

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



Mission Statement

We reach and teach to ensure success!

Vision

At Smith Elementary School our vision is to provide our students with the education necessary to achieve academically and develop into responsible contributing members of society through cooperative efforts of staff, parents, students and community.

Value Statement

The SpringWay:

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

We strive for excellence in all we do.

We build trust through integrity and lead by example.

We communicate openly.

We value diversity and treat everyone with dignity and respect.

We win as a team.

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Comprehensive Needs Assessment

Revised/Approved: July 13, 2015

Demographics

Demographics Summary

Smith ES is a Title I campus in Spring, TX. We are a true neighborhood school with zero apartments feeding into our campus. Our campus has seen a change in demographics since the school was established in 1986. During the 2017-2018 school year we had 620 students enrolled at Smith Elementary. Our demographic break down is as follows:

- 323 Hispanic (52%)
- 143 White (23%)
- 119 African American (19%)
- 29 Two or More (6%)
- 3 Asian (.04%)
- 3 PI (.04%)

Our enrollment has changed over the past 3 years with Hispanic and African American populations increasing while the White population has decreased.

The mobility rate for our school year is at 17.6%. This year our economically disadvantaged number decreased from 70.4% to 62.7%. The increase seen in the 2015-2016 was attributed to more parents filling out the meal application status in order to receive free lunch for their student. This year not as many families filled out the application because it was not a requirement to receive free lunch. There is a need for strong promotion and monitoring of lunch applications received.

Our attendance rate has decreased to 95.9% but we were still greater than the district average.

Smith Elementary students are represented in a variety of student groups

- Special Education - 59 (10%)
- Gifted and Talented - 37 (6%)
- ESL -62 (10%)
- Bilingual - 58 (9%)
- At Risk -305 (49%)

- 504 - 23 (3%)
- ED - 408 (66%)

Demographics Strengths

Smith Elementary is a campus where parents want to bring their students to school. This is evident by the number of transfers signed each year.

While our mobility showed a slight increase to 17%, the rate is still low in comparison with surrounding campuses.

Students on our campus are happy and parents and teachers feel that we have high expectations for our students.

Smith has a new PTO that hosted several events last year to promote community involvement.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Attendance has been around 96% for three years. This year it was 95.9% **Root Cause:** We had pre-k full day this year, the flu season and there were students with significant health issues who eventually began receiving home bound instruction at the end of the year.

Student Academic Achievement

Student Academic Achievement Summary

Texas provides annual academic accountability ratings to its public school districts, charters, and schools. The ratings are based largely on performance on state standardized tests and graduation rates. The ratings examine student achievement, student progress, efforts to close the achievement gap, and postsecondary readiness.

- Domain 1: Student Achievement -74 (state target score = 60)
- Domain 2: School Progress, Part A - 75
- Domain 2: School Progress, Part B- 79
- Domain 3: Closing Performance Gaps - 79

Performance in the domains resulted in Smith Elementary receiving a "Met Standard" rating from the Texas Education Agency.

The overall campus rating increased from **73% in 2016-2017 to 79% in 2017-2018.**

Throughout the year, student achievement data was disaggregated through an extensive data analysis process which occurred after each benchmark. Teachers met in Professional Learning Communities (PLC) to analyze data, plan instruction, compare instructional practices, and practice various ways of instructional delivery. Teachers and administrators tracked data according to TEKS and objectives by utilizing Eduphoria. This program allows for data analysis by ethnicity groups, programs, individual teachers, and through item analysis. The data collected was sorted and arranged to identify students in need of additional assistance during WOW Time (Working on the Work). Monday-Friday, teachers pull students for WOW intervention groups. In addition, performance data is compared by class, campus, district and state (Campus assessments, benchmark, STAAR, DRA, TELPAS etc.). Along with campus assessments and benchmark scores, teachers and administrators tracked performance on MAP and DRAs. Monitoring students performance is a continuous effort that requires specific, targeted action steps. Students not showing adequate progress are referred to RtI for additional support such as pull-outs and after-school tutoring. The STAAR data indicates a need for a greater focus in SpEd, ELL and Writing.

Student Academic Achievement Strengths

Smith Elementary received a distinction in Reading and Post Secondary Readiness.

