students will have transition ARDs at their middle school. | | SPED teachers, Principal | SPED students will be ready for middle school. | | | | |
| = Accomplished = Continue/Modify = Considerable = Some Progress = No Progress = Discontinue | | | | | | | |

Goal 1: Reach Every Student

Performance Objective 11: GT students will use the Renzulli Learning System to supplement their learning.

Evaluation Data Source(s) 11: Renzulli Usage

Summative Evaluation 11:

| Strategy Description | ELEMENTS | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|--|----------|----------------------------|---|-----------|-----|-----|-----------|
| | | | | Formative | | | Summative |
| | | | | Oct | Jan | Apr | July |
| 1) Teachers will assign students to complete the Renzulli profile. | | Teachers,GT Coordinator | GT students will use the Renzulli resource. | ✓ | ✓ | ✓ | |
| | | | | | | | |

Goal 1: Reach Every Student

Performance Objective 12: All students will participate in performing and visual art classes through Art and Music.

Evaluation Data Source(s) 12:

Summative Evaluation 12:

| Strategy Description | ELEMENTS | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|--|----------|--------------------------|--|-----------|-----|-----|-----------|
| | | | | Formative | | | Summative |
| | | | | Oct | Jan | Apr | July |
| 1) Students will participate in art contests and grade level performances. | | Principal, CAPE teachers | Students will have opportunities to perform. | ✓ | ✓ | ✓ | |
| | | | | | | | |

Goal 2: Excellence in Every School

Performance Objective 1: The 2018-2019 attendance rate will rise from 95.41% to 96.41%.

Evaluation Data Source(s) 1: eSchool/Mizuni

Summative Evaluation 1:

| Strategy Description | ELEMENTS | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|--|----------|--|---|-----------|-----|-----|-----------|
| | | | | Formative | | | Summative |
| | | | | Oct | Jan | Apr | July |
| 1) The School Attendance Committee will meet monthly to identify students with attendance issues. | | Principal | The attendance committee will maintain a list of students with attendance issues. | | | | |
| 2) Students with more than 5 unexcused absences will have a parent conference with the principal. After the parent conference, members of the leadership team and the attendance clerk will make home visits when students are absent. | | Principal, attendance clerk. | Students' attendance will improve. | | | | |
| 3) All teachers will report absent students to the office daily by 8:30 so that parents will receive phone calls when their child is out. | | Principal, Attendance Clerk, SIMS Clerks | Parents will receive phone calls each time a child is absent. | | | | |
| = Accomplished = Continue/Modify = Considerable = Some Progress = No Progress = Discontinue | | | | | | | |

Goal 3: High Performance from Every Employee

Performance Objective 1: 100% of teachers will participate in PLC meetings in the 2018-19 school year.

Evaluation Data Source(s) 1: PLC records

Summative Evaluation 1:


| Strategy Description | ELEMENTS | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|---|----------|--------------------|---|-----------|-----|-----|-----------|
| | | | | Formative | | | Summative |
| | | | | Oct | Jan | Apr | July |
| 1) Coaches will help facilitate PLC meetings. | | Principal, coaches | Teachers will create better plans and provide better first instruction. | ✓ | ✓ | ✓ | |
| | | | | | | | |

Goal 3: High Performance from Every Employee

Performance Objective 2: 75% of teachers will participate in peer observation protocols based on identified needs in the 2018-19 school year.

Evaluation Data Source(s) 2: Peer observation protocol records.

Summative Evaluation 2:

| Strategy Description | ELEMENTS | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|--|----------|---|--|-----------|-----|-----|-----------|
| | | | | Formative | | | Summative |
| | | | | Oct | Jan | Apr | July |
| 1) Teachers will use National School Reform Faculty protocols for peer observation based on assessment and TTESS data and collaboration with coaches and appraisers. | | Principal, Assistant Principal, Coaches, Teachers | Teachers will have an opportunity to set goals and learn from colleagues on the same campus with similar students. | ✗ | ✗ | ✗ | |
|  | | | | | | | |

Goal 3: High Performance from Every Employee

Performance Objective 3: New teachers will receive coaching from Development Specialists.

