

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



Comprehensive Needs Assessment

Demographics

Demographics Summary

Salyers Elementary School

25705 W. Hardy Rd.

Spring, TX. 77373

Home of the Salyers Cubs

Mission

Salyers Elementary School is committed to working collaboratively with parents, students, and community in promoting excellence in education through high quality instruction, coaching, and outreach, and to equip students with a solid foundation to become reflective lifelong learners of the global community in the 21st century.

Vision

To Educate Today to Triumph Tomorrow

Core Beliefs

We believe that all students can learn when challenged and held to high expectations within a positive, safe learning environment.

We Will:

Motivate students to excel academically and socially

Provide rigorous, integrated instruction

Prepare students for college/career readiness

Strive for excellence in all that we do

Salyers Elementary School is a PK – 5th grade campus located approximately two miles west of I-45 on the Hardy Toll Road. Salyers Elementary School is a school-wide Title I campus in the Spring Independent School District. Salyers' enrollment for the 2017-2018 school year began at 710 students, but fell to 690 students by the end of the school year. Our student population is comprised of fifty-two percent (52%) African American, thirty-one percent (31%) Hispanic, ten percent (10%) White, and six percent (6%) Other. Sixty-six percent (69%) of Salyers' students are classified as Economically Disadvantaged, eighteen percent (18%) of the students are identified as English Language Learners, eleven percent (11%) of the students are identified as gifted and talented, and six percent (6%) are identified as special education students. The majority of the Salyers' student population pulls from 10 apartment complexes within the Spring Independent School District, which has had a definite impact on our mobility rate. Our mobility rate for the 2017-2018 school year was thirty-two point four percent (32.4%), well above both the district, as well as the state average, and has been the trend for the last several years. Salyers' student attendance rate for the 2017-2018 school year was ninety-five percent (95.0%), significantly below both the district and the state average. This trend has been prevalent for the 2015, 2016, and 2017 school years.

Demographics Strengths

- Salyers ES has a diverse students ethnic population
- Students at Salyers are very accepting of new students regardless of race or ethnicity
- Salyers has been able to increase school/business partnerships with Cycle Houston and through 21st Century to positively impact students achievement and student progress

Problem Statements Identifying Demographics Needs

Problem Statement 1: Salyers continues to struggle academically due to a systemic problem with student mobility. Our 2017 - 2018 mobility rate was 32.4% **Root Cause:** A major portion of Salyers' student population pulls from 10 apartment complexes which are miles away from campus.

Problem Statement 2: Salyers' academia was impacted as a result of our students' low attendance rate of 94.4%. **Root Cause:** A large percentage of Salyers' students ride buses to school. If and when students miss the bus many parents had no other means of transportation to get students to school.

Student Academic Achievement

Student Academic Achievement Summary

Scores reflected below result in Salyers achieving a Met Standard Rating for the 2018 school year.

The following scores for all grades show the percentage at Approaches Grade Level or Above:

- All Subjects - 58% (District 65%)
- Reading - 61% (District 62%)
- Math - 59% (District 70%)
- Writing - 41% (District 53%)
- Science - 56% (District 69%)

The following scores for all grades show the percentage at Approaches/Meets/ and Masters Grade Level:

All Subject Data - 58% (Approaches Grade Level or Above)/ 22% (Meets Grade Level or above)/ and 8% (Masters at Grade Level)

Reading Data- 61% (Approaches Grade Level or Above)/ 29% (Meets Grade Level or above)/ and 12% (Masters at Grade Level)

Mathematics Data- 59% (Approaches Grade Level or Above)/ 19% (Meets Grade Level or Above)/ and 6% (Masters at Grade Level)

Writing Data - 39% (Approaches Grade Level or Above)/ 17% (Meets Grade Level or Above)/ and 1% (Masters at Grade Level)

Science Data - 56% (Approaches Grade Level or Above/ 19% (Meets Grade Level or Above)/ and 4% (Masters at Grade Level)

Student Academic Achievement Strengths

Strong reading instruction at 5th Grade lead to an overall STAAR "Approaches" rate of 75%, up from last year

Focused support for Writing lead to improvement in STAAR "Approaches" rate

Focused support for Science lead to improvement in STAAR "Approaches" rate

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: Salyers' academia continues to be impacted by teacher practices that are ineffective **Root Cause:** The lack of content knowledge, fidelity of instruction, and low levels of rigor, relevance, and student engagement has hindered students ability to master content at high levels

School Processes & Programs

School Processes & Programs Summary

Salyers Elementary School is a PK through 5th grade Comprehensive Elementary School. Our PK, Kindergarten, and 1st grade classes are all self contained and students receive all core content instruction from their homeroom teacher. Salyers' PK is a half-day program with morning and afternoon classes. Two groups of 4 year olds attend the morning session, (one class receiving English instruction and the other class receiving Spanish instruction), and one class of students in the afternoon receiving English instruction. Our second through 5th grade classes are departmentalized and students receive instruction from multiple teachers, depending on the core content.

Teacher demographics is as follows:

African American:	13
Hispanic:	12
White:	12
Multi Racial:	1
Other:	3
Female:	35
Male:	7

Salyers had been able to retain 85% of the highly effective teachers, especially at our 3rd through 5th grades levels. As we are striving to improve instruction, close the gap, and increase student mastery, we have been working with the district HR office to secure highly qualified teachers, as well as communicating with campus personnel to recruit outside individuals who have demonstrated skill and proficiency in moving students.

The Salyers administrative staff is comprised of 8 key individuals: Principal, Assistant Principal, Counselor, Student Support Specialist, Literach Coach, Math Coach, and Title I Teacher, (and now will welcome a PK - 2nd Grade Interventionist).

It is our goal to create a three-pronged administrative system which will enable campus leaders to have more time to provide instructional support and coaching to teachers in and out of the classroom. As part of the implementation we will:

1. Assign leadership team members ownership of specific duties in order to implement a more effective instructional program.
2. Provide a focus to oversee students' academic performance and progress.
3. Create a systematic approach to deal with the school's discipline.

School Processes & Programs Strengths

- Certified Bilingual teacher and ESL teachers in every grade level to support our ELL students.
- Content-area grade level teachers and coaches meet weekly for instructional planning
- Weekly grade level PLCs are held with the coaches and administrators to practice teaching skills to be presented, look at data, and share Best Practices
- 21st Century program that provides tutoring and extra support to students both social and academic skills.
- Community meetings and support provided by administration and Title I personnel

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Salyers academia continues to be impacted as a result of the lack of fidelity in the implementation of our RTI process. **Root Cause:** Teachers did not receive adequate support on the RTI process to effectively execute the steps needed to support the students.