Domain 1 Score increased from 73 to 79

4th grade STAAR math increased about 8%

3rd grade STARR reading increased by 6%

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: Smith Elementary was rated as "emerging" by International Center for Leadership in Education (ICLE). **Root Cause:** Planning engaging lesson for students that include relevance in addition to high level questioning and academic talk has not been a focus.

Problem Statement 2: 4th grade reading scores did not increase, 62.86% in 2017 to 62.24 in 2018. **Root Cause:** This group of students had high teacher turn over their 1st and 2nd grade year. We did not set targeted reading goals for 4th grade students beyond checkpoints and benchmarks.

Problem Statement 3: 4th grade writing decreased from 59% to 52% **Root Cause:** Administrators, Coaches and Teachers need more professional development to support implementation of Lucy Calkins writing curriculum and revising and editing.

Problem Statement 4: DRA data indicates that 40-65% of K-2nd grade students were reading on grade level by the end of the year **Root Cause:** Guided reading was not implemented until January. Teachers need additional professional development in small group reading instruction. We need more accountability in tracking and monitoring reading growth.

School Processes & Programs

School Processes & Programs Summary

All thirty-three teachers and twelve paraprofessionals are highly qualified. In addition,

73% of teachers scored proficient or higher in domain 1 (Planning) on T-Tess.

55% of teachers scored proficient or higher in domain 2 (Instruction) on T-Tess.

94% of teachers scored proficient or higher in domain 3 (Learning and Environment) on T-Tess.

100% of teachers scored proficient or higher in domain 4 (Professional Practices and Responsibilities) on T-Tess.

New staff is assigned a grade level mentor and also receive instructional support from the literacy and math coach. In addition, team leaders will support any new staff member on their grade level. Teacher leadership opportunities are available on campus each year. The leadership opportunities include the following positions: Campus Instructional Technologist, Campus Webmaster, Gifted and Talented Coordinator, Computer Liaison Teacher, and Grade Level Team Leader. This supports the notion of continuous improvement by providing leadership in the development, assessment, implementation, monitoring, integration of technology and support of instructional strategies, educational experiences that address curriculum development and the quality of instruction for students.

The types of professional development the staff has attended includes but is not limited to the following: Academics and Programs, Instructional Subject Areas, Data Analysis, Gifted /Talented, STAAR Security Training, T-Tess, RtI, Special Education, Eduphoria, Safe Schools, Parent Involvement, Mental Health/Suicide, Champs, Urban Learner, Technology, Accommodations, and Interventions. Implementation of professional development is monitored through the integration of new methods/strategies/activities into the lesson planning and lesson observations by the instructional coaches as well as the administrative leadership team. The impact of professional development on student performance is evident through student growth. The follow-up of professional development is conducted in the EOY conferences, as well as, reflective questions on the T-Tess.

In addition, PLCs were conducted 2-3 times a month with the purpose of analyzing data from recent checkpoints, benchmarks or common assessments. This analysis will drive instruction and determine instructional interventions.

Our staff has grown a lot in data analysis. This can be attributed to our data analysis for our PLC meetings. We utilized this data and created Form B assessments to ensure student mastery. We have opportunities for growth within our PLC to ensure that we are practicing, planning, learning and analyzing data. We are moving toward utilizing our PLC time to practice lesson delivery rather than merely learning and planning.

School Processes & Programs Strengths

Teacher turnover is small in comparison with surrounding campuses. New staff are mentored. All staff are highly qualified.

Our teachers have grown in PLC and analyzing benchmark data. An opportunity for growth is utilizing pre-assessments and checks for understanding and transforming our PLC time to be even more strategic.

Opportunities for growth are encouraged and provided through out the year.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Teachers spent a lot of their conference time planning the "what" of instruction rather than practicing the "how". **Root Cause:** Curriculum provided from district did not support practicing the "how". Instructional coaches and administration did not have teachers model and practice lesson delivery. Lesson planning was focused on teacher knowledge of TEKS rather than implementation of TEKS

Perceptions

Perceptions Summary

Utilizing our K-12 survey the following strengths and weaknesses were identified.

Perceptions Strengths:

Parents

88% of our parents are pleased with the overall quality of the school.

91% of parents feel that they are treated with respect by campus staff. Parents feel that we have high standards for our students and that teachers set high expectations

Staff

86% of the staff rate the quality of the school as good or excellent. Which is an increase of 10% since last school year.