Evaluation Data Source(s) 3:

Summative Evaluation 3:


| Strategy Description | ELEMENTS | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|---|----------|---|--|-----------|-----|-----|-----------|
| | | | | Formative | | | Summative |
| | | | | Oct | Jan | Apr | July |
| 1) New teachers will receive coaching from Development Specialists. | | Coaches, Workforce Development, Principal | Teachers will improve their instructional performance. | ✓ | ✓ | ✓ | |
| | | | | | | | |

Goal 3: High Performance from Every Employee

Performance Objective 4: 100% of teachers will use timers in their classrooms.

Evaluation Data Source(s) 4:

Summative Evaluation 4:

| Strategy Description | ELEMENTS | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|--|----------|------------------------|--|-----------|-----|-----|-----------|
| | | | | Formative | | | Summative |
| | | | | Oct | Jan | Apr | July |
| 1) 100% of teachers will use timers in their classrooms. | | Principal, AP, Coaches | Teachers will be more efficient and make better use of time. | | | | |
| Funding Sources: 211 Title I, Part A - 1000.00 | | | | | | | |
|  | | | | | | | |

**Goal 4:
Opportunities and Choice for Every Family**

Performance Objective 1: The school will begin a Dual Language program this year with enrollment open to all families in Spring ISD in the 2018-19 school year.

Evaluation Data Source(s) 1:

Summative Evaluation 1:

| Strategy Description | ELEMENTS | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|---|----------|---------------------|---|-----------|-----|-----|-----------|
| | | | | Formative | | | Summative |
| | | | | Oct | Jan | Apr | July |
| 1) Two classes of kindergarten will begin the Dual Language program this year. | | Principal | Families in Spring ISD will have access to a Dual Language education for their children. | | | | |
| Funding Sources: 199 General Fund - 0.00 | | | | | | | |
| 2) The school will hold meetings with Dual Language parents to keep them informed about the program | 2.6, 3.2 | Principal, Teachers | Inform parents about the program and foster relationships among parents of different language groups. | | | | |
| Funding Sources: 211 Title I, Part A - 500.00 | | | | | | | |
| 3) Teachers will use a variety of instructional strategies to teach students in an immersion class. Moreover, provide hands on activities to students, utilizing general classroom materials, Instructional supplies and manipulatives to reinforce academic learning and language acquisition. | | Principal, teachers | Students will acquire literacy skills in Spanish. | | | | |
| Funding Sources: 211 Title I, Part A - 2000.00 | | | | | | | |
| = Accomplished = Continue/Modify = Considerable = Some Progress = No Progress = Discontinue | | | | | | | |

Goal 5: Engaged Stakeholders in Every Community

Performance Objective 1: The percentage of teachers who say that they receive recognition for their accomplishments will rise from 61% to 75% on the 2018-19 Employee Engagement Survey.

Evaluation Data Source(s) 1: Employee Engagement Survey

Summative Evaluation 1:

| Strategy Description | ELEMENTS | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|--|----------|------------------|---|-----------|-----|-----|-----------|
| | | | | Formative | | | Summative |
| | | | | Oct | Jan | Apr | July |
| Critical Success Factors CSF 6 CSF 7 1) Principal will solicit all staff for recognition announcements. | | Principal, staff | More people will receive recognition through the Hawk Herald. | ✓ | ✓ | ✓ | |
| 2) Implement a Teacher of the Month program to recognize an outstanding teacher monthly. | | Principal | More teachers will be recognized for their achievements. | ✗ | ✗ | ✗ | |
| | | | | | | | |







Goal 5: Engaged Stakeholders in Every Community

Performance Objective 2: The percentage of parents who respond that teachers give timely and helpful feedback about student work in the 2019 School Quality Survey will rise from 80% to 85%.