Problem Statement 2: Salyers continues to struggle academically due to a systemic problem with discipline **Root Cause:** Teachers did not understand student needs and did not have the cultural awareness to appropriately address student behavior

Perceptions

Perceptions Summary

Perception Summary

Salyers Elementary School is committed to working collaboratively with parents, students, and community in promoting excellence in education through high quality instruction, coaching, and outreach, and to equip students with a solid foundation to become reflective lifelong learners of the global community in the 21st century. Research has shown that in order to have the greatest impact on student achievement, it is imperative that we are proactive in seeking ways to increase our parent involvement and problem solve for solutions to impediments. Here at Salyers, we believe that students can learn and develop to their greatest potential when appropriately challenged and held to high academic standards while learning in a positive, safe learning environment where students can learn and thrive. It is imperative that teachers, administrators, parents and community support our students, as well as each other as we become the village that raises the child.

As this 2018-2019 school year begins, we will again (as last year) seek ways to reach our parents who are experiencing difficulties with transportation and may be unable to participate fully in the academic experiences here at Salyers. In addition, we will more effectively and efficiently provide means for parents to communicate with staff, as well as administration their concerns about their child(ren)'s academic achievement and/or behavioral progress. We will provide training and support for faculty and staff on the use of Teach Like a Champion (TLAC) and CHAMPS strategies, which will provide campus-wide consistency in behavioral expectations and management. In addition, expectations and strategies used will be shared with parents so they are better informed about processes and procedures used, and have a better understanding of campus rationale and its positive impact on teaching, learning, and student success.

Perceptions Strengths

According to the SpringISD K-12 Insight survey:

Parent Survey Responses

Overall School Quality:

- 57% of parents responding to the survey rated Salyers as a good or excellent school, as compared to 52% the previous year

School Leadership:

- 70% of parents responding feel administrators (principals and APs) make decisions that are in the best interest of students, as compared to 50% the

- previous year
- 70% of parents responding feel administrators (principals and APs) clearly communicate the school mission and vision, as compared to 57% the previous year
- 71% of parents responding say administrators are courteous when they have a concern
- 68% of parents responding say teachers give timely and helpful feedback

Family Involvement

- 78% of parents responding feel staff members treat them with respect, as compared to 75% the previous year
- 85% of parents responding state that families are informed about school-sponsored activities (tutoring, after school programs, student performances), as compared to 71% the previous year
- 73% of parents responding feel that Salyers respects and values input provided by families, as compared to 50% the previous year.

Safety and Behavior

- 84% of parents responding feel that Salyers is safe, as compared to 65% the previous year
- 50% of parents responding feel that discipline is enforced fairly, as compared to 27% the previous year

Area(s) for continued improvement

Though we have seen improvement in many of the indicators addressed through the K-12 survey, areas that we will need to continue to address include:

- Teachers providing timely and helpful feedback
- Students receiving support for academic and career planning

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Salyers academia is impacted by low parental involvement **Root Cause:** Salyers is located several miles away from our constituent base, which makes it difficult for many parents to engage in activities, as well as understand our mission, vision, values and work with students.

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- 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

Student Data: Assessments

- 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
- Local benchmark or common assessments data
- Running Records results

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress for each group
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data,
- Special education population, including performance, discipline, progress, and participation data
- At-Risk population, including performance, progress, discipline, attendance, and mobility
- EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Response to Intervention (RtI) student achievement data

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

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
- Budgets/entitlements and expenditures data

Goals

Revised/Approved: August 06, 2018

Goal 1: Reach every student.

Performance Objective 1: The percentage of students attaining Meets at Approaches Grade Level and Meets at Grade Level or above on the 2018-2019 STAAR Reading Test will increase as follows:

Meets at Approaches or above on STAAR: From 61% to at least 70%

Meets at Grade Level or above on STAAR: From 29% to at least 35%

Meets at Masters Level on STAAR: From 12% to at least 20%

Evaluation Data Source(s) 1: STAAR, District Benchmarks, District Check Points







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>1) All teachers will participate in a pre-service "data dig" documenting their 2018-2019 students' past/current entry performance on Running Records, STAAR, TELPAS, and/or Benchmark Assessments.</p> <p>Comprehensive Staff Development material will be purchased such as:</p> <p>1) Heineman "Staff Development with The Comprehension Toolkits" Paperback books</p> <p>2) Heineman "The Primary Comprehension Toolkit, Second Edition" Bundled Kit.</p> <p>3) Heineman "The Intermediate Comprehension Toolkit, Second Edition" Bundled Kit.</p> <p>4) Lead4ward Online Subscription-Elementary Field Guide Campus Bundle.</p>	2.4, 2.6	Carpenter, Principal	Strengthen the teachers' ability to deliver effective first instruction.				
<p>Funding Sources: 211 Title I, Part A - 0.00</p>							
<p>2) R. Houghton-Campus Literacy Coach will work closely with PK - 2nd grade teachers to coach teachers, model instructional strategies, provide professional development, and facilitate professional learning communities. This will require preparation time and supplemental pay for after hours training sessions that will be held throughout the 2018-2019 school year</p> <p>Alice Scarboro will provide trainings and model instruction to teachers. This will require preparation time and supplemental pay for after hours training sessions that will be held throughout the 2018-2019 school year</p>		Carpenter, Principal R. Houghton, Literacy Coach	Support acquisition of foundational literacy/reading skills and vocabulary development.				
<p>3) All staff will receive on site Instructional Practices-Rigor, Relevance, and Learner Engagement training, from a consultant with the International Center for Leadership in Education (ICLE).</p>	2.4, 2.5, 2.6	S. Carpenter, Principal T. Livingston, Assistant Principal	Identify the strengths and weaknesses of classroom instruction, make decisions on how to bring about needed improvements in the classroom, and improve student achievement.				
<p>Problem Statements: Student Academic Achievement 1</p>							

<p align="center">Comprehensive Support Strategy</p> <p>4) ELL students making the transition from Spanish to English will receive language acquisition support from ESL certified staff.</p> <p>District Workforce Team personnel will support new teachers with planning, professional development, and modeling Best Practices, which will strengthen effectiveness of instruction.</p> <p>Guided Reading materials will be purchased, such as:</p> <p>1) Scholastic- Guided Reading en espanol: Grade 2-Levels 7-9</p> <p>2) Scholastic- Guided Reading en espanol: Grade 3-Levels 10-12</p> <p>3) Scholastic- Guided Reading en espanol: Grade 1-Levels 4-6</p> <p>4) Scholastic- Guided Reading en espanol: Kindergarten-Levels 1-3</p>		Carpenter, Principal ELL Specialist	Support acquisition of foundational vocabulary and English language Reading development				
<p>5) Administrative staff will work closely with special education and classroom teachers to develop instructional strategies, provide professional development, and facilitate differentiated instruction to better meet the needs of our Special Education population.</p>	2.4, 2.5, 2.6	S. Carpenter, Principal T. Livingston, Assistant Principal	Ensure that student needs are met and that students achieve success				

