

# Clark Primary School

## 2015-2016 Campus Improvement Plan



### Spring Independent School District

#### Campus Mission Statement

To develop productive citizens who are critical thinkers and future leaders through collaboration and community involvement.

#### Campus Vision Statement

Improving lives through learning.

---

To Be Completed by Central Administration

*Reviewers:*

*Final Approval Date:*

Name	Status	Name	Status	Name	Status	Name	Status

# 2015-2016 Site-Based Decision Making Committee

## Roster & Meeting Dates

### Roster

<i>Required Position</i>	<i>Committee Member Name</i>
<i>Chair Person</i>	<i>Rhonda Mason</i>
<i>Teacher</i>	<i>Mrs. Thomas</i>
<i>Teacher</i>	<i>Mrs. Bacarrise</i>
<i>Teacher</i>	<i>Mrs. Burke</i>
<i>Teacher</i>	<i>Mrs. Harrison</i>
<i>Teacher</i>	<i>Mrs. Kubulan</i>
<i>Teacher</i>	<i>Mrs. Fields</i>
<i>Non-Teaching Professional</i>	<i>Yolanda Tigner</i>
<i>Parent</i>	<i>Janette Ortega</i>
<i>Parent</i>	<i>Tonya Adams-Felder</i>
<i>District Representative</i>	<i>Christina Ondier</i>
<i>Community Member</i>	<i>Claude Cotton</i>
<i>Business Partner</i>	<i>Rick Herring</i>

### 2015-2016 Meeting Dates

<i>Location</i>	<i>Date</i>	<i>Meeting Time</i>
<b>Clark Primary</b>	9-2-2015	3:30PM -5:00PM
<b>Clark Primary</b>	10-7-2015	3:30PM -5:00PM
<b>Clark Primary</b>	11-4-2015	3:30PM -5:00PM
<b>Clark Primary</b>	1-6-2016	3:30PM -5:00PM
<b>Clark Primary</b>	3-2-2016	3:30PM -5:00PM
<b>Clark Primary</b>	5-4-2016	3:30PM -5:00PM

## 2015-2016 SCHOOL YEAR COMPREHENSIVE NEEDS ASSESSMENT SUMMARY

<b>Data Sources Reviewed:</b>			
<ul style="list-style-type: none"> <li>• 2014-2015 STAAR Results</li> <li>• 2014-2015 TELPAS</li> <li>• Attendance Information</li> </ul>	<ul style="list-style-type: none"> <li>Parent Surveys</li> <li>SBEC Teacher Certification</li> <li>Accelerated Reader</li> </ul>	<ul style="list-style-type: none"> <li>Study Island</li> <li>Istation Data</li> <li>Technology Inventory</li> </ul>	
<b>Area Reviewed</b>	<b>Summary of Strengths</b> What were the identified strengths?	<b>Summary of Needs</b> What were the identified needs?	<b>Priorities</b> What are the priorities for the campus, including how federal and state program funds will be used?
<b>Demographics</b>	AA 65.2%, Hispanic 29.7%, White 1.2%  Economically Dis. 87.4%  ELL 24%  SPED 5.6%  We have a new registrar and will be trying to find funding for a .5 attendance clerk to monitor absences and contact parents.	High mobility 38% Attendance Rates 95.6% A campus mobility task force made up of staff, parents and community members is needed to develop strategies for decreasing high mobility rates.	Our mobility rate is almost twice as high as the district average of 22.9% Increase attendance through contacting parents and decrease mobility through parent engagement. Find funding for a .5 attendance clerk
<b>Student Achievement</b>	Small increase in 3rd and 4th grade reading Advanced Level 3 scores.	Leveled Classroom Libraries (English and Spanish) Resources for intervention Training for staff	Ensure that teachers are equipped with the content knowledge and resources to provide high quality Tier 1 instruction in reading, writing, math and science on every grade level. Ensure that assessments are administered to monitor progress and promote students reading on grade level.  Title One funds will be used to supplement classroom libraries. Request Title 3 funds to supplement Spanish leveled classroom libraries.
<b>School Culture and Climate</b>	Over 1/3 of the staff are new to the campus and returning teachers are excited about our "Turn" year.	The implementation of a consistent school-wide discipline management system that promotes positive behavior is needed.	All staff will be CHAMPS trained and the Champs Team will evaluate and monitor implementation regularly.

