

Spring Independent School District
McNabb Elementary
2018-2019 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.

Comprehensive Needs Assessment

Revised/Approved: June 12, 2018

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 a growing urban school serving students in the community homes, five large apartment complexes, and two local hotels on the adjunct freeway. Student enrollment at McNabb Elementary continued to grow steadily during the 2016-2017 school year, a pattern that has been observed for the last four years. May campus data showed 736 students enrolled, with the majority of our student population being Hispanic at 49.2% and African American at 29.9% 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 increase during the 2018-2019 school year. As a result of this projected growth, McNabb has added one additional section of Kindergarten and Second Grade as well as an additional section of Fourth Grade Bilingual. McNabb's current mobility rate is 28.0% which is above the state and district averages. During the 2017-2018 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 2016-2017 to 2017-2018. McNabb Elementary's student population includes 68.6% of students who are on free lunch and reduced lunch. McNabb Elementary student groups include 68.6% Economically Disadvantaged, 36.7% English Language Learners (ELL), and 70.2% At-risk.

Demographics Strengths

The most notable demographic strengths for McNabb Elementary include:

1. Campus Enrollment has shown an increase in 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 3rd Reading and Math, 4th Reading, Math, and Writing, and 5th 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.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Due to increased urban student enrollment, teachers need additional professional development targeted at meeting the social, emotional, and academic needs of Urban Learners.

Problem Statement 2: Due to our high mobility rate, our campus needs to develop intervention strategies for students who enter the campus throughout the year.

Student Academic Achievement

Student Academic Achievement Summary

For the 2017-2018 school year, McNabb Elementary showed growth in the following areas:

- 3rd Grade Reading 57% to 73%
- 3rd Grade Math 56% to 73%
- 4th Grade Reading 48% to 57%
- 4th Grade Math 47% to 73%
- 4th Grade Writing 37% to 54%
- 5th Grade Math 70% to 81%
- SPED Passing Rates increased in all subject areas

McNabb Elementary showed a decreased in the following areas:

- 5th Grade Reading 68% to 69%
- 5th Grade Science 72% to 67%

Student Academic Achievement Strengths

McNabb Elementary showed strength in the following areas:

Overall Reading

- 3rd Grade Reading Masters Grade Level from 29% to 35%
- 4th Grade Reading Masters Grade Level from 22% to 33%
- 5th Grade Reading Masters Grade Level from 25% to 36%

Overall Math

- 3rd Grade Masters Grade Level from 33% to 40%
- 4th Grade Masters Grade Level from 22% to 41%
- 5th Grade Masters Grade Level from 24% to 40%

Writing

- 4th Grade Writing Masters Grade Level from 11% to 30%

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: 3rd Grade STAAR scores continue below the 80% target goal. **Root Cause:** Teachers need additional rigor and questioning techniques to push deeper critical thinking. Teachers need a more specific pacing and spiraling calendar for the subject areas.

Problem Statement 2: 4th Grade STAAR Scores continue below the 80% target goal. **Root Cause:** Teachers need additional rigor and questioning techniques to push deeper critical thinking. Teachers need a more specific pacing and spiraling calendar for the subject areas.

Problem Statement 3: 5th Grade Science Scores show a decrease. **Root Cause:** Teachers did not understand the concept at the depth necessary to differentiate instruction for students.

Problem Statement 4: 5th Grade Reading Scores show a decrease. **Root Cause:** Teachers did not understand the concept at the depth necessary to differentiate instruction for students.

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 for their planning meeting and share resources among the team. As noted by the Instructional Practices Assessment (IPA), teachers struggle with increasing the rigor and questioning needed to move student performance. Teachers have also struggled with maximizing instructional time and implementing teaching strategies that will provide student's with the most academic success. As noted in the 2017-2018 end of year teacher survey, teachers have expressed a struggle with classroom management and systems.

PLC meetings are held each three to four weeks to disaggregate student performance on campus and district Checkpoints as well as Benchmark exams. 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 and a math coach 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.

This year, McNabb Elementary has seen a decrease in parental involvement. In response, teachers and staff have worked 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.

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.

Problem Statement 3: Instructional Coaches need to increase the frequency of their monitoring in order to ensure instructional strategies are being implemented effectively. **Root Cause:** Instructional Coaches were new to the position and struggled with time management.