<p align="center">Comprehensive Support Strategy Critical Success Factors CSF 1 CSF 2</p> <p>6) 2) Incoming 3rd graders will be assessed (using a campus based assessment) to provide baseline data for a comparison to District benchmark and STAAR Assessments.</p> <p>In addition, incoming 3rd graders will participate in a BOY assessment using the MAP Assessment tool to provide a comparison to the last set of 3rd graders, and assist in determining the outcome of those 3rd graders as it relates to STAAR.</p>		S. Carpenter, Principal	Scholars will demonstrate improved academic performance and teachers will demonstrate increased effectiveness.				
<p>Problem Statements: Student Academic Achievement 1</p> <p>Funding Sources: 211 Title I, Part A - 100.00</p>							
<p align="center">Comprehensive Support Strategy</p> <p>7) Administration will monitor progress of students through the use of campus based assessments, tracking charts, and DDI conversations every 2 weeks.</p> <p>Those students not demonstrating progress will be invited to attend tutorials in order to meet camps, district and STAAR goals.</p>	2.4, 2.6	S. Carpenter, Principal ESL Specialist	Ensure that student needs are met and that students achieve success.				
<p>Funding Sources: 211 Title I, Part A - 2375.00</p>							
<p align="center">Comprehensive Support Strategy</p> <p>8) Reading strategy/ skill training/ PD (vocabulary, Fig.19D, E, F) will be provided.</p> <p>Figure 19D training to be held in October: Figure 19E training to be delivered in November Figure 19F training to be delivered in January</p> <p>Teachers will need video and/or other recording media to use in order to demonstrate and model strategies needed to increase academic achievement.</p>		Carpenter, Principal	Strengthen the teachers' ability to deliver effective first instruction				
<p>Funding Sources: 211 Title I, Part A - 1800.00</p>							

<p>9) A full time librarian/Media Specialist will collaborate with teaching staff in the development of student information literacy through the administration of the library media program in an effort to increase student academic performance.</p> <p>The Media Specialist will:</p> <ol style="list-style-type: none"> Provide information and instruction in areas of information literacy, Acceptable Use Policy, internet safety, ethics, intellectual property and copyright, and use of educational technologies. Promote the integrated use of technology as a learning tool; and Promote innovation, creativity and individual choice through the selection and use of resources in the Library. Manage and maintain a Maker Space for all students to use. 	2.4, 2.5, 2.6	Carpenter, Principal	Ensure that student needs are met and that students achieve success.				
<p>Critical Success Factors CSF 1 CSF 4</p> <p>10) All GT students will be placed with GT certified teachers who will complete Renzulli Interest Inventory to better met the needs and interests of the GT students.</p> <p>Teachers will:</p> <ol style="list-style-type: none"> Ensure GT student participate in differentiated instruction. Ensure GT students participate in GT Expo and projects Communicate with parents to discuss high yield strategies and GT student achievement. 	2.4, 2.5, 2.6	T. Velazquez-Covett, GT Coordinator L. Scott, Counselor GT Teachers	<p>Increased number of students approaches meets and master on STAAR Testing</p> <p>Increased number of student projects in GT Expo</p>				
<p style="text-align: center;">  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

Performance Objective 1 Problem Statements:

Student Academic Achievement
<p>Problem Statement 1: Salyers' academia continues to be impacted by teacher practices that are ineffective Root Cause 1: The lack of content knowledge, fidelity of instruction, and low levels of rigor, relevance, and student engagement has hindered students ability to master content at high levels</p>

Goal 1: Reach every student.

Performance Objective 2: The percentage of students attaining Meets at Approaches Grade Level and Meets at Grade Level or above on the 2018-2019 STAAR Math Test will increase as follows:

Meets at Approaches or above on STAAR: From 58% to at least 70%

Meets at Grade Level or above on STAAR: From 19% to at least 35%







Meets at Masters Level on STAAR: From 6% to at least 20%

Evaluation Data Source(s) 2: STAAR, District Benchmarks, District Check Points

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>1) All math teachers will participate in a pre-service "data dig" documenting their 2017-2018 students' past/current entry performance on STAAR, and/or Benchmark Assessments to create small groups and accelerate instruction.</p>		T. Livingston, Asst. Principal C. Ondier, Math Coach	Strengthen the teachers' ability to deliver effective first instruction.				
	Funding Sources: 199 General Fund - 0.00						
<p>2) All staff will receive on site Instructional Practices-Rigor, Relevance, and Learner Engagement training, from a consultant with the International Center for Leadership in Education (ICLE).</p>		S. Carpenter, Principal T. Livingston, Assistant Principal	Identify the strengths and weaknesses of classroom instruction, make decisions on how to bring about needed improvements in the classroom, and improve student achievement.				
	Problem Statements: Student Academic Achievement 1						
<p>3) Monitor effective implementation of the lesson to ensure alignment between Five E Instructional Model, instruction, assessments, and interventions. Math Coach will provide real time coaching during instruction as needed.</p> <p>Teachers will need access to a grade level printer in order to print out necessary resource that will be used for best practices.</p> <p>We will also need necessary supplies to operate the printer such as a new printer, ink/toner and paper.</p>		T. Livingston, Asst. Principal C. Ondier, Math Coach	Elevate the level of effective, rigorous math first instruction being delivered to students by teachers.				
	<p>Problem Statements: Student Academic Achievement 1 - School Processes & Programs 1</p> <p>Funding Sources: 199 General Fund - 100.00, 211 Title I, Part A - 1100.00</p>						

<p align="center">Comprehensive Support Strategy Critical Success Factors CSF 1</p> <p>4) Administration will monitor progress of students through the use of campus based assessments, tracking chart, and DDI conversations every 2 weeks.</p> <p>Those students not demonstrating progress will be invited to attend tutorials in order to meet camps, district and STAAR goals</p>		<p>T. Livingston. Assistant Principal C. Ondier, Math Coach</p>	<p>Ensure that student needs are met and that students achieve success.</p>				
<p>Funding Sources: 211 Title I, Part A - 9375.00</p>							
<p align="center">Comprehensive Support Strategy</p> <p>5) Provide strategic professional development for all math teachers targeting those TEKS illustrative of student low performance based on STAAR and Benchmark data.</p> <p>In addition, teachers will have the opportunity to strengthen content knowledge and implementation skills through our At-Bat (Practice) and Instructional Rounds (Learning) PLCs.</p> <p>Camisha Adams will provide math support for K-2nd Teachers with one-on-one coaching. This will require preparation time and supplemental pay for after hours training sessions that she will providing teachers throughout the 2018-2019 school year.</p> <p>Teachers will need supplies such as: pens, pencils, highlighters, anchor chart paper, paper clips, staples, staplers, pencil sharpeners, index cards, crayons, markers, glue, tape, folders, binders, tape dispensers, thumb tacks, post-it notes, labels, and sheet protectors.</p>	<p>2.4, 2.6</p>	<p>T. Livingston, Asst. Principal C. Ondier, Math Coach</p>	<p>Increase the level of depth of understanding of the math TEKS, as well as instructional proficiency for all math teachers to positively impact student learning and student growth.</p>				
<p>Problem Statements: Student Academic Achievement 1 - School Processes & Programs 1</p> <p>Funding Sources: 211 Title I, Part A - 1500.00</p>							

