Spring Independent School District
McNabb Elementary
2019-2020 Campus Improvement Plan
Mission Statement

Spring Independent School District prepares students to be lifelong learners, critical thinkers, and responsible citizens who display good character – ready to contribute, compete, and lead in today’s global society.

Vision

Spring Independent School District will be a district of choice for high quality academics with innovative and specialized programs that meet the needs of all students in a positive learning environment.

Core Beliefs

Guiding Principles:

High-quality teaching drives student learning.

Literacy is the foundation of academic success.

The learning needs of each student must be met.

Students learn best in safe environments where school leaders cultivate parent and community partnerships.

Every district resource must center on student learning with focus on accountability

Core Beliefs:

We base our decisions on what is best for our students.

We strive for excellence in all we do.

We build trust through integrity and lead by example.

We communicate openly.

We value diversity and treat everyone with dignity and respect. We win as a team.
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Title I Personnel

Campus Planning and Decision Making Committee

Campus Funding Summary
Comprehensive Needs Assessment

Demographics

Demographics Summary

McNabb Elementary serves Pre-Kindergarten- 5th Grade students and is a Title One campus in Spring ISD located in Spring, Texas. McNabb Elementary is an urban school serving students in the adjacent community homes, seven large apartment complexes, and two local hotels on the freeway. Student enrollment at McNabb Elementary continues to remain steady, a pattern that has been observed for the last four years. Current campus data shows 731 students enrolled, with the majority of our student population being Hispanic at 49.1% and African American at 34.5% respectively. The SPED population at McNabb is 8.6% which is slightly above the district average of 7.9%. McNabb's student enrollment is projected to remain steady for the 2019-2020 school year. McNabb's current mobility rate is 29.6% which is above the state and district averages. During the 2018-2019 school year, attendance rates decreased slightly from the first semester at 95.7% to the second semester at 94.4%. Overall, student attendance has declined from 2017-2018 to 2018-2019. McNabb's high student mobility rate continues to affect our overall attendance rate. McNabb Elementary's student population includes 68.4% of students who are on free lunch and reduced lunch. McNabb Elementary student groups include 68.6% Economically Disadvantaged, 34.7% English Language Learners (ELL), and 73.7% At-risk.

Demographics Strengths

The most notable demographic strengths for McNabb Elementary include:

1. Campus Enrollment has remained steady for the last four years.
2. Parent's requesting intra-district transfers have declined.
3. STAAR passing rates for students increased by 10 or more points in the areas of 4th Reading, Math, and Writing, and 5th Reading and Math.
4. Scores for students who are Economically Disadvantaged and Hispanic increased.
5. Number of 3rd- 5th Grade SPED students who passed the STAAR exam increased.
6. Overall STAAR Accountability Letter Grade went from "C" to "A"
Problem Statements Identifying Demographics Needs

Problem Statement 1: Teachers struggle building relationships with our urban student population. Root Cause: Teachers did not receive ongoing social, emotional, and academic professional development for urban learners.

Problem Statement 2: Teachers struggle developing interventions strategies for students who enter the campus throughout the year. Root Cause: Instructional coaches did not refine intervention strategies for students who enter the campus throughout the year.

Problem Statement 3: Campus attendance decreased to below 95%. Root Cause: Assistant Principal and Attendance Clerk did not have a consistent system to monitor attendance.
Student Academic Achievement

Student Academic Achievement Summary

For the 2018-2019 school year, McNabb Elementary showed growth in the following areas:

- 4th Grade Reading 57% to 80%
- 4th Grade Math 73% to 85%
- 4th Grade Writing 54% to 81%
- 5th Grade Math 81% to 91%
- SPED Passing Rates increased in all subject areas

McNabb Elementary showed a decreased in the following areas:

- 3rd Grade Reading 73% to 59%
- 3rd Grade Math 73% to 59%

McNabb Met Standard and received a letter grade of A.

Student Academic Achievement Strengths

McNabb Elementary improved the number of students in grades 3-5 who performed at Masters level in the following areas:

Overall Reading

- 3rd Grade Reading Masters Grade Level from 18% to 24%
- 4th Grade Reading Masters Grade Level from 17% to 23%
- 5th Grade Reading Masters Grade Level from 16% to 28%

Overall Math

- 4th Grade Masters Grade Level from 20% to 40%
- 5th Grade Masters Grade Level from 20% to 41%

Writing
Problem Statements Identifying Student Academic Achievement Needs

**Problem Statement 1**: 3rd Grade STAAR scores continue below the 80% target goal. **Root Cause**: Teachers needed additional rigor and questioning techniques to push deeper critical thinking. Teachers did not have intensive coaching and monitoring to ensure students are meeting benchmark goals.