Perceptions Needs:

Only 24% of parents feel that administrators are not courteous when they have a concern and 12% feel that discipline is not strongly enforced.

16% of parents do not believe that staff members are responsive when students report bullying.

Our 15% of our staff believe that administrators are not courteous, available and responsive when I have a concern.

Perceptions Strengths

Parents have a positive view of our campus. Students and parents loved the after school clubs.

PTO events have been heavily attended and appreciated by parents, students and staff.

Families are encouraged to volunteer on campus. Watch DOGS has proven to be a great success.

Our survey results indicate that the parents feel the school is safe and that teachers have high expectations for their students.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: 58% of parents surveyed feel that staff members are responsive when bullying is reported. **Root Cause:** There has been a lack of teacher training, student and parent training on bullying prevention.

Problem Statement 2: 19% of parents do not feel that teacher give timely and helpful feedback about student work. **Root Cause:** A routine for communicating with parents systematically have not been implemented campus wide.

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Domain 1 - Student Achievement
- Domain 2 - Student Progress
- Domain 3 - Closing the Gaps

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 End-of-Course current and longitudinal results, including all versions
- STAAR Released Test Questions
- Texas English Language Proficiency Assessment System (TELPAS) results
- Student Success Initiative (SSI) data for Grades 5 and 8
- 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
- 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
- Student surveys and/or other feedback
- 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
- Evaluation(s) of professional development implementation and impact
- T-TESS

Parent/Community Data

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

Support Systems and Other Data

- Budgets/entitlements and expenditures data


Goals




Goal 1: Reach every student.

Performance Objective 1: Smith Elementary will increase STAAR index 1 performance from 70% to 85% in the 2018-2019 school year.

Evaluation Data Source(s) 1: 2019 STAAR data

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	July
<p>Comprehensive Support Strategy PBMAS Critical Success Factors CSF 1 CSF 2 CSF 7</p> <p>1) Pre-K-5th grade teachers will participate in PLCs to review student data, practice lesson delivery, learn standards, and plan.</p>	2.4, 2.5, 2.6	Principal, AP and Instructional Coaches	Through planning and practicing lessons (At Bats) and analyzing data teachers will deliver instruction targeted to student need.				
Problem Statements: Student Academic Achievement 2, 3 - School Processes & Programs 1							

<p>Critical Success Factors CSF 1 CSF 2 CSF 7</p> <p>2) Intervention will be targeted toward reading and math and built into the master schedule. Students will use Reading Eggs and Exact Path. Additional Chromebooks will be purchased to the implementation of these new programs.</p> <p>After school tutoring will be provided by staff with a primary focus on reading and math for at risk students including special education. Based on Closing the Gap Status the following targets are identified:</p> <p>Academic Achievement Status-Reading-white students and non-continuously enrolled</p> <p>Math-all students, white students and non-continuously enrolled</p> <p>Growth Status- Reading-white students, Math-white students</p> <p>Student Success Status-STAAR-all students, white students and non-continuously enrolled.</p>	2.4, 2.5, 2.6	Teachers, SSS and Literacy Coach	<p>Students in tier 2 and tier 3 RTI for reading will received targeted intervention.</p> <p>90% of students in RTI tier 2 and tier 3 will make one or more years expected growth as measured by DRA/MAP.</p> <p>Reading STAAR-90%</p>				
<p>Problem Statements: Student Academic Achievement 2, 3, 4 - School Processes & Programs 1</p> <p>Funding Sources: 211 Title I, Part A - 9907.00, 199 State SCE - State Compensatory Education (PIC - 11500.00)</p>							
<p>Comprehensive Support Strategy</p> <p>Critical Success Factors CSF 1</p> <p>3) Writing will be aligned K-5 utilizing "Units of Studies".</p> <p>Writing STEP Up to the TEKS will also be utilized to target revising and editing.</p>	2.4, 2.6	Heidi Miceli and Alejandra Trevino	<p>Students will publish work according to the "Units of Studies"</p> <p>70% of 4th grade students will meet mastery on STAAR</p>				
<p>Problem Statements: Student Academic Achievement 3</p> <p>Funding Sources: 211 Title I, Part A - 0.00</p>							
<p>Critical Success Factors CSF 1 CSF 2</p> <p>4) Bilingual interventionist will provided targeted literacy intervention with a primary focus on ELL students</p>	2.6	Jenine Feuerbach and Alejandra Trevino	<p>85% of ELL students will be reading on grade level by the end of the year.</p> <p>85% of students will make progress in language acquisition as measured by TELPAS</p>				
<p>Funding Sources: 211 Title I, Part A - 56500.00</p>							