<p align="center">Comprehensive Support Strategy</p> <p align="center">Critical Success Factors</p> <p align="center">CSF 1 CSF 2</p> <p>6) Incoming 3rd graders will be assessed (using a campus based assessment) to provide baseline data for a comparison to District benchmark and STAAR Assessments.</p> <p>In addition, incoming 3rd graders will participate in a BOY assessment using the MAP Assessment tool to provide a comparison to the last set of 3rd graders, and assist in determining the outcome of those 3rd graders as it relates to STAAR.</p>	2.4, 2.5, 2.6	Tim Livingston, Assistant Principal	Scholars will demonstrate improved academic performance and teachers will demonstrate increased effectiveness.				
<p>7) Administrative staff will work closely with special education and classroom teachers to develop instructional strategies, provide professional development, and facilitate differentiated instruction to better meet the needs of our Special Education population.</p>	2.4, 2.5, 2.6	S. Carpenter, Principal T. Livingston, Assistant Principal	Ensure that student needs are met and that students achieve success				
<p align="center">  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

Performance Objective 2 Problem Statements:

<p>Student Academic Achievement</p>
<p>Problem Statement 1: Salyers' academia continues to be impacted by teacher practices that are ineffective Root Cause 1: The lack of content knowledge, fidelity of instruction, and low levels of rigor, relevance, and student engagement has hindered students ability to master content at high levels</p>
<p>School Processes & Programs</p>
<p>Problem Statement 1: Salyers academia continues to be impacted as a result of the lack of fidelity in the implementation of our RTI process. Root Cause 1: Teachers did not receive adequate support on the RTI process to effectively execute the steps needed to support the students.</p>

Goal 1: Reach every student.

Performance Objective 3: The percentage of students attaining Meets at Approaches Grade Level and Meets at Grade Level or above on the 2018-2019 STAAR Writing Test will increase as follows:

Meets at Approaches or above on STAAR: From 39% to at least 70%







Meets at Grade Level or above on STAAR: From 8% to at least 20%

Meets at Masters Level: From 1% to at least 10%

Evaluation Data Source(s) 3: STAAR, District Benchmarks, District Check Points

Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	July
1) First through fifth grade students will complete writing pieces using all steps of the writing process, and as outlined in Lucy Caulkins.		S. Carpenter, Principal Literacy Coach	Writing performance related to composition will increase.				
Each teacher will submit scored compositions from each class for review and score alignment.	Problem Statements: Student Academic Achievement 1 - School Processes & Programs 1 Funding Sources: 211 Title I, Part A - 500.00						

<p>Comprehensive Support Strategy</p> <p>2) Fourth grade teachers will participate in monthly writing planning and professional development provided by campus Instructional Coaches and administrative staff.</p> <p>Administrative staff and Instructional Coach will conduct walkthroughs to monitor implementation of rigorous writing instruction and effectiveness of first instruction.</p> <p>Administrative staff will plan and collaborate with Workforce coach to provide support for new writing teacher on campus.</p> <p>Fourth grade students that are not demonstrating progress according to benchmark, checkpoint, and other formative assessment data, will be invited to attend tutorials in order to meet campus, district, and STAAR goals</p> <p>August through January PD focus: Narrative: February through March PD focus: Expository</p>		<p>S. Carpenter, Principal ELL Specialist</p>	<p>Improve academic and STAAR performance</p>				
<p>Funding Sources: 211 Title I, Part A - 500.00, 199 State SCE - State Compensatory Education (PIC - 5500.00, 199 General Fund - 2000.00</p>							
<p>  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

Performance Objective 3 Problem Statements:

<p>Student Academic Achievement</p>
<p>Problem Statement 1: Salyers' academia continues to be impacted by teacher practices that are ineffective Root Cause 1: The lack of content knowledge, fidelity of instruction, and low levels of rigor, relevance, and student engagement has hindered students ability to master content at high levels</p>
<p>School Processes & Programs</p>
<p>Problem Statement 1: Salyers academia continues to be impacted as a result of the lack of fidelity in the implementation of our RTI process. Root Cause 1: Teachers did not receive adequate support on the RTI process to effectively execute the steps needed to support the students.</p>

Goal 1: Reach every student.

Performance Objective 4: The percentage of students attaining Meets at Approaches Grade Level and Meets at Grade Level or above on the 2018-2019 STAAR Science Test will increase as follows:

Meets at Approaches or above on STAAR: From 56% to at least 70%

Meets at Grade Level or above on STAAR: From 19% to at least 35%

Meets at Masters Level: From 4% to at least 20%

Evaluation Data Source(s) 4: STAAR, District Benchmarks, District Check Points

Summative Evaluation 4:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	July
1) Monitor effective implementation of science lessons to ensure alignment between Five E Instructional Model, instruction, assessments, and interventions.		T. Livingston, Asst. Principal 5th grade science teacher	Increase the level of effective, rigorous first instruction being delivered to students by science teachers.				
Problem Statements: Student Academic Achievement 1 - School Processes & Programs 1 Funding Sources: 199 General Fund - 150.00, 211 Title I, Part A - 1000.00							
Comprehensive Support Strategy Critical Success Factors CSF 1 CSF 2 CSF 4 2) Disaggregate results by individual science TEKS objective performance and provide immediate and strategic intervention. Fifth grade students that are not demonstrating progress according to benchmark, checkpoint, and other formative assessment data, will be invited to attend tutorials in order to meet camps, district and STAAR goals		T. Livingston, Asst. Principal 5th grade math/science teachers	Improve the quality and relevance of data collected by science teachers used to guide instruction.				
Problem Statements: Student Academic Achievement 1 - School Processes & Programs 1 Funding Sources: 199 General Fund - 500.00, 199 State SCE - State Compensatory Education (PIC - 1250.00, 211 Title I, Part A - 4000.00							

Performance Objective 4 Problem Statements:

Student Academic Achievement

Problem Statement 1: Salyers' academia continues to be impacted by teacher practices that are ineffective **Root Cause 1:** The lack of content knowledge, fidelity of instruction, and low levels of rigor, relevance, and student engagement has hindered students ability to master content at high levels

School Processes & Programs


Problem Statement 1: Salyers academia continues to be impacted as a result of the lack of fidelity in the implementation of our RTI process. **Root Cause 1:** Teachers did not receive adequate support on the RTI process to effectively execute the steps needed to support the students.

Goal 1: Reach every student.

Performance Objective 5: Administration will insure that the master schedule reflects that students receive 135 minutes of physical activity weekly.

Evaluation Data Source(s) 5: Master Schedule

Summative Evaluation 5:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	July
1) Students will participate in at least 135 minutes of physical activity weekly.							
							