**Problem Statement 2**: 5th Grade Science Scores show little to no growth. **Root Cause**: Teachers did not understand the concept at the depth necessary to differentiate instruction for students. Teachers did not have additional coaching and monitoring to ensure student growth is occurring.
School Processes & Programs

School Processes & Programs Summary

Curriculum, Instruction, and Assessments are guided by the District's Scope and Sequence and Planning documents. The planning documents address the TEKS, student misconceptions, provide resources, guiding questions, and activities for teacher's to utilize during their daily lesson. Weekly Coaching meetings with campus instructional specialists provide teacher's with support, additional resources, and coaching before lessons are delivered to the students. Coaches also provide weekly pacing and CBA calendars for teachers as a resource. Teachers also meet with their grade level teams weekly to prepare and share resources among the team. As noted in the End of Year Instructional Practices Assessment (IPA), teachers continue to struggle with increasing the rigor and questioning needed to move student performance. Teachers have also struggled with implementing teaching strategies and activities that will provide student's with the most academic success. As noted in the 2018-2019 end of year teacher survey, teachers have expressed a struggle with classroom management and systems.

Data PLC's are held every three to four weeks to disaggregate student performance on campus based assessments. The campus instructional plan is refined by the Instructional Specialists based on the data presented and reviewed at the PLC meeting. Student progress is monitored bi-weekly and the RTI committee meets every three weeks to discuss students who are not progressing. The RTI committee provides teachers with goals and strategies to assist students progress. The RTI committee monitors each student carefully and refers for additional testing or screening if the goals suggested by the committee are not met.

All teachers are provided support by the campus instructional specialists. McNabb Elementary is fortunate to have two literacy coaches, a math coach, and an academic generalist to support teachers and their instructional needs. Rookie teachers and teachers new to the campus are assigned Mentors and Buddies to assist with their transition into the McNabb Family. The district also provides teacher training at the beginning of the year and the campus provides on going professional development throughout the year based on trends observed through teacher walk throughs and student achievement data. McNabb also offers summer staff development sessions specifically designed around the instructional trends seen on campus.

Teachers and staff have work to provide students extra curricular opportunities including the Knights of Distinction Boy's and Girl's Club, Soccer, Basketball, Dance and Book Clubs. We have also conducted musical programs, Talent Show, and Field Day for our students and parents.

School Processes & Programs Strengths

McNabb Elementary has identified the following strengths:

1. Teachers are participating in weekly planning sessions to improve instruction.

2. Weekly PLC meetings have strengthened instruction and increased scores in student achievement.
3. The RTI process is utilized effectively and students are being referred appropriately.

4. Campus Specialists are providing effective coaching and assistance to teachers.

**Problem Statements Identifying School Processes & Programs Needs**

**Problem Statement 1**: Teachers struggle with positive discipline management systems and high structure in the classroom. **Root Cause**: Teachers do not have the depth of knowledge to implement a highly structured classroom. Teachers did not have additional training on the social/ emotional learning of students.

**Problem Statement 2**: Teachers struggle with increasing the rigor of their instructional practices. **Root Cause**: Teachers do not understand the depth of content or how to differentiate instruction for student needs.
**Perceptions**

**Perceptions Summary**

During July/August Staff Development, all staff will receive professional development training centered around Curriculum, Social Emotional Learning, Poverty, and Highly Structured classrooms. The July staff development on the Highly Structured Classroom will address the end of year discipline concerns from the teachers. Teachers will also receive reading and math campus curriculum framework training and guided reading training to support the new district curriculum documents. The district will continue to implement the CHAMPS system of positive behavior which coupled with the Highly Structured classrooms will assist teachers in building a positive and supportive classroom environment. Teachers continue to work on positive behavior supports throughout the year. Although our discipline referrals decreased this year, we continue to have teachers express frustration over the discipline referral process and follow through. Through leadership discussions and teacher feedback, we have designed August staff development to assist with teacher frustration and build teacher understanding of the referral/discipline process.

Our campus culture survey showed positive indicators regarding students having an adult in the building to go to with a problem, student safety, and students and staff members treating each other with respect. Our parent engagement survey indicated that 80% of our parents were satisfied with their student's education and experience at McNabb Elementary.