## 2015-2016 SCHOOL YEAR COMPREHENSIVE NEEDS ASSESSMENT SUMMARY

<b>Data Sources Reviewed:</b>			
<ul style="list-style-type: none"> <li>• 2014-2015 STAAR Results</li> <li>• 2014-2015 TELPAS</li> <li>• Attendance Information</li> </ul>		<ul style="list-style-type: none"> <li>Parent Surveys</li> <li>SBEC Teacher Certification</li> <li>Accelerated Reader</li> </ul>	<ul style="list-style-type: none"> <li>Study Island</li> <li>Istation Data</li> <li>Technology Inventory</li> </ul>
<b>Area Reviewed</b>	<b>Summary of Strengths</b> What were the identified strengths?	<b>Summary of Needs</b> What were the identified needs?	<b>Priorities</b> What are the priorities for the campus, including how federal and state program funds will be used?
<b>Staff Quality/ Professional Development</b>	<p>Highly Qualified Staff</p> <p>Literacy Coach</p> <p>Math Instructional Specialist</p>	<p>More ESL certified teachers</p> <p>More GT certified teachers</p> <p>100% meeting PD requirements</p> <p>Increase retention rate of teachers.</p> <p>More teachers trained to meet the needs of struggling readers</p> <p>Improve staff attendance</p> <p>More on the spot coaching</p> <p>Increase job imbedded PD</p> <p>Build leadership capacity in teachers</p> <p>Increase familiarity with T-TESS</p> <p>PD focused on literacy and primary math</p>	<p>100% of staff meeting PD district requirements</p> <p>Teachers ESL and GT certified</p> <p>Identify individual teacher PD needs</p> <p>Create opportunities for teacher to observe high quality instruction.</p>
<b>Curriculum, Instruction &amp; Assessment</b>	<p>New and Improved district curriculum documents and resources</p> <p>Literacy Coach</p> <p>Principal with a strong background in literacy</p>	<p>PLC meetings focused on providing teachers with PD based on student data and time to practice before delivering lessons to students.</p> <p>On the spot coaching</p> <p>PD focused on literacy and primary math</p>	<p>Teachers must begin receiving more tailored support with planning and delivering instruction through campus level PLCs, weekly planning sessions with the instructional support team and professional development in literacy and math. Title One funds will be used to supplement professional development.</p>
<b>Family and Community Involvement</b>	<p>Recent input from parents regarding a principal profile</p>	<p>Monthly opportunities to get involved</p> <p>Updated website</p> <p>Bilingual front office and administrative staff</p>	<p>Academic Parent Teacher Teams – Title One funding</p> <p>Increase community partners</p> <p>Increase the number of bilingual</p>

## 2015-2016 SCHOOL YEAR COMPREHENSIVE NEEDS ASSESSMENT SUMMARY

Data Sources Reviewed:			
<ul style="list-style-type: none"> <li>• 2014-2015 STAAR Results</li> <li>• 2014-2015 TELPAS</li> <li>• Attendance Information</li> </ul>	<ul style="list-style-type: none"> <li>Parent Surveys</li> <li>SBEC Teacher Certification</li> <li>Accelerated Reader</li> </ul>	<ul style="list-style-type: none"> <li>Study Island</li> <li>Istation Data</li> <li>Technology Inventory</li> </ul>	
Area Reviewed	Summary of Strengths What were the identified strengths?	Summary of Needs What were the identified needs?	Priorities What are the priorities for the campus, including how federal and state program funds will be used?
<b>School Context and Organization</b>	The two campuses have now been split and Clark Primary now has its own principal. We serve PK-2 students.	Enhanced campus-wide communication Cross-campus collaboration Increased staff involvement with students in enrichment activities Consistent collaboration with Clark Intermediate CHAMPS School-Wide Literacy Focus Campus-wide	Increased staff involvement with students in enrichment activities Consistent collaboration with Clark Intermediate CHAMPS School-Wide Literacy Focus Campus-wide
<b>Technology</b>	Two functional computer labs Wireless Chrome books Smart Boards	Smart Board training and implementation support IStation Teacher More Document Cameras	Smart Board training and implementation support

Is your Campus Title I:

YES x NO

Spring Independent School District

2015-2016

Campus Name: Clark Primary Principals Name: Rhonda Mason

<b>Spring ISD Imperative: Reach Every Student</b>						
<b>Campus Goal 1:</b> Assemble a data team comprised of teachers and campus leaders which will meet weekly to monitor and plan interventions and enrichment for all student groups. Students will be expected to meet or exceed on-level reading performance on Istation and Reading Mastery assessments during the 2015-2016 school year.						
<b>Campus Performance Challenge (Priorities)</b>	<b>Action Steps to Address Performance Challenge(s)</b>	<b>Title 1 School-Wide Components</b>	<b>Campus Staff Responsible</b>	<b>Resources Needed</b>	<b>Timeline for Actions</b>	<b>Evidence of Progress</b>
<i>In each row, capture the critical challenge your school faces (what problem are you trying to solve?).</i>	<i>List one or more specific actions you will take to address the root causes and pursue the goal (how)</i>	<i>For each action, list the Title 1 component that is addressed through the action.</i>	<i>For each action, list the person responsible for ensuring the action is completed</i>	<i>For each action, list the resources, estimated cost and funding source to ensure the action is completed</i>	<i>For each action, provide a timeline for completing the action (when)</i>	<i>Define what measureable evidence would indicate needed progress toward long-term goal</i>
<b>Student are reading one to two levels below grade level</b>	45-minute school-wide intervention block	<b>CNA SRS ASD</b>	Campus Administrative Team	Additional English and Spanish Guided Reading Books F&P Guided Reading Kits  Title one (6325) and Title 3	<b>10/2015</b>	Increase in Lexile levels and increase in the percentage of kids reading on or above grade level. 100% of our students' Lexile levels will increase by 100 points. <i>This past fall, Istation partnered with MetaMetrics, developer of the Lexile Framework for Reading, to link the Lexile scale with student comprehension scores from ISIP™ (Istation's Indicators of Progress) for students in grades 1 through 8.</i>
	Teachers will implement Reading Mastery consistently and with fidelity every day.					
	Guided Reading will be implemented at least 4 days a week.					
<b>There is lack of tracking and data thus decisions are not being made with up to date data</b>	Data trackers will be required in every classroom	<b>CNA SRS CSP ASD</b>	Literacy Coach Instructional Specialist Administrative Team	Binders	<b>10/2015</b>	By September 24, 2015 100% of teachers will have their students grouped in small groups based on concrete student data from Reading Mastery and Istation. Groups and schedules will be posted in 100% of classrooms and trackers with DRA levels.
	Istation Data will be tracked and reviewed					
	While this is not required by the district, students on our campus will be coached to pass a high frequency word test by the end of the year.					
	Teachers will keep updated data binders					
	Analysis after checkpoints					

Is your Campus Title I:

YES x NO

Spring Independent School District

2015-2016

Campus Name: Clark Primary Principals Name: Rhonda Mason

<b>Spring ISD Imperative: Reach Every Student</b>						
1. <b>Campus Goal 2:</b> Clark Primary successfully responds to struggling students by providing and documenting swift, aggressive, and effective intervention that ensures the learning needs of all students are met.						
<b>Campus Performance Challenge (Priorities)</b>	<b>Action Steps to Address Performance Challenge(s)</b>	<b>Title 1 School-Wide Components</b>	<b>Campus Staff Responsible</b>	<b>Resources Needed</b>	<b>Timeline for Actions</b>	<b>Evidence of Progress</b>
<i>In each row, capture the critical challenge your school faces (what problem are you trying to solve?).</i>	<i>List one or more specific actions you will take to address the root causes and pursue the goal (how)</i>	<i>For each action, list the Title 1 component that is addressed through the action.</i>	<i>For each action, list the person responsible for ensuring the action is completed</i>	<i>For each action, list the resources, estimated cost and funding source to ensure the action is completed</i>	<i>For each action, provide a timeline for completing the action (when)</i>	<i>Define what measureable evidence would indicate needed progress toward long-term goal</i>
Our SPED numbers are below the district and state average	PD focused on the proper documentation and interventions that must be in place for the committee to successfully request a student be considered for evaluation.	PD ASD	Indira Hernandez, Student Support Specialist	None needed	September 10, 2015	There will be a 20% increase in the number of proper interventions being submitted into the district's RTI monitoring system.
	Monitoring of the RTI process by an assigned administrator		Yolonda Tigner, AP			

Is your Campus Title I:

YES x NO

Spring Independent School District

2015-2016

Campus Name: Clark Primary Principals Name: Rhonda Mason

1. Spring ISD Imperative: High Performance from Every Employee

**Campus Goal 3:** Create a highly effective school that has *highly qualified staff* that makes learning a priority for all students