Goal 2: Excellence in every school

Performance Objective 1: By the close of the academic grading cycle for the 2018 - 2019 school year, the Salyers ADA student attendance will increase from 94.4% to At least 96.0%

Evaluation Data Source(s) 1: Grade Cycle Attendance Reports,

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	July
1) Hold weekly Attendance Committee meetings to review individual chronic attendance cases and plan effective interventions.		T. Livingston, Asst. Principal S. Carpenter, Principal Ms. Scott, Counselor SIRS Attendance Committee	Increase student attendance to positively impact student learning.				
	Funding Sources: 199 General Fund - 0.00						
2) Counselor, Parent Liaison, and administrative staff will make follow-up calls and home visits for students with chronic absences to discuss importance of attendance and support families.		T. Livingston, Asst. Principal S. Carpenter, Principal Ms. Scott, Counselor N. Bowman, SSS/Parent Liaison SIRs	Increase student attendance to positively impact student learning.				
	Problem Statements: Demographics 2 Funding Sources: 211 Title I, Part A - 2000.00						
3) Hold Attendance Assembly at the end of each semester to highlight students with perfect attendance. Classrooms with perfect attendance from the previous day will be announced daily during the morning announcements. Classrooms with perfect attendance for the week will receive a popcorn party to celebrate the accomplishment.		T. Livingston, Asst. Principal S. Carpenter, Principal Ms. Scott, Counselor N. Bowman, SSS/Parent Liaison SIRs	Increase student attendance to positively impact student learning.				
	Funding Sources: 199 General Fund - 400.00						



= Accomplished



= Continue/Modify



= Considerable



= Some Progress



= No Progress



= Discontinue

Performance Objective 1 Problem Statements:

Demographics

Problem Statement 2: Salyers' academia was impacted as a result of our students' low attendance rate of 94.4%. **Root Cause 2:** A large percentage of Salyers' students ride buses to school. If and when students miss the bus many parents had no other means of transportation to get students to school.







Goal 2: Excellence in every school

Performance Objective 2: By the close of the 2018 - 2019 academic school year, the number of office referrals for misconduct will be reduced from 55 to 30.

Evaluation Data Source(s) 2: PEIMS reporting

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	July
1) All staff will be trained to utilize CHAMPS strategies to create a safe and respectful learning environment.		S. Carpenter, Principal T. Livingston, Asst. Principal N. Bowman, Student Support Specialist (SSS) Ms. V.-Covett, CJHAMPS trainer	Ensure that clear, appropriate, and consistent expectations and consequences are in place to prevent and/or address student misbehavior.				
	Funding Sources: 199 General Fund - 200.00						
2) Teachers will meet with administrative staff monthly to provide strategies for teachers to handle disruptive student behavior and enter RTI data as necessary.		S. Carpenter, Principal T. Livingston, Asst. Principal N. Bowman, Student Support Specialist (SSS) Bowman, Title I Coordinator	Equip teachers to better manage student behavior by providing different levels of assistance and interventions based on students' different needs.				
	Funding Sources: 199 General Fund - 0.00						







<p>Critical Success Factors CSF 1 CSF 3 CSF 4 CSF 6</p> <p>3) "Call to Excellence" strategy will be used as a format to promote behavioral expectations and discipline management .</p> <p>Administration will meet weekly with grade level students and teachers to highlight/celebrate students demonstrating desired behavior/attributes, discuss "Skill of Success," and review/reinforce behavioral expectations.</p>	2.4, 2.5	T. Livingston, Assistant Principal, S. Carpenter, Principal L. Scott, Counselor	Provide students with consistent means of communication of behavioral expectations and reinforcement.				
<p>4) In an effort to decrease student misconduct and increase student attendance, Performing and Visual Art Teachers will work collaboratively with the 21st Century program and the community to provide opportunities for student to express themselves in a positive way through performing and visual arts.</p>	2.5, 2.6	S. Carpenter, Principal S. Stewart, 21st Century Coordinator W. Young, Music Teacher S. Blackmore, Art Teacher	Positive reinforcement for participation, to encourage desired behavior and attendance.				
<p>  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

Goal 3: High Performance from every employee

Performance Objective 1: The percent of highly qualified teachers in the core academic areas will be 100%.

Evaluation Data Source(s) 1: Service records, Professional Development documentation,

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	July
<p>1) Certification for each teacher will be reviewed at the beginning of the year and monitored throughout the year to ensure that certification matches placement.</p> <p>Teachers new to teaching and/or hired under an Alternative Certification Program will be monitored by administration and attend monthly meetings to discuss progress.</p> <p>Conferences will be held quarterly with teachers hired under an ACP program to review status of hours, testing, and progress toward recommendation status.</p>		S. Carpenter, Principal C. Gil, Secretary J. Roberson, HR business partner	Increase the efficacy of instruction delivered.				
<p>Problem Statements: Student Academic Achievement 1</p> <p>Funding Sources: 255 Title II, Part A TPTR - 250.00</p>							
<p>Critical Success Factors CSF 7</p> <p>2) Human Resources will monitor monthly the submission of required documents of all new hires (teachers) to ensure degrees conferred through the submission and authentication of official transcripts</p>		Chief of HR Director of Compensation Director of Talent and Acquisition Director of Business Systems	<p>Result - Number of non-degreed teachers will decrease</p> <p>Impact - Scholars are served by qualified educators and stakeholders are assured that teachers are credentialed.</p> <p>*Formative review on QWQI, QIII, and QIV</p>				
<p>Critical Success Factors CSF 1 CSF 7</p> <p>3) New teachers will be monitored and provided support through the SpringISD Workforce.</p>	2.4	SISD Workforce Specialist S. Carpenter, Principal	<p>Result - Teachers will provide more effective first instruction.</p> <p>Impact - Scholars are served by more skilled teachers</p>				
<p>  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

Performance Objective 1 Problem Statements:

Student Academic Achievement


Problem Statement 1: Salyers' academia continues to be impacted by teacher practices that are ineffective **Root Cause 1:** The lack of content knowledge, fidelity of instruction, and low levels of rigor, relevance, and student engagement has hindered students ability to master content at high levels

Goal 3: High Performance from every employee

Performance Objective 2: 100% of teachers will participate in professional development to learn the use and implementation of Restorative Discipline Practices, CHAMPS and Teach Like A Champion (TLAC) strategies to offset behavior and allow for more effective first instruction.

Evaluation Data Source(s) 2: STAAR, District Benchmarks, Observations and Walkthroughs

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	July
1) Campus admin. will work collaboratively with the Workforce Development Team to support teachers in effectively implementing core subject curriculum and providing purposeful intervention daily.		S. Carpenter, Principal T. Livingston, Asst. Principal Administrative Staff	Increase effectiveness of delivery of first instruction and maximize student progress				
Additional curriculum trainings will be scheduled throughout the year as needed, according to information received through appraisals and teacher input.	Problem Statements: Student Academic Achievement 1 Funding Sources: 199 State SCE - State Compensatory Education (PIC - 200.00, 211 Title I, Part A - 2500.00)						
2) Restorative Discipline Practices will be used in conjunction with established Excellence routines and TLAC strategies, to set the framework for expectations for classroom and building behavior.		S. Carpenter, Principal T. Livingston, Asst. Principal	Facilitate a safe, productive learning environment and maximize student progress.				
CHAMPS and TLAC strategies will be highlighted in the weekly bulletin throughout the school year. Teachers will be held accountable for implementation of Excellence Routines established and TLAC and CHAMPS strategies	Funding Sources: 199 State SCE - State Compensatory Education (PIC - 500.00)						
							

Performance Objective 2 Problem Statements:


Student Academic Achievement
Problem Statement 1: Salyers' academia continues to be impacted by teacher practices that are ineffective Root Cause 1: The lack of content knowledge, fidelity of instruction, and low levels of rigor, relevance, and student engagement has hindered students ability to master content at high levels

Goal 4: Engaged stakeholders in every community

Performance Objective 1: Salyers will hold outreach activities at 100% of our 10 feeder apartment complexes to increase family and community engagement, and inform and educate parents of campus and district goals, mandates, and available resources to help promote student success.