**Perceptions Strengths**

McNabb Elementary has recognized the following strengths:

1. Students feel safe and secure at McNabb Elementary.
2. Staff members and families treat each other with respect.
3. 80% of our parents are satisfied with the student's education.

**Problem Statements Identifying Perceptions Needs**

**Problem Statement 1:** Teachers struggle with the discipline referral process and discipline systems. **Root Cause:** Leadership Team and teachers lacked consistency in the implementation of our discipline plan.

**Problem Statement 2:** Teachers struggle to meet the social, emotional, and academic needs of our students. **Root Cause:** Teachers lack life experiences associated with our learners.
Priority Problem Statements

Problem Statement 1: Teachers struggle developing interventions strategies for students who enter the campus throughout the year.
Root Cause 1: Instructional coaches did not refine intervention strategies for students who enter the campus throughout the year.
Problem Statement 1 Areas: Demographics

Problem Statement 2: Teachers struggle building relationships with our urban student population.
Root Cause 2: Teachers did not receive ongoing social, emotional, and academic professional development for urban learners.
Problem Statement 2 Areas: Demographics

Problem Statement 3: Campus attendance decreased to below 95%.
Root Cause 3: Assistant Principal and Attendance Clerk did not have a consistent system to monitor attendance.
Problem Statement 3 Areas: Demographics

Problem Statement 4: 3rd Grade STAAR scores continue below the 80% target goal.
Root Cause 4: Teachers needed additional rigor and questioning techniques to push deeper critical thinking. Teachers did not have intensive coaching and monitoring to ensure students are meeting benchmark goals.
Problem Statement 4 Areas: Student Academic Achievement

Problem Statement 5: 5th Grade Science Scores show little to no growth.
Root Cause 5: Teachers did not understand the concept at the depth necessary to differentiate instruction for students. Teachers did not have additional
coaching and monitoring to ensure student growth is occurring.

**Problem Statement 5 Areas:** Student Academic Achievement

**Problem Statement 6:** Teachers struggle with positive discipline management systems and high structure in the classroom.

**Root Cause 6:** Teachers do not have the depth of knowledge to implement a highly structured classroom. Teachers did not have additional training on the social/ emotional learning of students.

**Problem Statement 6 Areas:** School Processes & Programs

**Problem Statement 7:** Teachers struggle with increasing the rigor of their instructional practices.

**Root Cause 7:** Teachers do not understand the depth of content or how to differentiate instruction for student needs.

**Problem Statement 7 Areas:** School Processes & Programs

**Problem Statement 8:** Teachers struggle with the discipline referral process and discipline systems.

**Root Cause 8:** Leadership Team and teachers lacked consistency in the implementation of our discipline plan.

**Problem Statement 8 Areas:** Perceptions

**Problem Statement 9:** Teachers struggle to meet the social, emotional, and academic needs of our students.

**Root Cause 9:** Teachers lack life experiences associated with our learners.

**Problem Statement 9 Areas:** Perceptions
Comprehensive Needs Assessment Data Documentation

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

**Improvement Planning Data**
- District goals
- Campus Performance Objectives Summative Review from previous year
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements

**Accountability Data**
- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Federal Report Card 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
- Texas English Language Proficiency Assessment System (TELPAS) results
- Student Success Initiative (SSI) data for Grades 5 and 8
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- Student failure and/or retention rates
- Texas approved Prekindergarten and Kindergarten assessment data
- State-developed online interim assessments

**Student Data: Student Groups**
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, and gender data
- STEM/STEAM 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
• Enrollment trends

**Employee Data**

• Professional learning communities (PLC) data
• Staff surveys and/or other feedback
• Teacher/Student Ratio
• Campus leadership data
• Campus department and/or faculty meeting discussions and data
• Professional development needs assessment data
• Evaluation(s) of professional development implementation and impact
• TTESS data
• T-PESS data

**Parent/Community Data**

• Parent surveys and/or other feedback
• Parent engagement rate
• 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: By June 2020, student achievement in Reading for grades 3 through 5 will increase from 49% "Meets" to 59% "Meets" level as measured by the STAAR Reading Test.