Evaluation Data Source(s) 2: 2019 School Quality Survey

Summative Evaluation 2:

| Strategy Description | ELEMENTS | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|---|----------|--------------------------------|---|-----------|-----|-----|-----------|
| | | | | Formative | | | Summative |
| | | | | Oct | Jan | Apr | July |
| 1) The school will show parents how to use the Home Access Center during Open House, Coffee with the Principal, and Meet the Teacher. | 2.6, 3.2 | Principal | Parents will be able to see their children's grades in real time. | ✗ | ✗ | ✗ | |
| 2) The principal and Assistant Principal will spot check 10 teachers' gradebooks each week. | | Principal, Assistant Principal | Teachers will enter grades in a timely manner. | ● | | | |

 = Accomplished
  = Continue/Modify
  = Considerable
  = Some Progress
  = No Progress
  = Discontinue

Goal 5: Engaged Stakeholders in Every Community

Performance Objective 3: The school will distribute the Title 1 Family Engagement Policy.

Evaluation Data Source(s) 3:

Summative Evaluation 3:








| Strategy Description | ELEMENTS | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|--|----------|--------------------------------|-----------------------------------|-----------|-----|-----|-----------|
| | | | | Formative | | | Summative |
| | | | | Oct | Jan | Apr | July |
| 1) The school will distribute the Title I Family Engagement policy by October 31st. | 3.1 | Principal, Title I coordinator | Parents will receive the policy. | | | | |
| = Accomplished = Continue/Modify = Considerable = Some Progress = No Progress = Discontinue | | | | | | | |

Goal 5: Engaged Stakeholders in Every Community

Performance Objective 4: 90% of parents will participate in at least two events during the 2018-19 school year.

Evaluation Data Source(s) 4: Sign ins

Summative Evaluation 4:

| Strategy Description | ELEMENTS | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|---|----------|--------------------------------------|--|---|-----|-----|-----------|
| | | | | Formative | | | Summative |
| | | | | Oct | Jan | Apr | July |
| 1) Parent Engagement Liaison will work with parents and administration to encourage participate in school events. | 3.2 | Parent Engagement Liaison, Principal | Parents will be able to participate in the school community. |  | | | |
| Funding Sources: 211 Title I, Part A - 2000.00 | | | | | | | |
|  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue | | | | | | | |

Goal 5: Engaged Stakeholders in Every Community

Performance Objective 5: The nurse and counselor will be trained in mental health strategies.

Evaluation Data Source(s) 5: Training records.

Summative Evaluation 5:

| Strategy Description | ELEMENTS | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|--|----------|--|--|-----------|-----|-----|-----------|
| | | | | Formative | | | Summative |
| | | | | Oct | Jan | Apr | July |
| 1) The nurse attends Mental Health First Aid training in August. | | Nurse, Principal | Nurse will be able to provide mental health first aid. | ✓ | ✓ | ✓ | |
| 2) Counsleor will receive training on BLOK and provide services to 4th and 5th grade students. | | Counselor, Principal, 4th and 5th grade teachers | Bullying will be reduced in 4th and 5th grade. | ✓ | ✓ | ✓ | |
| | | | | | | | |

Goal 5: Engaged Stakeholders in Every Community

Performance Objective 6: District personnel, Student Support Specialist, and general education teachers will collaborate to provide behavioral supports for general education students through the RTI process.

Evaluation Data Source(s) 6: RTI records.

Summative Evaluation 6:

| Strategy Description | ELEMENTS | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|--|----------|----------------|--|-----------|-----|-----|-----------|
| | | | | Formative | | | Summative |
| | | | | Oct | Jan | Apr | July |
| 1) The SSS will lead the RTI process on campus. | | SSS, Principal | Students in need of support will be identified and have their needs met. | | | | |
| = Accomplished = Continue/Modify = Considerable = Some Progress = No Progress = Discontinue | | | | | | | |

Goal 5: Engaged Stakeholders in Every Community

Performance Objective 7: Parents and administrators will use the Elevate tool to report bullying issues.