Evaluation Data Source(s) 1: Sign in sheets, parent surveys,

Summative Evaluation 1:







Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	July
1) The SSS and other administrative staff will work collaboratively with the SISD Parent Engagement Coordinator to facilitate parent trainings/workshops/presentations pertaining to literacy, attendance, and behavior.	2.4, 2.5, 2.6, 3.1, 3.2	S. Carpenter, Principal N. Bowman, SSS/Parent Liaison Ms. Scott, Counselor T. Carroll, Parent Engagement Coordinator	Partnership with families is needed to positively impact student achievement.				
Funding Sources: 211 Title I, Part A - 500.00							
							

Goal 5: Opportunities and choice for every family.

Performance Objective 1: 100% Salyers' parents and community members will be provided the opportunity to participate in a variety of instructional and family oriented activities to support their child(ren)'s education through: PTO/PAC, Family and Community Engagement Monthly meetings, Community Outreach Activities, as well as other campus based support sessions offered.

Evaluation Data Source(s) 1: Sign-ins, Parent Calendars, Fliers

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) 1) Monthly Community and Parent activities will be held on campus to provide parents with opportunities to learn strategies to help their child(ren) with academic success, as well as personal growth.</p> <p>2) Monthly community and Parent activities will be held at zoned apartment complex sites (as permission is granted), to provide parents with opportunities to learn strategies to help their child(ren) with academic success, as well as personal growth</p> <p>3) Parent Liaison will create partnerships with feeder day care providers to share with their parents successful strategies and expectations for entering PK and KN students.</p> <p>4) In an effort to increase parental involvement: Parent Liaison (Nichole Bowman) will attend the 2018 Parent and Family Engagement Statewide Initiative conference in Frisco, TX. 12/5/2018-12/08/2018</p>	2.4, 2.6, 3.1, 3.2	S. Carpenter, Principal N. Bowman, SSS/Parent Liaison Scott, Counselor	Strengthen the ties between the administration, teachers, community, parents, and students and create a welcoming environment.				
<p>Problem Statements: Perceptions 1 Funding Sources: 211 Title I, Part A - 200.00</p>							
<p>  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

Performance Objective 1 Problem Statements:

Perceptions


Problem Statement 1: Salyers academia is impacted by low parental involvement **Root Cause 1:** Salyers is located several miles away from our constituent base, which makes it difficult for many parents to engage in activities, as well as understand our mission, vision, values and work with students.

Goal 5: Opportunities and choice for every family.

Performance Objective 2: The number of volunteer hours for Salyers ES will increase from 2246 to 3000 for the 2018-2019 school year.

Evaluation Data Source(s) 2: Parent volunteer sign-ins,

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	July
1) Monthly Community and Parent activities will be held on campus to provide parents with opportunities to volunteer.		S. Carpenter, Principal N. Bowman, SSS/Parent Liaison, L. Scott, Counselor	Strengthen the ties between the administration, teachers, community, parents, and students and create a welcoming environment.				
Funding Sources: 211 Title I, Part A - 250.00							
							

Comprehensive Support Strategies

Goal	Objective	Strategy	Description
1	1	1	All teachers will participate in a pre-service "data dig" documenting their 2018-2019 students' past/current entry performance on Running Records, STAAR, TELPAS, and/or Benchmark Assessments. Comprehensive Staff Development material will be purchased such as: 1) Heineman "Staff Development with The Comprehension Toolkits" Paperback books 2) Heineman "The Primary Comprehension Toolkit, Second Edition" Bundled Kit. 3) Heineman "The Intermediate Comprehension Toolkit, Second Edition" Bundled Kit. 4) Lead4ward Online Subscription-Elementary Field Guide Campus Bundle.
1	1	4	ELL students making the transition from Spanish to English will receive language acquisition support from ESL certified staff. District Workforce Team personnel will support new teachers with planning, professional development, and modeling Best Practices, which will strengthen effectiveness of instruction. Guided Reading materials will be purchased, such as: 1) Scholastic- Guided Reading en espanol: Grade 2-Levels 7-9 2) Scholastic- Guided Reading en espanol: Grade 3-Levels 10-12 3) Scholastic- Guided Reading en espanol: Grade 1-Levels 4-6 4) Scholastic- Guided Reading en espanol: Kindergarten-Levels 1-3
1	1	6	2) Incoming 3rd graders will be assessed (using a campus based assessment) to provide baseline data for a comparison to District benchmark and STAAR Assessments. In addition, incoming 3rd graders will participate in a BOY assessment using the MAP Assessment tool to provide a comparison to the last set of 3rd graders, and assist in determining the outcome of those 3rd graders as it relates to STAAR.
1	1	7	Administration will monitor progress of students through the use of campus based assessments, tracking charts, and DDI conversations every 2 weeks. Those students not demonstrating progress will be invited to attend tutorials in order to meet camps, district and STAAR goals.
1	1	8	Reading strategy/ skill training/ PD (vocabulary, Fig.19D, E, F) will be provided. Figure 19D training to be held in October: Figure 19E training to be delivered in November Figure 19F training to be delivered in January Teachers will need video and/or other recording media to use in order to demonstrate and model strategies needed to increase academic achievement.
1	2	1	All math teachers will participate in a pre-service "data dig" documenting their 2017-2018 students' past/current entry performance on STAAR, and/or Benchmark Assessments to create small groups and accelerate instruction.
1	2	4	Administration will monitor progress of students through the use of campus based assessments, tracking chart, and DDI conversations every 2 weeks. Those students not demonstrating progress will be invited to attend tutorials in order to meet camps, district and STAAR goals