Critical Success Factors CSF 1 CSF 7 5) Teachers will be trained by ICLE on the Rigor and Relevance Framework and implement knowledge learned to increase student achievement	2.4	Principal and Assistant Principal	Every student will make 1 year of growth as measured by STAAR and MAP				
	Problem Statements: Student Academic Achievement 1						
Comprehensive Support Strategy Critical Success Factors CSF 1 CSF 7 6) Teachers will be trained on TLAC strategies using the Teach Like a Champion book as a resource to help improve student achievement. Students will utilize whiteboards to "slate" and participate at 100%.	2.4	Principal and Assistant Principal	Every student will make at least 1 year of growth as measured by STAAR and MAP.				
	Funding Sources: 211 Title I, Part A - 195.00						
Critical Success Factors CSF 1 CSF 2 7) Teachers will maintain current scholar products that demonstrate evidence of implementation of accommodations specified for special populations.	2.4	SPED Team Leader, Teacher	Evidence of implementation of accommodations will be maintained in the STEP binder. Administrators and teachers comply with IEPs and scholars receiving SPED services demonstrate increased academic performance.				
	Funding Sources: 211 Title I, Part A - 1401.75						
Critical Success Factors CSF 1 8) 3-5 Science teachers will utilize the STEMscopes to supplement the district science curriculum to help increase student achievement.	2.4	Science teachers	80% of 5th grade students will achieve "Meets" on STARR in 2019.				
	Funding Sources: 211 Title I, Part A - 1401.75						
= Accomplished = Continue/Modify = Considerable = Some Progress = No Progress = Discontinue							

Performance Objective 1 Problem Statements:

Student Academic Achievement
Problem Statement 1: Smith Elementary was rated as "emerging" by International Center for Leadership in Education (ICLE). Root Cause 1: Planning engaging lesson for students that include relevance in addition to high level questioning and academic talk has not been a focus.
Problem Statement 2: 4th grade reading scores did not increase, 62.86% in 2017 to 62.24 in 2018. Root Cause 2: This group of students had high teacher turn over their 1st and 2nd grade year. We did not set targeted reading goals for 4th grade students beyond checkpoints and benchmarks.
Problem Statement 3: 4th grade writing decreased from 59% to 52% Root Cause 3: Administrators, Coaches and Teachers need more professional development to support implementation of Lucy Calkins writing curriculum and revising and editing.
Problem Statement 4: DRA data indicates that 40-65% of K-2nd grade students were reading on grade level by the end of the year Root Cause 4: Guided reading was not implemented until January. Teachers need additional professional development in small group reading instruction. We need more accountability in tracking and monitoring reading growth.
School Processes & Programs

Problem Statement 1: Teachers spent a lot of their conference time planning the "what" of instruction rather than practicing the "how". **Root Cause 1:** Curriculum provided from district did not support practicing the "how". Instructional coaches and administration did not have teachers model and practice lesson delivery. Lesson planning was focused on teacher knowledge of TEKS rather than implementation of TEKS

Goal 1: Reach every student.

Performance Objective 2: Smith Elementary will increase the Writing scores of fourth grade students from 50% to 80% in the 2018-2019 school year.