Evaluation Data Source(s) 7: Elevate records

Summative Evaluation 7:

| Strategy Description | ELEMENTS | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|--|----------|-----------|--|-----------|-----|-----|-----------|
| | | | | Formative | | | Summative |
| | | | | Oct | Jan | Apr | July |
| 1) The Elevate tool will be used to document bullying incidents. | | Principal | Parents will be informed about bullying incidents and school response. | ✓ | ✓ | ✓ | |
| | | | | | | | |

Comprehensive Support Strategies

| Goal | Objective | Strategy | Description |
|------|-----------|----------|--|
| 1 | 1 | 1 | All classrooms in primary will use Neuhaus strategies with fidelity for word study and phonics development. |
| 1 | 1 | 2 | Provide parent education on strategies to support reading for their children based on grade level. October : Primary Reading/Reading to Learn, Importance of Independent Reading, Share Expected Levels, STAAR Overview, What is an Inference February: Share MOY Reading Levels, Revisit STAAR expectations |
| 1 | 2 | 2 | Teachers will provide after school tutorials to selected students starting in November. |
| 1 | 2 | 7 | Teachers will use the "Show Me" strategy with whiteboards to CFU in math. |

State Compensatory

Personnel for Hirsch Elementary:

| <u>Name</u> | <u>Position</u> | <u>Program</u> | <u>FTE</u> |
|----------------|-----------------|----------------|------------|
| Jody Logvin | Math Coach | SCE | 1.0 |
| Theresa DuPont | SSS | SCE | 1.0 |

Title I Schoolwide Elements

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

1.1: Comprehensive Needs Assessment

The CAC Committee met on June 13, 2018 to review assessment data and discuss root causes.

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

2.1: Campus Improvement Plan developed with appropriate stakeholders

Three meetings were held in the summer of 2018 to review data and discuss options. The whole faculty also reviewed the data and provided additional feedback during August pre service days.

2.2: Regular monitoring and revision

The CIP will be reviewed each quarter.

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

Once approved, a copy of the CIP will be available for parents to review.

2.4: Opportunities for all children to meet State standards

All teachers will be focused on helping students meet the state standards.

2.5: Increased learning time and well-rounded education

Teachers will provide after school tutorials to increase learning time.

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

The Student Support Specialist will collaborate with teachers and administration to support At Risk Students.

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

3.1: Develop and distribute Parent and Family Engagement Policy

The Parent Engagement Liaison will work with parents to develop the Parent and Family Engagement Policy.

3.2: Offer flexible number of parent involvement meetings

The school will have meetings during the school day and at night.

Title I Schoolwide Element Personnel

| <u>Name</u> | <u>Position</u> | <u>Program</u> | <u>FTE</u> |
|--------------|-----------------|----------------|------------|
| Amelia Brown | Literacy Coach | Title I | 1.0 |
| Erin Petrie | Librarian | Title I | .5 |

2018-2019 Needs Assessment Team

| Committee Role | Name | Position |
|----------------------------|-------------------|---------------------|
| Administrator | Christen Blanks | Assistant Principal |
| Classroom Teacher | Melinda Chan | Teacher |
| Non-classroom Professional | Amelia Brown | Literacy Coach |
| Classroom Teacher | Karen Allen | Teacher |
| Classroom Teacher | Shazin Bhimani | Teacher |
| Classroom Teacher | Melissa Eskins | Teacher |
| Classroom Teacher | Jacqueline Moreno | teacher |
| Classroom Teacher | Nancy Gealow | teacher |
| Classroom Teacher | Paula Piecyk | Teacher |
| Non-classroom Professional | Jody Logvin | Math Coach |
| Classroom Teacher | Angel Reynaud | Art Teacher |