Goal	Objective	Strategy	Description
1	2	5	Provide strategic professional development for all math teachers targeting those TEKS illustrative of student low performance based on STAAR and Benchmark data. In addition, teachers will have the opportunity to strengthen content knowledge and implementation skills through our At-Bat (Practice) and Instructional Rounds (Learning) PLCs. Camisha Adams will provide math support for K-2nd Teachers with one-on-one coaching. This will require preparation time and supplemental pay for after hours training sessions that she will providing teachers throughout the 2018-2019 school year. Teachers will need supplies such as: pens, pencils, highlighters, anchor chart paper, paper clips, staples, staplers, pencil sharpeners, index cards, crayons, markers, glue, tape, folders, binders, tape dispensers, thumb tacks, post-it notes, labels, and sheet protectors.
1	2	6	Incoming 3rd graders will be assessed (using a campus based assessment) to provide baseline data for a comparison to District benchmark and STAAR Assessments. In addition, incoming 3rd graders will participate in a BOY assessment using the MAP Assessment tool to provide a comparison to the last set of 3rd graders, and assist in determining the outcome of those 3rd graders as it relates to STAAR.
1	3	2	Fourth grade teachers will participate in monthly writing planning and professional development provided by campus Instructional Coaches and administrative staff. Administrative staff and Instructional Coach will conduct walkthroughs to monitor implementation of rigorous writing instruction and effectiveness of first instruction. Administrative staff will plan and collaborate with Workforce coach to provide support for new writing teacher on campus. Fourth grade students that are not demonstrating progress according to benchmark, checkpoint, and other formative assessment data, will be invited to attend tutorials in order to meet campus, district, and STAAR goals August through January PD focus: Narrative: February through March PD focus: Expository
1	4	2	Disaggregate results by individual science TEKS objective performance and provide immediate and strategic intervention. Fifth grade students that are not demonstrating progress according to benchmark, checkpoint, and other formative assessment data, will be invited to attend tutorials in order to meet camps, district and STAAR goals

State Compensatory

Personnel for Salyers Elementary:

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Christina Ondier	Math Coach	SCE	1.0
Eliana Reyna	PK Aide	SCE	.5
Kandis Perro	Pre-KN Teacher	SCE	1.0
Nichole Bowman	Student Support Specialist	SCE	1.0

Title I Schoolwide Elements

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

1.1: Comprehensive Needs Assessment

Comprehensive Needs Assessment

Salyers Elementary School
25705 W. Hardy Rd.
Spring, TX. 77373
Home of the Salyers Cubs

Mission

Salyers Elementary School is committed to working collaboratively with parents, students, and community in promoting excellence in education through high quality instruction, coaching, and outreach, and to equip students with a solid foundation to become reflective lifelong learners of the global community in the 21st century.

Vision

To Educate Today to Triumph Tomorrow

Core Beliefs

We believe that all students can learn when challenged and held to high expectations within a positive, safe learning environment.

We Will:

Motivate students to excel academically and socially
Provide rigorous, integrated instruction
Prepare students for college/career readiness
Strive for excellence in all that we do

Salyers Elementary School is a PK – 5th grade campus located approximately two miles west of I-45 on the Hardy Toll Road. Salyers Elementary School is a school-wide Title I campus in the Spring Independent School District. Salyers' enrollment for the 2017-2018 school year began at 710 students, but fell to

690 students by the end of the school year. Our student population is comprised of fifty-two percent (52%) African American, thirty-one percent (31%) Hispanic, ten percent (10%) White, and six percent (6%) Other. Sixty-six percent (69%) of Salyers' students are classified as Economically Disadvantaged, eighteen percent (18%) of the students are identified as English Language Learners, eleven percent (11%) of the students are identified as gifted and talented, and six percent (6%) are identified as special education students. The majority of the Salyers' student population pulls from 10 apartment complexes within the Spring Independent School District, which has had a definite impact on our mobility rate. Our mobility rate for the 2017-2018 school year was thirty-two point four percent (32.4%), well above both the district, as well as the state average, and has been the trend for the last several years. Salyers' student attendance rate for the 2017-2018 school year was ninety-five percent (95.0%), significantly below both the district and the state average. This trend has been prevalent for the 2015, 2016, and 2017 school years.

Demographics Strengths

- Salyers ES has a diverse students ethnic population
- Students at Salyers are very accepting of new students regardless of race or ethnicity
- Salyers has been able to increase school/business partnerships with Cycle Houston and through 21st Century to positively impact students achievement and student progress

Problem Statements Identifying Demographics Needs

Problem Statement 1: Salyers continues to struggle academically due to a systemic problem with student mobility.

Our 2017 - 2018 mobility rate was 32.4%

Root Cause: A major portion of Salyers' student population pulls from 10 apartment complexes which are miles away from campus.

Problem Statement 2: Salyers' academia was impacted as a result of our students' low attendance rate of 94.4%.

Root Cause: A large percentage of Salyers' students ride buses to school. If and when students miss the bus many parents had no other means of transportation to get students to school.

Student Academic Achievement

Student Academic Achievement Summary: Scores reflected below result in Salyers achieving a Met Standard Rating for the 2018 school year.

The following scores for all grades show the percentage at Approaches Grade Level or Above:

All Subjects - 58% (District %)

Reading - 61% (District %)

Math - 59% (District %)

Writing - 41% (District %)

Science - 56% (District %)

The following scores for all grades show the percentage at Approaches/Meets/ and Masters Grade Level:

All Subject Data - 58% (Approaches Grade Level or Above)/ 22% (Meets Grade Level or above)/ and 8% (Masters at Grade Level)

Reading Data- 61% (Approaches Grade Level or Above)/ 29% (Meets Grade Level or above)/ and 12% (Masters at Grade Level)

Mathematics Data- 59% (Approaches Grade Level or Above)/ 19% (Meets Grade Level or Above)/ and 6% (Masters at Grade Level)

Writing Data - 39% (Approaches Grade Level or Above)/ 17% (Meets Grade Level or Above)/ and 1% (Masters at Grade Level)

Science Data - 56% (Approaches Grade Level or Above/ 19% (Meets Grade Level or Above)/ and 4% (Masters at Grade Level)

Student Academic Achievement Strengths

Strong reading instruction at 5th Grade lead to an overall STAAR "Approaches" rate of 75%, up from last year

Focused support for Writing lead to improvement in STAAR "Approaches" rate

Focused support for Science lead to improvement in STAAR "Approaches" rate

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: Salyers' academia continues to be impacted by teacher practices that are ineffective

Root Cause: The lack of content knowledge, fidelity of instruction, and low levels of rigor, relevance, and student engagement has hindered students ability to master content at high levels

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

2.1: Campus Improvement Plan developed with appropriate stakeholders

Administrative staff, literacy and math support teachers, school counselor, and other staff members met to discuss components of the Campus Improvement Plan. Staff, parent and community input was discussed and utilized to develop and revise strategies and action steps that need to be taken to support student success.

2.2: Regular monitoring and revision

The Campus Improvement Plan is a living document that will be reviewed and updated as needs are assessed. The committee will gather to assess the progress for each component throughout the year, specifically updating during the middle of the year and the end of the year to track progress.

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

The Salyers Campus Improvement Plan is available for parent and community access via a link on the official school website. Copies of the CIP are also available on campus for parents to access, located in our Salyers Parent room.

2.4: Opportunities for all children to meet State standards

Salyers students are held to high academic standards and are provided multiple opportunities to receive rigorous, relevant instruction in order to meet state standards. Administrators and teachers will monitor the progress of students via data digs from the multiple assessments throughout the year. Strategic professional development will be provided to staff in areas of need, and new teachers will receive additional support from the district Workforce Team. Social emotional, behavioral, as well as academic needs will be addressed through monthly meeting with each grade level to reinforce expectations and promote student success. Parents will be encouraged to attend and participate in monthly meetings to expose them to strategies to support the students academic and behavioral areas of concern.