Problem Statement 4: Teachers struggle with the planning documents provided by the district. **Root Cause:** Curriculum documents lacked specificity, communication and revisions to documents were not timely enough for teachers to implement the documents correctly.

Perceptions

Perceptions Summary

During July/ August Staff Development, all staff will receive professional development training centered around Poverty, Urban Learners, and Highly Structured classrooms. Teachers will receive July staff development on the Highly Structured Classroom to address the end of year discipline concerns from the teachers. Teachers will also receive reading and math campus curriculum framework training. The district will continue to implement the CHAMPS system of positive behavior which coupled with the Urban Learners training and 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 frustrated 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.

This year, McNabb saw a decrease in parental involvement and parent volunteers. We did see an increase in student participation in our extra curricular activities. The school community has worked hard to involve all members of our community but will need to continue improvement in this area.

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.

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.

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.

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

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

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Domain 1 - Student Achievement
- Domain 2 - Student Progress
- Domain 3 - Closing the Gaps
- System Safeguards and Texas Accountability Intervention System (TAIS) data
- 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
- STAAR EL Progress Measure data
- 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)
- SSI: Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2

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,
- Male / Female performance, progress, and participation data
- Special education population, including performance, discipline, progress, and participation data
- At-Risk population, including performance, progress, discipline, attendance, and mobility

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

Student Data: Behavior and Other Indicators

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

Employee Data

- Professional learning communities (PLC) 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
- Evaluation(s) of professional development implementation and impact
- T-TESS

Parent/Community Data

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

Support Systems and Other Data

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

Goals







Goal 1: Reach every student.

Performance Objective 1: Increase student achievement in STAAR Index 1 from 66% to 80% with an emphasis on Hispanic, ELL, AA, and SPED student groups in the areas of reading and writing during the 2018-2019 school year.

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

Summative Evaluation 1:

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

<p>Comprehensive Support Strategy Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 7</p> <ol style="list-style-type: none"> 1) 1. Instructional Schedules will be monitored based on maximizing student instructional time 2. Students will receive 45 minutes of classroom intervention time based on data. Intervention materials will be ordered to ensure lowest TEKS are addressed. 3. Teachers will receive staff development sessions on specific strategies to target student progress in reading and writing strategies using writing and reading strategies by Jennifer Serravallo. 4. CSSP meetings will be conducted every four weeks to monitor student progress 5. Campus walkthroughs will be conducted to observe teacher instructional strategies 6. After school tutorials will be offered to students based on data 7. PLC meetings will be conducted to monitor student progress 8. Teachers will plan with Instructional Coaches to ensure quality instruction using the Lead 4 Ward online subscription 9. Staff development will be conducted to develop specific teaching strategies for African American, Hispanic, and ELL Learners 10. Field Trips/ life experiences to support learning. 	<p>2.4, 2.5, 2.6</p>	<p>Administrators District Math Coach District Literacy Coach Literacy Instructional Specialist Teachers Student Support Specialist</p>	<p>Checkpoint and Benchmark Data show increase in student performance</p> <p>CSSP meeting logs show successful student intervention or referral of student</p> <p>STAAR Data reflects increase in performance ratings</p> <p>STAAR data reflects all system safeguards are met</p> <p>Life experience activity sheets</p>				
<p>Funding Sources: 199 State SCE - State Compensatory Education (PIC - 11500.00, 211 Title I, Part A - 90902.00, 199 General Fund - 5500.00</p>							
<p>  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

Goal 1: Reach every student.

Performance Objective 2: Increase the number of students who met standard in Writing from 54% to 80%.

Evaluation Data Source(s) 2: MAP Data
 Targeted Intervention & Progress Monitoring
 Revising and Editing Progress Monitoring
 Checkpoint & Benchmark Data
 Intervention Logs
 Campus Walkthroughs
 Tutorial Logs
 Student Work Samples

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	July
<p>Comprehensive Support Strategy</p> <p>Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 7</p> <p>1) Teachers will plan with Instructional Coaches to ensure quality writing instruction.</p> <p>Staff development on specific writing strategies will be provided through Lucy Calkins, Empowering Writers, Writing Strategies, Mentoring Minds Writing, and The Writing Strategies book by Jennifer Serravallo.</p> <p>Writing teachers will implement guided reading and writing workshop to integrate reading and writing.</p> <p>Administrators and Instructional Specialists will conduct walkthroughs to monitor specific teaching writing strategies.</p>	2.4, 2.5, 2.6	Administrators District Math Coach District Literacy Coach Literacy Instructional Specialist Teachers Student Support Specialist	Intervention Logs show increase in student performance CSSP meeting logs show successful student intervention or referral of student STAAR Data reflects increase in performance ratings STAAR data reflects all system safeguards are met Progress Monitoring of checkpoints and benchmark show student growth				
Funding Sources: 211 Title I, Part A - 2000.00							

Goal 1: Reach every student.