Evaluation Data Source(s) 2: 2019 STAAR Data

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	July
<p>Critical Success Factors CSF 1 CSF 7</p> <p>1) 4th grade writing teachers will attend professional development by The Writing Academy on revising and editing to provide high engaging, research based instruction aligned to TEKS for 4th grade students</p>	2.4, 2.6	Bilingual Interventionist	Teachers will implement knowledge gained and apply in the classroom resulting in 70% of students meeting approaches as measured by STAAR writing.				
Problem Statements: Student Academic Achievement 3							
<p>Critical Success Factors CSF 1 CSF 2</p> <p>2) 4th Grade writing samples will be collected every nine weeks and scored using the STAAR Writing Rubric in addition assessment on revising and editing will be given weekly to progress monitor student progress</p>	2.4	Teachers, bilingual interventionist and ELL coordinator	at 80% of students will score a 3 on STAAR Writing				
Problem Statements: Student Academic Achievement 3							
<p>Critical Success Factors CSF 1 CSF 7</p> <p>3) 4th grade teachers and interventionist will work collaboratively to score writing samples and progress monitor student growth</p>	2.4	Teachers and Bilingual Interventionist	80% of 4th grade students will score a 3 on the STAAR Writing Assessment				
<p>Critical Success Factors CSF 1</p> <p>4) Writing teachers will implement "Writer's Workshop". Students will write daily.</p>		Literacy Coach, bilingual interventionist, principal	Each student will show at least one year of growth in writing. 80% of 4th grade students will score a 3 on the STAAR Writing Assessment				
= Accomplished = Continue/Modify = Considerable = Some Progress = No Progress = Discontinue							

Performance Objective 2 Problem Statements:

Student Academic Achievement








Problem Statement 3: 4th grade writing decreased from 59% to 52% **Root Cause 3:** Administrators, Coaches and Teachers need more professional development to support implementation of Lucy Calkins writing curriculum and revising and editing.

Goal 1: Reach every student.

Performance Objective 3: In Pre-kindergarten at Smith Elementary, scholars will demonstrate mastery of early literacy in reading as evidenced by performance on End of the Year (EOY) M-Circle indicators.

Evaluation Data Source(s) 3: Circle Assessment/IPT

Summative Evaluation 3:








Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	July
<p>Critical Success Factors CSF 1</p> <p>1) Teachers will implement Frog Street Curriculum in our full day pre-k program following SISD Early Learners Framework.</p>		Literacy Coach	<p>At least 80% of all scholars in each classroom will be able to:</p> <ul style="list-style-type: none"> -identify all upper and lower case alphabet letters in English, in a timed format (Rapid letter naming) -associate sounds with each letter (Letter-Sound Correspondence) -provide names for images within a timed format (Rapid Vocabulary) -distinguish between print and illustrations and understand that letters form words (Book and Print Awareness) -identify rhyming words by their ending sounds (Phonological Awareness) -respond to questions after hearing or reading a story, retell the story in sequential order and include a character, the setting and a problem (Story Retell and Comprehension) 				
2) Provide a pre-k aide to support Pre-K teachers	2.4	Administrators and pre-k aide	80% of pre-k students will demonstrate readiness as assessed through the PK Circle assessment.				
Funding Sources: 199 State SCE - State Compensatory Education (PIC - 0.00)							
 = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue							

Goal 1: Reach every student.

Performance Objective 4: Smith Elementary will provide 160 minutes of physical activity per week for students Prek-5.

Evaluation Data Source(s) 4: Master Schedule and Observations

Summative Evaluation 4:



Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	July
<p>Critical Success Factors CSF 6</p> <p>1) Students will participate in physical activity for a minimum of 135 minutes per week.</p> <p>PE teacher will provide activity suggestions for structured recess.</p>	2.5	PE Teacher, Teachers	Walk through data of PE class and recess will show students engaged in physical activity.				
<p>  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							








Goal 2: Excellence in every school

Performance Objective 1: Smith Elementary will build a literacy rich environment so that 90% of students are reading on grade level by the end of the 2018-2019 school year.

Evaluation Data Source(s) 1: MAP/DRA

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</p> <p>1) Implement SISD literacy framework with fidelity.</p>	2.4, 2.6	Literacy Coach and Bilingual Interventionist	<p>Walk-throughs will confirm that teachers are implementing the literacy framework with accuracy.</p> <p>1. Read Alouds 2. Independent Reading 3. Writing workshop</p> <p>EOY DRA data will reflect 1.5 years of growth as compared to BOY DRA data.</p>				
Funding Sources: 211 Title I, Part A - 127360.00							
<p>PBMAS Critical Success Factors CSF 1 CSF 7</p> <p>2) Build oral language and tier 2 vocabulary through intentional focus</p>	2.4, 2.5	<p>Counselor-Announcement word of week and student use</p> <p>ELL Coordinator will provide teacher coaching/modeling and staff development for vocabulary development of ELL students</p>	<p>Students academic vocabulary will grow. Growth will be noted through map skills.</p> <p>ELL students on Lack of Progress will decrease by 30% from 28 students to less than 20 students.</p>				
Funding Sources: 211 Title I, Part A - 0.00							
<p>Critical Success Factors CSF 1 CSF 2</p> <p>3) Accelerate reading instruction for K-2 grade students to ensure students are reading on grade level by the end of the year.</p>	2.4, 2.6	Literacy Coach	85% of students will be reading on grade level by the end of the school year as measured by DRA/MAP.				
Problem Statements: Student Academic Achievement 4							