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

Evaluation Data Source(s) 1: Targeted Intervention & Progress Monitoring
- CBA & Benchmark Data
- Intervention Logs
- Campus Walkthroughs
- CSSP Walkthroughs
- Tutorial Logs
- Student Work Samples

Summative Evaluation 1:
<table>
<thead>
<tr>
<th>Strategy Description</th>
<th>ELEMENTS</th>
<th>Monitor</th>
<th>Strategy's Expected Result/Impact</th>
<th>Reviews</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Comprehensive Support Strategy</strong></td>
<td>2.4, 2.5, 2.6</td>
<td>Administrators</td>
<td>Exit Tickets/ Station Rubrics used daily to monitor data</td>
<td>Oct: 100%, Jan: 100%, Apr: 100%, July: 100%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Campus Literacy Coach</td>
<td>CBA and Benchmark Data show increase in student performance</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Campus Math Coach</td>
<td>CSSP meeting logs show successful student intervention or referral of student</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>ESL Specialist</td>
<td>STAAR Data reflects increase in performance ratings</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Teachers</td>
<td>Life experience activity sheets</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Student Support Specialist</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Problem Statements:** Demographics 2 - Student Academic Achievement 1, 2 - School Processes & Programs 2

**Funding Sources:** 199 State SCE - State Compensatory Education (PIC - 8500.00), 211 Title I, Part A - 129296.00, 199 State Bilingual/ESL (PIC 25, 35) - 5945.00

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1) Instructional Schedules will be monitored based on maximizing reading instructional time
2. Students will receive 45 minutes of intervention time based on data. STAAR Master, Mentoring Minds, Forde Ferrier, Kamico Intervention materials and ExactPath intervention software will be purchased.
3. Due to stagnant Science STAAR scores and academic vocabulary weakness, teachers will receive staff development sessions on specific vocabulary strategies to target student progress in reading and science strategies by Jennifer Serravallo, Fountas & Pinnell, Deb Diller, STEMSCOPES, and Mentoring Minds.
4. CSSP meetings will be conducted every four weeks to monitor student progress
5. Campus walkthroughs will be conducted to observe reading instructional strategies
6. After school tutorials will be offered to students based on data. General supplies of paper, card stock, plastic sleeves, markers, white boards, and board erasers will be purchased to support tutorials.
7. PLC meetings will be conducted to monitor student progress
8. Teachers will plan with Instructional Coaches to ensure quality instruction
10. English and Spanish Guided Reading materials will be purchased
11. Students will utilize the STEMSCOPES during reading and science instructional time and intervention groups to increase academic vocabulary.

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100% = Accomplished

= Continue/Modify

0% = No Progress

= Discontinue
### Performance Objective 1 Problem Statements:

#### Demographics

**Problem Statement 2:** Teachers struggle developing interventions strategies for students who enter the campus throughout the year. **Root Cause 2:** Instructional coaches did not refine intervention strategies for students who enter the campus throughout the year.

#### Student Academic Achievement

**Problem Statement 1:** 3rd Grade STAAR scores continue below the 80% target goal. **Root Cause 1:** Teachers needed additional rigor and questioning techniques to push deeper critical thinking. Teachers did not have intensive coaching and monitoring to ensure students are meeting benchmark goals.

**Problem Statement 2:** 5th Grade Science Scores show little to no growth. **Root Cause 2:** Teachers did not understand the concept at the depth necessary to differentiate instruction for students. Teachers did not have additional coaching and monitoring to ensure student growth is occurring.

#### School Processes & Programs

**Problem Statement 2:** Teachers struggle with increasing the rigor of their instructional practices. **Root Cause 2:** Teachers do not understand the depth of content or how to differentiate instruction for student needs.
Goal 2: By June 2020, student achievement in Reading for grades 3 through 5 will increase from 74% on or above grade level to 84% on or above grade level as measured by MAP Reading.

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

Evaluation Data Source(s) 1: BOY, EOY, MOY MAP Data

Summative Evaluation 1:

<table>
<thead>
<tr>
<th>Strategy Description</th>
<th>ELEMENTS</th>
<th>Monitor</th>
<th>Strategy's Expected Result/Impact</th>
</tr>
</thead>
<tbody>
<tr>
<td>1) Students will receive 45 minutes of guided reading intervention based on data.</td>
<td>2.4, 2.5, 2.6</td>
<td>Administrators</td>
<td>Exit Tickets/ Station Rubrics used daily to monitor data</td>
</tr>
<tr>
<td>2. Students will utilize the ExactPath software during guided reading stations.</td>
<td>Campus Literacy</td>
<td>CBA and Benchmark Data show increase in student performance</td>
<td></td>
</tr>
<tr>
<td>3. Fountas &amp; Pinnell, Deb Diller, and Jennifer Servallo and additional professional Development books will be utilized with teachers and students.</td>
<td>Teachers</td>
<td>MAP Data reflects increase in performance ratings</td>
<td></td>
</tr>
</tbody>
</table>