Performance Objective 3: McNabb will reduce the performance gap between students receiving special education services and all students by from 16% to 40% passing as evidenced by STAAR.

Evaluation Data Source(s) 3: MAP Data

Checkpoint & Benchmark Data

STAAR Data







Intervention Logs

Campus Walkthroughs

Tutorial Logs

Student Work Samples

Summative Evaluation 3:


Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	July
<p>Comprehensive Support Strategy</p> <p>Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 7</p> <p>1) Teachers will plan with Instructional Coaches to ensure quality instruction</p> <p>Teachers will use MAP data to identify TEKS for scaffolding of instruction and to track progress.</p> <p>Staff development will be conducted to develop differentiation strategies for SPED students</p> <p>Administrators and Instructional Specialist will conduct walkthroughs to monitor teaching strategies</p> <p>Improve IEP planning and implementation that appropriately includes goals based on grade level standards.</p>	2.4, 2.5, 2.6	<p>Administrators</p> <p>District Math Coach</p> <p>District Literacy Coach</p> <p>Literacy Instructional Specialist</p> <p>Teachers</p> <p>Student Support Specialist</p>	<p>Intervention Logs show increase in student performance</p> <p>CSSP meeting logs show successful student intervention or referral of student</p> <p>STAAR Data reflects increase in performance ratings</p> <p>STAAR data reflects all system safeguards are met</p> <p>Progress Monitoring of checkpoints and benchmark show student growth</p>				
<p>Funding Sources: 211 Title I, Part A - 450.00</p>							
<p>  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

Goal 1: Reach every student.

Performance Objective 4: Administration will ensure master schedule reflects students will receive 135 minutes of physical activity weekly.

Evaluation Data Source(s) 4: Master Schedule

Summative Evaluation 4:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	July
Critical Success Factors CSF 1 CSF 4 1) Students will receive 135 minutes of physical activity weekly.	2.4, 2.5	Administrators PE Teacher Classroom Teacher	Students will continue to meet physical education requirements.				
Funding Sources: 199 General Fund - 500.00							
							

Goal 1: Reach every student.

Performance Objective 5: Pre-K students at McNabb will demonstrate mastery of early literacy as evidenced by performance on the EOY M-Circle indicators.

Evaluation Data Source(s) 5: 80% of students will identify upper and lower case letters

Associate sounds with each letter

Provide names for images

Distinguish between print and illustrations

Respond to questions after hearing or reading a story

Summative Evaluation 5:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	July
<p>Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 7</p> <p>1) Implement Balanced Literacy Framework and the following components: Word Power Read-Aloud Independent Reading Shared Reading Rapid-Letter Naming Letter-Sound Correspondence Rapid Vocabulary Book and Print Awareness Phonological Awareness Story Recall & Comprehension</p>	2.4, 2.5, 2.6	Pre-K Teacher Assistant Principal District Literacy Coach District Development Specialist	Pre-K students will be reading at or above grade level.				

Goal 1: Reach every student.

Performance Objective 6: At least 80% of all students in grades 3-5 will score Meets, 50% Masters on the Benchmark and STAAR assessments.

Evaluation Data Source(s) 6: Fall Benchmark

Spring Benchmark

STAAR

Summative Evaluation 6:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	July
<p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 7</p> <p>1) 1. Instructional Schedules will be monitored based on maximizing student instructional time 2. Students will receive 45 minutes of classroom intervention time based on data. Intervention materials will be ordered to ensure lowest TEKS are addressed. 3. Teachers will receive staff development sessions on specific strategies to target student progress 4. CSSP meetings will be conducted every four weeks to monitor student progress 5. Campus walkthroughs will be conducted to observe teacher instructional strategies 6. After school tutorials will be offered to students based on data 7. PLC meetings will be conducted to monitor student progress 8. Teachers will plan with Instructional Coaches to ensure quality instruction using Lead 4 Ward online subscription 9. Train/ Implement Guided Reading with fidelity 10. Train/ Implement Literature circles 11. 3rd-5th Grade students will participate in literature circles using English and Spanish titles: Bully by Patricia Polacco, Blubber by Judy Blume, and Lemonade War by Jacqueline Davis.</p>	2.4, 2.5, 2.6	Administrators District Math Coach District Literacy Coach Literacy Instructional Specialist Teachers Student Support Specialist	Benchmark Data will show increase in student performance CSSP meeting logs show successful student intervention or referral of student STAAR Data reflects increase in performance ratings Student data in reading will show an increase in Meets/Masters performance				
Funding Sources: 211 Title I, Part A - 13000.00							