4) K-2 teachers will integrate math and reading by using math literature by Marilyn Burns.	2.4	K-2 teachers Literacy Coaches	85% of students will be reading on grade level by the end of the school year as measured by DRA/MAP.				
 = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue							

Performance Objective 1 Problem Statements:








Student Academic Achievement
<p>Problem Statement 4: DRA data indicates that 40-65% of K-2nd grade students were reading on grade level by the end of the year Root Cause 4: Guided reading was not implemented until January. Teachers need additional professional development in small group reading instruction. We need more accountability in tracking and monitoring reading growth.</p>

Goal 2: Excellence in every school

Performance Objective 2: Smith Elementary will ensure a safe and secure learning/work environment for all. Smith Elementary will demonstrate a commitment to implementing improved safety and security practices by implementing drills with fidelity.

Evaluation Data Source(s) 2: Navigate Prepared Drill Logs and Surveys

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	July
Critical Success Factors CSF 6 1) Follow district drill schedule and train all staff and students on emergency response.	2.6	Safety officer	Navigate Prepared Drill logs will show 100% compliance with district requirements.				
 = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue							








Goal 3: High Performance from every employee

Performance Objective 1: 100% of Smith Elementary Staff will be highly qualified, participate in collaborative planning, coaching, and professional development during the 2017-2018 school year.

Evaluation Data Source(s) 1: PLC Agendas and Walk through Feedback

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 7</p> <p>1) Professional development will be strategic and targeted to campus needs.</p> <p>4th grade writing teachers will attend The Writing Academy revising and editing training.</p> <p>K-4 teachers will also receive Homegrown Writing/Lucy Calkins training.</p> <p>K-2 teachers will use Reading A-Z resources to help support the implementation of guided reading.</p> <p>Teachers will be trained on how to use Teach Like a Champion strategies and utilize the grade level TLAC book to help with classroom implementation.</p>	2.4	Principal, Literacy Coach and Bilingual Interventionist	<p>Teachers will meet with principal and assistant principal to map out their individual professional development plan.</p> <p>PD opportunities will be provided by the district and campus and communicated to staff.</p> <p>Mondays will be reserved for staff development based on current needs of campus as identified by data.</p> <p>Teach like a Champion Strategies will increase teachers knowledge of high yield management and rigor strategies.</p>				
<p>Problem Statements: School Processes & Programs 1</p> <p>Funding Sources: 199 State SCE - State Compensatory Education (PIC - 0.00, 211 Title I, Part A - 600.00)</p>							
<p>Critical Success Factors CSF 1 CSF 4</p> <p>2) The Library Media Specialist will expose students to a variety of text and hands-on activities through maker space. Students will check out books on their reading level.</p>	2.4, 2.5, 2.6	Library Media Specialist, Literacy Coach and teachers	Students will make at least 1 years growth as measure by MAP/Renaissance and DRA.				
<p>Funding Sources: 211 Title I, Part A - 0.00</p>							

<p>Critical Success Factors CSF 7</p> <p>3) Spring ISD Dream Keepers through Workforce Development will be offered to new teachers for assistance with content specific instructional strategies and classroom management techniques that will increase opportunities for student and teacher success.</p>	2.4, 2.5, 2.6	Administrators, mentor teachers and development specialist	Teacher retention rate will increase and teacher capacity will increase.				
<p>  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

Performance Objective 1 Problem Statements:










School Processes & Programs
<p>Problem Statement 1: Teachers spent a lot of their conference time planning the "what" of instruction rather than practicing the "how". Root Cause 1: Curriculum provided from district did not support practicing the "how". Instructional coaches and administration did not have teachers model and practice lesson delivery. Lesson planning was focused on teacher knowledge of TEKS rather than implementation of TEKS</p>

Goal 4: Engaged stakeholders in every community

Performance Objective 1: Smith Elementary will invite, initiate, and support parents and the community with a 5% increase of involvement on our campus during the 2018-2019 school year.