**Problem Statements**: Demographics 2 - Student Academic Achievement 1 - School Processes & Programs 2

**Funding Sources**: 211 Title I, Part A - 4000.00

Performance Objective 1 Problem Statements:

**Demographics**

**Problem Statement 2**: Teachers struggle developing interventions strategies for students who enter the campus throughout the year. **Root Cause 2**: Instructional coaches did not refine intervention strategies for students who enter the campus throughout the year.

**Student Academic Achievement**

**Problem Statement 1**: 3rd Grade STAAR scores continue below the 80% target goal. **Root Cause 1**: Teachers needed additional rigor and questioning techniques to push deeper critical thinking. Teachers did not have intensive coaching and monitoring to ensure students are meeting benchmark goals.
| Problem Statement 2: Teachers struggle with increasing the rigor of their instructional practices. | Root Cause 2: Teachers do not understand the depth of content or how to differentiate instruction for student needs. |
Goal 3: By June 2020, student achievement in Math for grades 3 through 5 will increase from 71% on or above grade level to 81% on or above grade level as measured by MAP mathematics.

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

Evaluation Data Source(s) 1: BOY, MOY, EOY MAP Data

Summative Evaluation 1:

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<th>Reviews</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Comprehensive Support Strategy</strong></td>
<td>2.4, 2.5, 2.6</td>
<td>Administrators Teachers Campus Math Coach</td>
<td>Exit Tickets/ Station Rubrics used daily to monitor data CBA and Benchmark Data show increase in student performance MAP Data reflects increase in performance ratings</td>
<td>Formative Summative</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Oct Jan Apr July</td>
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</table>

| Funding Sources: 211 Title I, Part A - 17896.00 |

[Diagram indicating status: green circle = Accomplished, arrow = Continue/Modify, red X = Discontinue]
Goal 4: By June 2020, overall student attendance for McNabb Elementary will increase by 1.5% from 94.8% to 96.3% as measured by the EOY PEIMS submission.

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

**Evaluation Data Source(s) 1:** Campus Attendance Reports  
PEIMS Submission Reports

**Summative Evaluation 1:**

<table>
<thead>
<tr>
<th>Strategy Description</th>
<th>ELEMENTS</th>
<th>Monitor</th>
<th>Strategy's Expected Result/Impact</th>
</tr>
</thead>
<tbody>
<tr>
<td>1) Parent attendance contract will be sent home the first week of school.</td>
<td></td>
<td>Assistant Principal</td>
<td>Attendance will increase from 94% to 96%.</td>
</tr>
<tr>
<td>2. Attendance Clerk will contact parents daily to discuss absences.</td>
<td></td>
<td>Counselor</td>
<td></td>
</tr>
<tr>
<td>3. Teachers will communicate absences of 5 or more to the Assistant Principal and Counselor.</td>
<td></td>
<td>Attendance Clerk Teachers</td>
<td></td>
</tr>
<tr>
<td>4. Counselor will conduct home visits for students with 5 or more absences.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Assistant Principal and Counselor will provide incentives for students and classes with the highest attendance.</td>
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<td></td>
</tr>
</tbody>
</table>

**Problem Statements:** Demographics 3

**Funding Sources:** 199 General Fund - 1200.00, 211 Title I, Part A - 1530.00

Performance Objective 1 Problem Statements:

**Demographics**

**Problem Statement 3:** Campus attendance decreased to below 95%. **Root Cause 3:** Assistant Principal and Attendance Clerk did not have a consistent system to monitor attendance.
Goal 5: By June 2020, McNabb Elementary will improve school safety and behavior from 79% to 89% as measured by the School Quality Survey. McNabb Elementary will also improve staff members who are engaged in their work from 82% to 92% as measured by the Employee Engagement Survey.