Goal 2: Excellence in every school

Performance Objective 1: Decrease the number of students who received In- School Suspension and Out of School Suspension from 65 to 55.

Evaluation Data Source(s) 1: Student referral data from E-School
 Student front office visit log
 Discipline parent call logs
 Counselor logs
 CSSP referral data

Summative Evaluation 1:

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

<p>Critical Success Factors CSF 1 CSF 2</p> <p>1) Review of CHAMPS procedures/ highly structured classroom to support positive discipline in the classrooms</p> <p>Teachers will setup positive rewards system in the classroom to reward good classroom behavior</p> <p>Teachers will consistently use the behavior chart system through behavioral RTI</p> <p>Counselor will conduct weekly classroom visits to discuss appropriate student behavior</p> <p>Counselor will conduct group/individual sessions with students who are having discipline concerns</p> <p>Teachers will attend/participate in Acting Act Behavior, De-escalation, positive teacher-student interaction, and TLAC professional development in August</p> <p>Teachers will attend BLOKS social/emotional training in September</p> <p>Teachers will refer students to the CSSP team with consistent behavioral concerns</p>	<p>2.4, 2.5, 2.6</p>	<p>Administrators McNabb Counselor Teachers District Behavior Specialist</p>	<p>Discipline referrals will be monitored each week by leadership team and discussed at weekly meeting.</p> <p>Assistant Principal will provide a weekly discipline report and coaching to teachers at weekly faculty meeting.</p> <p>Teachers will highlight students weekly who are demonstrating the Six Pillars of Character and provide a reward.</p> <p>Based on data and strategies, a decrease in discipline referrals each nine weeks should be evident</p>				
<p>Funding Sources: 199 General Fund - 3000.00, 199 State SCE - State Compensatory Education (PIC - 0.00, 211 Title I, Part A - 1255.00)</p>							
<p>  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

Goal 3: High Performance from every employee

Performance Objective 1: To ensure high performance from all employees, the campus will ensure that 80% of all meetings will supply teachers with instructional strategies that can immediately be applied to classroom instruction and student growth.

Evaluation Data Source(s) 1: Professional Development sign-in sheets
 Professional Development agendas
 Walkthrough data
 Student growth data

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	July
<p>Comprehensive Support Strategy</p> <p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 7</p> <p>1) July and August district/ campus provided professional development will target specific instructional needs of each teacher including TLAC, CHAMPS, SIOP, and Curriculum</p> <p>Campus will continue to provide support and training for TLAC, CHAMPS, SIOP, ELL, RTI, and Curriculum through our Learning PLC professional development series</p> <p>Calibration walk throughs will be conducted by the administrators to determine strengths and weaknesses and provide targeted staff development</p>	2.4, 2.5, 2.6	Administrators Teachers District Specialists	Teachers will show a deeper understanding of strategies taught during staff development Student scores will increase as teachers implement strategies				
Funding Sources: 199 General Fund - 100.00							

Goal 3: High Performance from every employee

Performance Objective 2: Teachers new to Spring ISD or McNabb will be provided additional support once per month through mentor/ mentee meetings and coaching.

Evaluation Data Source(s) 2: Meeting sign-in sheets
Teacher feedback survey

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	July
<p>Critical Success Factors CSF 6 CSF 7</p> <p>1) Campus will assign each new teacher a campus mentor</p> <p>Campus will host mentor/mentee meetings once per month</p>	2.4, 2.5, 2.6	Administrators Team Leaders Campus Mentors	Improved retention rate of new teachers				

Goal 3: High Performance from every employee

Performance Objective 3: McNabb Elementary will retain 39 of our 43 campus teachers.