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

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) Increase parent/community involvement to help support student achievement and give timely feedback about students progress.</p>	2.4, 3.2	Parent Engagement Liaison and Principal	<p>Recruit parents for parent advisory committee</p> <p>Utilize communication Apps such as remind 101, campus website, Facebook, twitter, and class Dojo ans Smores to keep parents informed of student progress and important information</p> <p>Continue Watch D.O.G.S. and Marvelous MOMS programs to bring parents into the school to assist with academic and non-academic needs.</p> <p>Continue Marvelous Moms program for moms to engage in school community.</p>				
<p>Problem Statements: Perceptions 2</p> <p>Funding Sources: 211 Title I, Part A - 2839.99</p>							
<p>Critical Success Factors CSF 5 CSF 6</p> <p>2) Encourage parents to be active partners in their child's education</p>	3.1, 3.2	Counselor, Instructional Coaches	Host parent orientation, Family Fun Night, TELPAS night and parent workshops to increase parent understanding of how to support student at home and school.				
<p>Critical Success Factors CSF 5 CSF 6</p> <p>3) Encourage parents, stakeholders and staff to join PTO</p>	3.2	Principal, Parent Engagement Liaison, Assistant Principal	Recruit parents to join PTO				
<p>  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

Performance Objective 1 Problem Statements:

Perceptions

Problem Statement 2: 19% of parents do not feel that teacher give timely and helpful feedback about student work. **Root Cause 2:** A routine for communicating with parents systematically have not been implemented campus wide.

Goal 5: Opportunities and choice for every family.

Performance Objective 1: Smith Elementary will work alongside families to provide high quality learning and developmental opportunities for 100% of our students during the 2018-2019 school year.

Evaluation Data Source(s) 1: Surveys

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) Encourage social and emotional development of students through opportunities to be a part of after school clubs</p>	2.5	Library Media Specialist	Hosting after school clubs to help develop a love for coming to school. As a result attendance will increase by 2.5% from 96% to 98%				
Problem Statements: Demographics 1							
<p>Critical Success Factors CSF 5 CSF 6</p> <p>2) Ease Transition from 5th to 6th grade and from PreK to K to 1st</p>	2.4	Counselor	<p>Host Middle School counselor, AP, Band, Choir to introduce students to programs at the middle school campus. Schedule middle school counselor to visit campus to talk to students about middle school courses and opportunities.</p> <p>Have a "Transition" Day where students each spend a small portion of the day in the next grade level teachers.</p>				
<p>Critical Success Factors CSF 5 CSF 6</p> <p>3) 4) Smith Elementary will continue educating staff, students and parents about our "No Place For Hate" program to raise awareness about bullying</p>	3.2	Counselor, Principal and Assistant Principal	Educate staff, students and parents on bullying prevention				
Problem Statements: Perceptions 1							
<p>Critical Success Factors CSF 5 CSF 6</p> <p>4) Smith Elementary will implement Dream Seekers to expose students to secondary education. Each classroom will be identified as a college or technical school. During the school year students will learn about the college/universities mascot, GPA, financial assistance, etc.</p>		PEL	Students will learn about secondary education and aspire to attend a college/university or technical school.				

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

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: Attendance has been around 96% for three years. This year it was 95.9% Root Cause 1: We had pre-k full day this year, the flu season and there were students with significant health issues who eventually began receiving home bound instruction at the end of the year.
Perceptions
Problem Statement 1: 58% of parents surveyed feel that staff members are responsive when bullying is reported. Root Cause 1: There has been a lack of teacher training, student and parent training on bullying prevention.

Goal 5: Opportunities and choice for every family.

Performance Objective 2: Smith Elementary will provide specialized programs to support diverse learning experiences for its scholars.