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

Evaluation Data Source(s) 1: School Quality Survey

Summative Evaluation 1:

<table>
<thead>
<tr>
<th>Strategy Description</th>
<th>ELEMENTS</th>
<th>Monitor</th>
<th>Strategy's Expected Result/Impact</th>
</tr>
</thead>
<tbody>
<tr>
<td>1) Provide monthly parent communication for behavior and behavior strategies.</td>
<td></td>
<td>Assistant Principal</td>
<td>Increased parent satisfaction with school safety and behavior as measured by the School Quality Survey.</td>
</tr>
<tr>
<td>2. Develop a parent and teacher safety task force to address behavior and safety concerns.</td>
<td></td>
<td>Principal</td>
<td>Increased staff feelings of engagement.</td>
</tr>
<tr>
<td>3. Provide teachers with additional leadership opportunities on campus.</td>
<td></td>
<td>Counselor</td>
<td></td>
</tr>
<tr>
<td>4. Provide recognition and highlight teacher efforts inside and outside the classroom.</td>
<td></td>
<td>Teachers</td>
<td></td>
</tr>
<tr>
<td>5. Various parent activities will be offered to increase parent knowledge of school culture and climate.</td>
<td></td>
<td>Parent Engagement</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Liaison</td>
<td></td>
</tr>
<tr>
<td>Problem Statements: Perceptions 1</td>
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<tr>
<td>Funding Sources: 199 General Fund - 8656.00</td>
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Performance Objective 1 Problem Statements:

**Perceptions**

Problem Statement 1: Teachers struggle with the discipline referral process and discipline systems. **Root Cause 1**: Leadership Team and teachers lacked consistency in the implementation of our discipline plan.
### Comprehensive Support Strategies

<table>
<thead>
<tr>
<th>Goal</th>
<th>Objective</th>
<th>Strategy</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1</td>
<td>1</td>
<td>Instructional Schedules will be monitored based on maximizing reading instructional time. 2. Students will receive 45 minutes of intervention time based on data. STAAR Master, Mentoring Minds, Forde Ferrier, Kamico Intervention materials and ExactPath intervention software will be purchased. 3. Due to stagnant Science STAAR scores and academic vocabulary weakness, teachers will receive staff development sessions on specific vocabulary strategies to target student progress in reading and science strategies by Jennifer Serravallo, Fountas &amp; Pinnell, Deb Diller, STEMSCOPES, and Mentoring Minds. 4. CSSP meetings will be conducted every four weeks to monitor student progress. 5. Campus walkthroughs will be conducted to observe reading instructional strategies. 6. After school tutorials will be offered to students based on data. General supplies of paper, card stock, plastic sleeves, markers, white boards, and board erasers will be purchased to support tutorials. 7. PLC meetings will be conducted to monitor student progress. 8. Teachers will plan with Instructional Coaches to ensure quality instruction. 9. Field Trips/life experiences to support learning. 10. English and Spanish Guided Reading materials will be purchased. 11. Students will utilize the STEMSCOPES during reading and science instructional time and intervention groups to increase academic vocabulary.</td>
</tr>
<tr>
<td>3</td>
<td>1</td>
<td>1</td>
<td>1. Students will receive 45 minutes of guided math intervention based on data. 2. Students will utilize the ExactPath software during guided math stations.</td>
</tr>
</tbody>
</table>
Title I Schoolwide Elements

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

1.1: Comprehensive Needs Assessment

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

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

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

2.1: Campus Improvement Plan developed with appropriate stakeholders

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

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

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

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

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

2.4: Opportunities for all children to meet State standards

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

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

2.5: Increased learning time and well-rounded education

The campus will use methods and instructional strategies that strengthen the academic program, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum through programs, activities, and courses necessary to provide a well-rounded education.

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

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

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

3.1: Develop and distribute Parent and Family Engagement Policy

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

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

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

Engaged Stakeholders in Every Community
Our Parent and Family Engagement performance indicators include:
- Increase percentage of schools with an active PTA or PTO
- Increase percentage of stakeholders participating and engaged/highly engaged with Spring ISD
- Increase parent rating of overall quality of education provided by Spring ISD
- Increased two-way communication with parents and stakeholders
- Increase the number of student-enrichment opportunities with higher education or business partners
A list of the individuals and their roles who assisted with the development of the Parent and Family Engagement Policy and Compact can be found in the Committees section of Plan4Learning. The Parent and Family Engagement Policy is published on the school's website and distributed throughout our community.