Evaluation Data Source(s) 3: Teacher feedback survey
Human Resources retention data

Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	July
<p>Critical Success Factors CSF 6 CSF 7</p> <p>1) A campus survey will be conducted quarterly to evaluate campus culture and needs of our staff</p> <p>Teaching staff will be recognized for timely implementation of Monday meeting strategies</p> <p>A monthly incentive drawing will be conducted each month through the Sunshine Committee. The Teacher of the Month will earn the Noble Knight parking spot at the front of the school</p>	2.4, 2.5, 2.6	Administrators Team Leaders Academic Generalist	Teacher retention will increase to 90%				
Funding Sources: 199 General Fund - 200.00							

Goal 4: Engaged stakeholders in every community

Performance Objective 1: Administrators, Parent Liaison, and Counselor, will work to gain 200 parent volunteer hours in 2018-2019.

Evaluation Data Source(s) 1: Volunteer hours log

Title One sign-in sheets and agendas

Parent Activity agendas

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	July
<p>Critical Success Factors CSF 5 CSF 6</p> <p>1) Continue to build a positive school culture through volunteerism.</p> <p>Implement a parent/ school partnership through common expectations and open parent room.</p> <p>Solicit additional parent volunteers through family night activities on campus.</p> <p>Parent Volunteer's will assist with events on campus such as Grandparent's Day, Career Day, Field Day.</p> <p>Create posters and fliers to develop enthusiasm for parent volunteerism and to inform parents of the variety of ways they can volunteer on the campus.</p> <p>Create posters, fliers, and rubrics that assist parents with games/ learning stations in the parent room</p>	3.1, 3.2	<p>Administrators</p> <p>Parent Liaison</p> <p>Counselor</p>	<p>Logged Parent Volunteer hours will increase</p> <p>Increase use of the academic parent room</p> <p>Discuss and implement Knight Creed Compact</p>				
Funding Sources: 211 Title I, Part A - 3955.00							
<p>Critical Success Factors CSF 5 CSF 6</p> <p>2) Continue to strengthen the parent-teacher connection through an active PTO.</p>	3.2	<p>Administrators</p> <p>Parent Liaison</p> <p>Counselor</p>	<p>Increased participation in PTO meetings and PTO membership</p>				
Funding Sources: 211 Title I, Part A - 2700.00							



= Accomplished



= Continue/Modify



= Considerable



= Some Progress



= No Progress



= Discontinue

Goal 4: Engaged stakeholders in every community

Performance Objective 2: Increase participation on the School Quality Survey from 42 participants to 100 participants.

Evaluation Data Source(s) 2: Survey Participation percentage from Communications Department.

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	July
<p>Critical Success Factors CSF 5 CSF 6</p> <p>1) Campus will send home notes and fliers to facilitate participation.</p> <p>Campus will offer incentives such as gift basket drawings and restaurant coupons to encourage family participation.</p> <p>Campus will offer incentives such as jean's day and ice cream party for 100% staff participation.</p>		<p>Administrators</p> <p>Teachers</p> <p>Counselor</p>	Participation on the School Quality Survey will increase.				
Funding Sources: 211 Title I, Part A - 1255.00							

Goal 5: Opportunities and choice for every family.

Performance Objective 1: Administrators and teachers will work to create a culture of high achievement and growth from all students.

Evaluation Data Source(s) 1: GT expo project data

Sign in sheets from parent nights

Sign in sheets from transition fair

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	July
<p>Critical Success Factors CSF 1 CSF 5</p> <p>1) Increase participation in the GT expo and GT projects.</p> <p>Ensure GT students participate in differentiated instruction.</p> <p>Conduct monthly parent nights to showcase high yield strategies and student achievement</p>	2.5, 2.6	Administrators GT Representative Counselor Teachers	Increase in GT expo participation Increase in differentiate lessons by teachers Increase assessment performance from GT students				
Funding Sources: 199 General Fund - 0.00							
<p>Critical Success Factors CSF 5</p> <p>2) Conduct a transition fair to inform parents of opportunities in SISD as students move to middle school.</p>	2.6	Administrators GT Representative Counselor Teachers	Parents will become more knowledgeable of the options in SISD				
<p>Critical Success Factors CSF 5 CSF 6</p> <p>3) Conduct monthly parent nights to showcase high yield strategies and student achievement.</p>	3.2	Administrators GT Representative Counselor Teachers	Parents will observe strategies which can implemented at home. Parents will have the opportunity to observe higher student achievement and skills acquisition.				
Funding Sources: 211 Title I, Part A - 1255.00							