Evaluation Data Source(s) 2: Surveys

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	July
Critical Success Factors CSF 1 CSF 6 1) Smith will participate in the GT EXPO to present the Texas Performance Standards Project (TPSP) research.	2.4, 2.5, 2.6	GT Coordinator, Teachers, Administrators	Spring ISD will increase opportunities and choice for families of gifted learners. Scholars are college or career ready and are prepared for post-secondary school.				
Critical Success Factors CSF 1 2) 100% of grade K - 5 Gifted and Talented scholars will complete a scholar inventory and at minimum two Renzulli independent study projects (one per semester).	2.4, 2.5, 2.6	GT Coordinator, Teachers and Administrator	Spring ISD will increase opportunities and choice for families of gifted learners. Scholars are college or career ready and are prepared for post-secondary school.				
Critical Success Factors CSF 1 3) Enrichment teachers will utilize PVA curriculum to create direct ties that support scholars academic achievement in addition to other activities and programs	2.5	Enrichment teachers and administrators	Teachers will have a rigorous and aligned curriculum. Teachers improve the academic performance of scholars.				
= Accomplished = Continue/Modify = Considerable = Some Progress = No Progress = Discontinue							

Comprehensive Support Strategies

Goal	Objective	Strategy	Description
1	1	1	Pre-K-5th grade teachers will participate in PLCs to review student data, practice lesson delivery, learn standards, and plan.
1	1	3	Writing will be aligned K-5 utilizing "Units of Studies". Writing STEP Up to the TEKS will also be utilized to target revising and editing.
1	1	6	Teachers will be trained on TLAC strategies using the Teach Like a Champion book as a resource to help improve student achievement. Students will utilize whiteboards to "slate" and participate at 100%.

State Compensatory

Personnel for Smith Elementary:

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Marsi Valero	Aide - PK Bilingual	SCE	.5
Melissa Lynch	SSS	SCE	1
Shelly Hodge	Aide - PK	SCE	1
Taren Land	Math Coach	SCE	1

Title I Schoolwide Element Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Alejandra Trevino	Interventionist	Title 1	1
Heidi Miceli	Literacy Coach	Title 1	1

Campus Improvement Plan Advisory Committee

Committee Role	Name	Position
Administrator	Shimona Eason	Principal
Administrator	Amanda Everton	Assistant Principal
Classroom Teacher	Laura Scott	1st Grade Teacher
Parent	Sam Wilkerson	Parent
Classroom Teacher	Tara Viningre	5th Grade Teacher
Classroom Teacher	Anabell Smith	3rd Grade Teacher
Classroom Teacher	Kristal Buckles	4th Grade Teacher
Classroom Teacher	Melinda Walker	4th Grade Teacher
Classroom Teacher	Kim Jankowski	2nd Grade Teacher
Non-classroom Professional	Jenine Feuerbach	ELL Coordinator
Non-classroom Professional	Kim Sharp	Sped Team Leader
Non-classroom Professional	Nicole Hill	Counselor
District-level Professional	Daphne Wilson	Curriculum and Instruction
Parent	Ashlee Beason	Parent

Campus Funding Summary

199 General Fund					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$31,422.00
+/- Difference					\$31,422.00
199 State SCE - State Compensatory Education (PIC)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	Personnel	6118 TU	\$6,500.00
1	1	2	Instructional Materials	6321	\$3,000.00
1	1	2	General Supplies	6399	\$2,000.00
1	3	2		18904.00	\$0.00
3	1	1	Math Coach (district funded)		\$0.00
3	1	1	SSS (District Funded)		\$0.00
Sub-Total					\$11,500.00
Budgeted Fund Source Amount					\$138,000.00
+/- Difference					\$126,500.00
211 Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	Personnel - Literacy Coach (district funded)		\$0.00
1	1	2	Exact Path/Reading Eggs	6321.ss	\$2,907.00
1	1	2	Chromebooks and Cart	6321	\$7,000.00
1	1	3	Units of Studies		\$0.00
1	1	4	Personnel		\$56,500.00
1	1	6		6321	\$195.00
1	1	8		6321.SS	\$1,401.75

2	1	1	Personnel - Literacy Coach		\$56,500.00
2	1	1	Personnel - Bilingual Interventionist		\$70,860.00
2	1	2	Instructional Materials - Vocabulary development		\$0.00
3	1	1	Literacy Coach		\$0.00
3	1	1	Reading A-Z	6231	\$600.00
3	1	2	Library Media Specialist (District Funded)		\$0.00
4	1	1	Parent Involvement		\$760.00
4	1	1	Parent Liaison Stipend		\$2,000.00
4	1	1	Smores	6399	\$79.99
Sub-Total					\$198,803.74
Budgeted Fund Source Amount					\$88,497.00
+/- Difference					\$-110,306.74
Grand Total					\$210,303.74