3.2: Offer flexible number of parent involvement meetings

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

<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
<th>Program</th>
<th>FTE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Karen McDougald</td>
<td>Literacy Coach</td>
<td>3rd- 5th Grade</td>
<td>1</td>
</tr>
<tr>
<td>Toscia Arvie</td>
<td>Literacy Coach</td>
<td>K-2 Grade</td>
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# Campus Planning and Decision Making Committee

<table>
<thead>
<tr>
<th>Committee Role</th>
<th>Name</th>
<th>Position</th>
</tr>
</thead>
<tbody>
<tr>
<td>Classroom Teacher</td>
<td>Natalie Deurouen</td>
<td>1st Grade Teacher</td>
</tr>
<tr>
<td>Classroom Teacher</td>
<td>Sonia Plata</td>
<td>4th Grade Teacher</td>
</tr>
<tr>
<td>Classroom Teacher</td>
<td>Serena Kovach</td>
<td>Kindergarten Teacher</td>
</tr>
<tr>
<td>District-level Professional</td>
<td>Tamara Hall</td>
<td>SPED Coordinator</td>
</tr>
<tr>
<td>Classroom Teacher</td>
<td>Amanda Miedel</td>
<td>1st Grade Teacher</td>
</tr>
<tr>
<td>Classroom Teacher</td>
<td>Beverly Hurd</td>
<td>2nd Grade Teacher</td>
</tr>
<tr>
<td>Classroom Teacher</td>
<td>Chimere Holman</td>
<td>4th Grade Teacher</td>
</tr>
<tr>
<td>Classroom Teacher</td>
<td>Drew Ortner</td>
<td>3rd Grade Teacher</td>
</tr>
<tr>
<td>Classroom Teacher</td>
<td>Sara Evans</td>
<td>5th Grade Teacher</td>
</tr>
<tr>
<td>Non-classroom Professional</td>
<td>Casey Grimme</td>
<td>Counselor</td>
</tr>
<tr>
<td>Business Representative</td>
<td>Maryann Morris</td>
<td>Business Partner</td>
</tr>
<tr>
<td>Community Representative</td>
<td>Josh Keyes</td>
<td>Community Member</td>
</tr>
<tr>
<td>Community Representative</td>
<td>Jenna Keyes</td>
<td>Community Member</td>
</tr>
<tr>
<td>Parent</td>
<td>Bruce Bergeron</td>
<td>Parent</td>
</tr>
<tr>
<td>Parent</td>
<td>Urile Ayala</td>
<td>Parent</td>
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## Campus Funding Summary

### 199 General Fund

<table>
<thead>
<tr>
<th>Goal</th>
<th>Objective</th>
<th>Strategy</th>
<th>Resources Needed</th>
<th>Account Code</th>
<th>Amount</th>
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</thead>
<tbody>
<tr>
<td>4</td>
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<td>1</td>
<td>Attendance Student and Family Incentives</td>
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<tr>
<td>5</td>
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<td>General Supplies- paper, fliers</td>
<td>6399</td>
<td>$8,656.00</td>
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**Sub-Total**: $9,856.00

**Budgeted Fund Source Amount**: $30,752.00

**+/- Difference**: $20,896.00

### 199 State SCE - State Compensatory Education (PIC 25, 35)

<table>
<thead>
<tr>
<th>Goal</th>
<th>Objective</th>
<th>Strategy</th>
<th>Resources Needed</th>
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<tbody>
<tr>
<td>1</td>
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<td>1</td>
<td>Supplemental Pay for Tutorials</td>
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<td>Tutorial General Supplies- paper, pencils, markers, white boards</td>
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**Sub-Total**: $8,500.00

**Budgeted Fund Source Amount**: $12,500.00

**+/- Difference**: $4,000.00

### 211 Title I, Part A

<table>
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<th>Goal</th>
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<th>Resources Needed</th>
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<td>1</td>
<td>3-5 Campus Literacy Coach</td>
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<td>Goal</td>
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<td>Strategy</td>
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<td>General Supplies- Station materials</td>
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<td>Field Trip Admission Fees</td>
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<tr>
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<td>1</td>
<td>STEMSCOPES- Academic Vocabulary</td>
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<td>2</td>
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<td>Professional Development Books- Guided Reading</td>
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<td>Instructional Materials- Math Stations</td>
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<td>Books for Professional Development</td>
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<td>Attendance Supplies- paper , markers, fliers</td>
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<td>Parent Involvement</td>
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</table>

Sub-Total $152,722.00

Budgeted Fund Source Amount $161,161.00

+-/ Difference $8,439.00

Grand Total $177,023.00