= Accomplished



= Continue/Modify



= Considerable



= Some Progress



= No Progress



= Discontinue

Comprehensive Support Strategies

Goal	Objective	Strategy	Description
1	1	1	<p>1. Instructional Schedules will be monitored based on maximizing student instructional time 2. Students will receive 45 minutes of classroom intervention time based on data. Intervention materials will be ordered to ensure lowest TEKS are addressed. 3. Teachers will receive staff development sessions on specific strategies to target student progress in reading and writing strategies using writing and reading strategies by Jennifer Serravallo. 4. CSSP meetings will be conducted every four weeks to monitor student progress 5. Campus walkthroughs will be conducted to observe teacher instructional strategies 6. After school tutorials will be offered to students based on data 7. PLC meetings will be conducted to monitor student progress 8. Teachers will plan with Instructional Coaches to ensure quality instruction using the Lead 4 Ward online subscription 9. Staff development will be conducted to develop specific teaching strategies for African American, Hispanic, and ELL Learners 10. Field Trips/ life experiences to support learning.</p>
1	2	1	<p>Teachers will plan with Instructional Coaches to ensure quality writing instruction. Staff development on specific writing strategies will be provided through Lucy Calkins, Empowering Writers, Writing Strategies, Mentoring Minds Writing, and The Writing Strategies book by Jennifer Serravallo. Writing teachers will implement guided reading and writing workshop to integrate reading and writing. Administrators and Instructional Specialists will conduct walkthroughs to monitor specific teaching writing strategies.</p>
1	3	1	<p>Teachers will plan with Instructional Coaches to ensure quality instruction Teachers will use MAP data to identify TEKS for scaffolding of instruction and to track progress. Staff development will be conducted to develop differentiation strategies for SPED students Administrators and Instructional Specialist will conduct walkthroughs to monitor teaching strategies Improve IEP planning and implementation that appropriately includes goals based on grade level standards.</p>
3	1	1	<p>July and August district/ campus provided professional development will target specific instructional needs of each teacher including TLAC, CHAMPS, SIOP, and Curriculum Campus will continue to provide support and training for TLAC, CHAMPS, SIOP, ELL, RTI, and Curriculum through our Learning PLC professional development series Calibration walk throughs will be conducted by the administrators to determine strengths and weaknesses and provide targeted staff development</p>

Title I Schoolwide Elements

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

1.1: Comprehensive Needs Assessment

McNabb's CNA was reviewed on May 25, 2018 by the CNA committee. Revisions were made based on current data. A review of the draft of the current CNA was completed on August 10, 2018.

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

2.1: Campus Improvement Plan developed with appropriate stakeholders

CNA Members who participated in the review of the CNA are as follows:

Serena Kovach- Kindergarten Teacher

Amanda Meidel- 1st Grade Teacher

Beverly Hurd- 2nd Grade Teacher

Drew Ortner- 3rd Grade Teacher

Chimere Holman- 4th Grade Teacher

Sara Evans- 5th Grade Teacher

Casey Grimme- Counselor

Maryann Morris- Business Partner

Josh Keyes- Community Member

Jenna Keyes- Community Member

Bruce Bergeron- Parent

2.2: Regular monitoring and revision

The CIP was evaluated on May 25, 2018. The updated CIP was reviewed on August 10, 2018.

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

The CIP is available on the McNabb Elementary webpage in English and Spanish.

2.4: Opportunities for all children to meet State standards

Opportunities for all children to meet State Standards are addressed in Goal 1, Goal 2, and Goal 3.

2.5: Increased learning time and well-rounded education

Opportunities to increase learning time and offer a well-rounded education are addressed in Goal 1, Goal 2, Goal 3, and Goal 5.

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

Goals to address the needs of all students, particularly At- Risk are addressed in Goal 1, Goal 2, Goal 3, and Goal 5.

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

3.1: Develop and distribute Parent and Family Engagement Policy

Campus Personnel who assisted in the development of Parent and Family Engagement are:

Ayanna Taylor- Assistant Principal

Casey Grimme- Counselor

Natasha Joyner- Parent Liaison

The McNabb Parent Compact is distributed to parents at Open House in September and is also posted on the school website. The compact is available in English and Spanish.

3.2: Offer flexible number of parent involvement meetings

Parent Involvement activities are held on Tuesday evenings each month.