Campus Funding Summary

| 199 General Fund | | | | | |
|---|------------------|-----------------|---|---------------------|--------------------|
| Goal | Objective | Strategy | Resources Needed | Account Code | Amount |
| 1 | 1 | 3 | Tutor for primary | | \$2,000.00 |
| 1 | 1 | 8 | ESL funds for Spanish books | | \$5,000.00 |
| 1 | 6 | 1 | ESL funds for instructional support materials for bilingual/ESL instruction | | \$8,500.00 |
| 4 | 1 | 1 | | | \$0.00 |
| Sub-Total | | | | | \$15,500.00 |
| Budgeted Fund Source Amount | | | | | \$37,000.00 |
| +/- Difference | | | | | \$21,500.00 |
| 199 State SCE - State Compensatory Education (PIC) | | | | | |
| Goal | Objective | Strategy | Resources Needed | Account Code | Amount |
| 1 | 1 | 4 | Funds for Tutorials | | \$9,500.00 |
| 1 | 4 | 4 | Tutorial funds | | \$2,000.00 |
| Sub-Total | | | | | \$11,500.00 |
| Budgeted Fund Source Amount | | | | | \$11,500.00 |
| +/- Difference | | | | | \$0 |
| 211 Title I, Part A | | | | | |
| Goal | Objective | Strategy | Resources Needed | Account Code | Amount |
| 1 | 1 | 1 | Neuhaus materials, training | | \$2,000.00 |
| 1 | 1 | 2 | Snacks | | \$500.00 |
| 1 | 1 | 3 | Tutors | | \$18,000.00 |
| 1 | 1 | 3 | supplies for guided reading-easels, paper, letters, sentence strips, etc. | | \$3,000.00 |
| 1 | 1 | 4 | Funds for Tutorials | | \$10,000.00 |
| 1 | 1 | 5 | Additional short resources for exit tickets | | \$2,000.00 |
| 1 | 1 | 6 | Scholastic News subscription | | \$3,000.00 |

| | | | | | |
|---|---|----|--|------|-------------|
| 1 | 1 | 8 | Books | | \$12,000.00 |
| 1 | 1 | 9 | | | \$4,575.00 |
| 1 | 1 | 11 | .5 Salary | | \$0.00 |
| 1 | 1 | 11 | Pebble Go Subscription | | \$1,500.00 |
| 1 | 1 | 11 | maker space resources and paper | | \$2,000.00 |
| 1 | 1 | 12 | dictionaries | | \$5,000.00 |
| 1 | 1 | 13 | STAAR practice books, paper, toner, sentence strips, markers | | \$8,000.00 |
| 1 | 2 | 1 | Number talk/number strings materials | | \$1,000.00 |
| 1 | 2 | 2 | Tutorials | | \$4,000.00 |
| 1 | 2 | 4 | Books, PD extra duty, workshops | 3000 | \$3,000.00 |
| 1 | 2 | 6 | manipulatives, paper for blackline masters, task cards, grids, toner, etc. | | \$8,000.00 |
| 1 | 2 | 7 | whiteboards, markers, erasers | | \$3,000.00 |
| 1 | 2 | 8 | TTM license, notebooks for students | | \$5,000.00 |
| 1 | 2 | 9 | Practice materials | | \$5,000.00 |
| 1 | 3 | 1 | writing materials, notebook paper, copy paper, tablets, journals | | \$5,000.00 |
| 1 | 3 | 5 | Revising and editing materials, practice | | \$5,000.00 |
| 1 | 3 | 6 | chart tablets, chart stands | | \$3,000.00 |
| 1 | 3 | 7 | copies of 38 Great Academic Language Builders | | \$1,400.00 |
| 1 | 3 | 8 | Books | | \$500.00 |
| 1 | 4 | 1 | Forde Ferrier Science | | \$3,000.00 |
| 1 | 4 | 2 | Stemscopes subscription | | \$5,000.00 |
| 1 | 4 | 3 | Measuring tools | | \$2,000.00 |
| 1 | 4 | 5 | journals, notebooks, writing utensils. | | \$2,000.00 |
| 1 | 4 | 6 | supplies for labs, journals, folders, papers | | \$3,000.00 |
| 3 | 4 | 1 | timers | | \$1,000.00 |
| 4 | 1 | 2 | Supplies and snacks for meetings. | | \$500.00 |
| 4 | 1 | 3 | instructional materials | | \$2,000.00 |

| | | | | | |
|------------------------------------|---|---|-----------------------------------|--|--------------|
| 5 | 4 | 1 | Parent Engagement Liaison stipend | | \$2,000.00 |
| Sub-Total | | | | | \$135,975.00 |
| Budgeted Fund Source Amount | | | | | \$141,000.00 |
| +/- Difference | | | | | \$5,025.00 |
| Grand Total | | | | | \$162,975.00 |