2.5: Increased learning time and well-rounded education

Daily RTI time is provided to help students make academic gains and meet state and district expectations. In addition, students have weekly exposure to the disciplines of art, music, and physical education and computer literacy. Parents, teachers, and administrative staff will work collaboratively to assess needs, plan, and provide opportunities for students to make real world connections to the learning that has taken place in the classroom.

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

Students identified as At-Risk will be monitored and provided support in their particular area(s) of concern, in order to overcome their At-Risk status. Students will be provided academic and behavioral interventions at all tier levels for RTI. Sp.Ed and 504 IEPs will be closely monitored for effective implementation. LEP students will be monitored for academic success, as well as for language acquisition.

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

3.1: Develop and distribute Parent and Family Engagement Policy

The annual meeting will be held with the PEL, parents, and community members to review and revise the current Parent/Family Engagement Policy. Parents and community members are encouraged to provide input regarding the policy, and once the policy is adopted, it is posted on the website and sent home with students. Copies are also available here at Salyers in the parent room, as well as the front reception area.

3.2: Offer flexible number of parent involvement meetings

Monthly meeting will be held during the day, as well as in the evening to accommodate the various work schedules of our parents. They will be held on campus and on-site of our apartment communities if permission is granted.

Title I Schoolwide Element Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Camisha Adams	Title I Specialist	Title I	1.0

Campus Funding Summary

199 General Fund					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	1	2017 STAAR reports, 2017 Benchmark data		\$0.00
1	2	3	Lesson Plans, assessments/exit tickets		\$100.00
1	3	2	Supplies		\$2,000.00
1	4	1	Lesson Plans, assessments, exit tickets, intervention logs	1999-11-117-11-37-6399	\$150.00
1	4	2	Assessment data, instructional planning calendar		\$500.00
2	1	1	Weekly attendance report by teacher,		\$0.00
2	1	3	Weekly attendance reports, Attendance incentives, Display boards	1998-11-117-11-37-6499	\$400.00
2	2	1	CHAMPS training materials, Discipline referral forms, PEIMS discipline reports	1998-13-117-99-37-6299	\$200.00
2	2	2	Office referrals, RTI documentation		\$0.00
Sub-Total					\$3,350.00
Budgeted Fund Source Amount					\$51,520.00
+/- Difference					\$48,170.00
199 State SCE - State Compensatory Education (PIC)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	2	Extra Duty Pay for Tutorials	1999-11-117-24-58-6118.TU	\$5,500.00
1	4	2	Extra Duty Pay for Tutorials		\$1,250.00
3	2	1	Curriculum documents, training materials	1999-13-117-99-37-6399	\$200.00
3	2	2	Curriculum Documents, CHAMPS and TLAC training materials	1999-13-117-99-37-6399	\$500.00
Sub-Total					\$7,450.00
Budgeted Fund Source Amount					\$9,500.00
+/- Difference					\$2,050.00
211 Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount

1	1	1	2017 STAAR Reports, 2017 TELPAS Reports, 2017 EOY Running Records Results, Benchmark Data		\$0.00
1	1	4	Weekly attendance reports, parent information	1999-11-117-25-37-6321	\$100.00
1	1	6	Campus Based Assessments		\$100.00
1	1	7	STAAR, TELPAS, Running Records, Instructional Materials	1999-11-117-24-25-6118.TU	\$1,375.00
1	1	7	Instructional Materials: :Leveled Reading Materials, pens, pencils, markers, crayons, tape, tape dispensers, staplers, staples, pencil sharpeners, highlighters, glue, construction paper, copy paper, folders, index cards, notebooks, composition books, scissors, supply organizing rolling carts, dry erase markers, dry erase pocket charts, dry erase cleaner, paper clips.	2119-11-117-30-51-6321.SS	\$1,000.00
1	1	8	Training Materials, Possible substitutes or extra duty pay for teachers in attendance	2119-13-117-30-51-6118	\$800.00
1	1	8	Document Cameras	2119-11-117-30-51-6399.00	\$1,000.00
1	2	3	Printers	2119-11-117-30-51-6397.00	\$500.00
1	2	3	Copy Paper	2119-11-117-30-51-6399.00	\$300.00
1	2	3	Ink for printers	2119-11-117-30-51-6399.00	\$300.00
1	2	4	STAAR and Benchmark data, grades/report card, Instructional Material	1999-11-117-24-58-6118.TU	\$1,375.00
1	2	4	Instructional Materials and Supplies: pens, pencils, markers, crayons, tape, tape dispensers. Students will need math manipulatives such as: Cash register, place value games, dot dice, multiplication and division game, ten frame sets, regrouping mats and manipulatives, proportional part/whole flash cards, base ten sets. staplers, staples, pencil sharpeners, highlighters, glue, construction paper, copy paper, folders, index cards, notebooks, composition books, scissors, supply organizing rolling carts, dry erase markers, dry erase pocket charts, dry erase cleaner, paper clips.	2119-11-117-30-51-6321.SS	\$8,000.00
1	2	5	STAAR results, Check-point data, training materials, possible substitutes and/or extra duty pay for teachers trainings		\$1,250.00
1	2	5	Supplies		\$250.00
1	3	1	Scoring rubrics, composition paper	1999-11-117-11-37-6399	\$500.00

1	3	2	Calendar, Planning Materials, funding for substitutes and/or extra duty pay for participants	2119-11-117-30-51-6118	\$500.00
1	4	1	Materials and Supplies: Pens, pencils, markers, crayons, tape, tape dispensers, staplers, staples, pencil sharpeners, highlighters, glue, construction paper, copy paper, folders, index cards, notebooks, composition books, scissors, supply organizing rolling carts, dry erase markers, dry erase pocket charts, dry erase cleaner, paper clips.	2119-11-117-1130-51-6399.00	\$1,000.00
1	4	2	Instructional Material	2119-11-117-30-51-6321.SS	\$4,000.00
2	1	2	Weekly attendance report, parent information		\$0.00
2	1	2	Parent Liaison Extra Duty Pay for Bus stop behavior and Home visits	2119-11-117-30-51-6118.00	\$2,000.00
3	2	1	Extra Duty Pay	2119-11-117-30-51-6118	\$2,500.00
4	1	1	Professional Development-Parental Involvement	2119-13-117-30-51-6411.00	\$500.00
5	1	1	Conference Fee	2119-13-117-30-51-6411.00	\$200.00
5	2	1	Volunteer Sign-in sheets,	2119-61-117-30-51-6399.PI	\$250.00
Sub-Total					\$27,800.00
Budgeted Fund Source Amount					\$28,143.00
+/- Difference					\$343.00
255 Title II, Part A TPTR					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	1	1	Certification documents, HR information, notes from mentor and ACP supervisors		\$250.00
Sub-Total					\$250.00
Budgeted Fund Source Amount					\$250.00
+/- Difference					\$0
Grand Total					\$38,850.00