Title I Schoolwide Element Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Karen McDougald	Literacy Coach	3rd- 5th Grade	1
Toscia Arvie	Literacy Coach	K-2 Grade	1

Campus Planning and Decision Making Committee

Committee Role	Name	Position
Classroom Teacher	Serena Kovach	Kindergarten Teacher
District-level Professional	Tamara Hall	SPED Coordinator
Classroom Teacher	Amanda Miedel	1st Grade Teacher
Classroom Teacher	Beverly Hurd	2nd Grade Teacher
Classroom Teacher	Chimere Holman	4th Grade Teacher
Classroom Teacher	Drew Ortner	3rd Grade Teacher
Classroom Teacher	Sara Evans	5th Grade Teacher
Non-classroom Professional	Casey Grimme	Counselor
Business Representative	Maryann Morris	Business Partner
Community Representative	Josh Keyes	Community Member
Community Representative	Jenna Keyes	Community Member
Parent	Bruce Bergeron	Parent
Parent	Urile Ayala	Parent

Campus Funding Summary

199 General Fund					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	General Supplies	6118	\$5,500.00
1	4	1	PE Supplies	6399	\$500.00
2	1	1	Classroom Incentives for Positive Behavior	6128	\$3,000.00
3	1	1	Supplies for professional development	6399	\$100.00
3	3	1	Supplies for Teacher Recognition	6399	\$200.00
5	1	1	GT Liaison Stipend		\$0.00
Sub-Total					\$9,300.00
Budgeted Fund Source Amount					\$35,215.77
+/- Difference					\$25,915.77
199 State SCE - State Compensatory Education (PIC)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Supplemental Pay for Tutorials	6118. TU	\$5,500.00
1	1	1	Math Coach	6399 (District Fund)	\$0.00
1	1	1	Instructional Materials for Interventions and Tutorials in English and Spanish (Forde-Ferrier, Curriculum Associates, Mentoring Minds, Heinemann Reading Intervention Kits, ECS Learning Reading, Math Warm-Ups, Reading Warm-ups, Math Practice Books)	6321	\$4,000.00
1	1	1	General Supplies	6321.SS	\$2,000.00
1	1	1	Student Support Specialist	6119 (District Fund)	\$0.00
2	1	1	Student Support Specialist	6119 (District Fund)	\$0.00
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	K-2 Literacy Coach	6399 (District Fund)	\$0.00
1	1	1	3-5 Literacy Coach	6399	\$80,000.00
1	1	1	Instructional Materials for ESL interventions	6321	\$902.00
1	1	1	Field Trip admission fees	6494	\$7,000.00
1	1	1	Field Trip Transportation	6494	\$3,000.00
1	2	1	Professional Development Materials for Writing Strategies- (The Writing Strategies Book by Jennifer Serravallo)	6325	\$1,000.00
1	2	1	Student Books for Writing and Reading Workshop in English and Spanish (Bully by Patricia Polacco, Blubber by Judy Blume, Lemonade War by Jacqueline Davis)	6325	\$1,000.00
1	3	1	Lead 4 Ward Planning Documents (Online Subscription)	6321.SS	\$450.00
1	6	1	Instructional materials for Guided Reading & Literature Circles	6325	\$1,000.00
1	6	1	General Supplies for Interventions	6399	\$5,500.00
1	6	1	Instruction materials for Interventions & Tutorials	6399	\$5,500.00
1	6	1	Professional Development materials for Guided Reading & Literature Circles- Reading Strategies by Jennifer Serravallo	6325	\$1,000.00
2	1	1	Parent Involvement	6321.PI	\$1,255.00
4	1	1	Parent Involvement Program	6321.PI	\$1,255.00
4	1	1	Parent Involvement Supplies (Poster materials, Read Aloud Supplies for Grandparent's Day)	6399.PI	\$700.00
4	1	1	Parent Liaison Stipend	6321.PI (District Fund)	\$2,000.00
4	1	2	Parent Liaison Stipend	6321.PI (District Fund)	\$2,000.00
4	1	2	Parent Involvement Supplies	6329.PI	\$700.00
4	2	1	Supplies for Parent Drawings	6321.PI	\$1,255.00
5	1	3	Parental Involvement Supplies and Materials	6321.PI	\$1,255.00
Sub-Total					\$116,772.00
Budgeted Fund Source Amount					\$760.00
+/- Difference					\$-116,012.00

	Grand Total \$137,572.00
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