Campus Performance Challenge (Priorities)	Action Steps to Address Performance Challenge(s)	Title 1 School-Wide Components	Campus Staff Responsible	Resources Needed	Timeline for Actions	Evidence of Progress
<i>In each row, capture the critical challenge your school faces (what problem are you trying to solve?).</i>	<i>List one or more specific actions you will take to address the root causes and pursue the goal (how)</i>	<i>For each action, list the Title 1 component that is addressed through the action.</i>	<i>For each action, list the person responsible for ensuring the action is completed</i>	<i>For each action, list the resources, estimated cost and funding source to ensure the action is completed</i>	<i>For each action, provide a timeline for completing the action (when)</i>	<i>Define what measureable evidence would indicate needed progress toward long-term goal</i>
<b>Increase the number of ESL certified teachers and use of high yield ESL strategies being used.</b>	Enforce the district's expectation that every teacher becomes ESL certified within a year of employment.	<b>PD</b>	<b>Susan Gilchrist, ESL Specialist</b>  <b>Keisha Fields, ESL Specialist</b>	<b>The district will reimburse teachers for testing costs and adding the additional certification. None needed</b>	<b>2/2016</b>	<b>Progress would be evident if 70% of content teachers are ESL certified. We are currently at less than 50%.</b>
	Provide ESL training on language objectives and structured conversations				<b>10/2016</b>	
<b>Support new teachers with high quality job-embedded coaching and timely feedback</b>	On campus Literacy Coach	<b>PD</b>	Literacy Coach Admin Math Specialist District Specialist	None needed	<b>08/2015</b>	<b>90% of new teachers will be scored proficient on T-TESS</b>
	Math Instructional Specialist					
<b>Provide reading materials for bilingual and regular education students</b>	Purchase Spanish and English leveled classroom libraries	<b>SRS</b> <b>HQS</b>	Admin and Multilingual Department	Title One (6325) materials and Title 3 materials	<b>10/2015</b>	<b>100% of teachers will have the materials they need to deliver high quality instruction to their students</b>
	Purchase English and Spanish read alouds					



Is your Campus Title I:

YES x NO

Spring Independent School District

2015-2016

Campus Name: Clark Primary Principals Name: Rhonda Mason

<b>Spring ISD Imperative:</b> High Performance from Every Employee						
<b>Campus Goal 4:</b> Provide professional development to equip the teachers with strategies for delivering effective instruction to our targeted sub populations enabling them to show significant growth on assessments.						
<b>Campus Performance Challenge (Priorities)</b>	<b>Action Steps to Address Performance Challenge(s)</b>	<b>Title 1 School-Wide Components</b>	<b>Campus Staff Responsible</b>	<b>Resources Needed</b>	<b>Timeline for Actions</b>	<b>Evidence of Progress</b>
<i>In each row, capture the critical challenge your school faces (what problem are you trying to solve?).</i>	<i>List one or more specific actions you will take to address the root causes and pursue the goal (how)</i>	<i>For each action, list the Title 1 component that is addressed through the action.</i>	<i>For each action, list the person responsible for ensuring the action is completed</i>	<i>For each action, list the resources, estimated cost and funding source to ensure the action is completed</i>	<i>For each action, provide a timeline for completing the action (when)</i>	<i>Define what measureable evidence would indicate needed progress toward long-term goal</i>
Empower our diverse staff to meet the needs of our K-2, mostly AA and Hispanic student population.	Provide our staff with training focused on equipping teachers with strategies to increase student achievement for minorities and students living in poverty	ASD PD HQS SRS	Campus Leadership	\$3500 Title One PD Title One Staff Travel Possibly Title 3 funding  Function 13 6299 6411	6-30-16	Decrease in office referrals Increase in minority student performance  Increase in job satisfaction as measured during teacher surveys
	Expose our teachers to the neighborhoods where our students live and the problems that they face outside of our campus.				8-20-15	
Equip our teachers to provide high quality Literacy instruction during their first teach thus decreasing the number of students requiring intervention	PD focused on writing	PD SRS CNA	Campus Leadership Literacy Coach	\$3600 Title One Staff PD and Title One Staff Travel Possibly Title 3 funding  Function 13 6299 and 6411	ongoing	Decrease in the number of students in tier 3 by 10% or 28 students per grade level
	PD focused on Guided Reading					
	PD focused on primary grades reading instruction					

Is your Campus Title I:

YES x NO

Spring Independent School District

2015-2016

Campus Name: Clark Primary Principals Name: Rhonda Mason

<b>Spring ISD Imperative:</b> Engaged Stakeholders in Every Community						
<b>Campus Goal 5: Increase Parent Engagement and Business Partners</b>						
<b>Campus Performance Challenge (Priorities)</b>	<b>Action Steps to Address Performance Challenge(s)</b>	<b>Title 1 School-Wide Components</b>	<b>Campus Staff Responsible</b>	<b>Resources Needed</b>	<b>Timeline for Actions</b>	<b>Evidence of Progress</b>
<i>In each row, capture the critical challenge your school faces (what problem are you trying to solve?).</i>	<i>List one or more specific actions you will take to address the root causes and pursue the goal (how)</i>	<i>For each action, list the Title 1 component that is addressed through the action.</i>	<i>For each action, list the person responsible for ensuring the action is completed</i>	<i>For each action, list the resources, estimated cost and funding source to ensure the action is completed</i>	<i>For each action, provide a timeline for completing the action (when)</i>	<i>Define what measureable evidence would indicate needed progress toward long-term goal</i>
We must increase the number of engaged community partners.	Visit local businesses	PI	Nakia Draper Jackson, Counselor  Rakia Veal, Counselor	None needed	ongoing	Four successful events or donations from community partners before June 2016.
	Reach out to family and friends					
	Reach out to community organizations such as the United Way and the Houston Health Department					
We must increase parent involvement in academics	Introduce staff and parents to Academic Parent Teacher Teams	PI ASD CSP	Administration Nidia Perez Nakia Draper-Jackson Rakia Veal	Title One (61-6499) and Title 3 funds to purchase snacks for events	10/2015	Increase in parent satisfaction with the school and a 5% decrease in our mobility rate this school year.
	Increase communication with parents				08/2015	
	Create an organized parent organizations				09/2015	

Is your Campus Title I:

YES x NO

Spring Independent School District

2015-2016

Campus Name: Clark Primary Principals Name: Rhonda Mason

<b>Spring ISD Imperative:</b> Excellence in Every School						
<b>Campus Goal 6: Clark Primary will maintain a safe and orderly environment for 100% of the students for the 2015-2016 school year.</b>						
<b>Campus Performance Challenge (Priorities)</b>	<b>Action Steps to Address Performance Challenge(s)</b>	<b>Title 1 School-Wide Components</b>	<b>Campus Staff Responsible</b>	<b>Resources Needed</b>	<b>Timeline for Actions</b>	<b>Evidence of Progress</b>
<i>In each row, capture the critical challenge your school faces (what problem are you trying to solve?).</i>	<i>List one or more specific actions you will take to address the root causes and pursue the goal (how)</i>	<i>For each action, list the Title 1 component that is addressed through the action.</i>	<i>For each action, list the person responsible for ensuring the action is completed</i>	<i>For each action, list the resources, estimated cost and funding source to ensure the action is completed</i>	<i>For each action, provide a timeline for completing the action (when)</i>	<i>Define what measureable evidence would indicate needed progress toward long-term goal</i>
Maintain a safe and secure learning environment for all students.	Conduct bullying sessions	CSP T	Misty Miller, Campus CHAMPS Coordinator Administration All teachers Keisha Fields, Campus Safety Coordinator	none	August 24, 2015 – June 1, 2016	Documentation from Fire Marshall’s visit Safety drills documentation Safety meeting agendas
	Initiate and maintain CHAMPS program					
	Monthly meeting with Safety Officer					
	Monthly fire drills					

<b>Spring ISD Imperative:</b> Opportunities and Choice for Every Family
<b>Campus Goal 7: Clark Primary will implement a plan to create a culture of high expectations and college readiness by June1, 2016.</b>

Is your Campus Title I:

YES x NO

Spring Independent School District

2015-2016

Campus Name: Clark Primary Principals Name: Rhonda Mason

Campus Performance Challenge (Priorities)	Action Steps to Address Performance Challenge(s)	Title 1 School-Wide Components	Campus Staff Responsible	Resources Needed	Timeline for Actions	Evidence of Progress
<i>In each row, capture the critical challenge your school faces (what problem are you trying to solve?).</i>	<i>List one or more specific actions you will take to address the root causes and pursue the goal (how)</i>	<i>For each action, list the Title 1 component that is addressed through the action.</i>	<i>For each action, list the person responsible for ensuring the action is completed</i>	<i>For each action, list the resources, estimated cost and funding source to ensure the action is completed</i>	<i>For each action, provide a timeline for completing the action (when)</i>	<i>Define what measureable evidence would indicate needed progress toward long-term goal</i>
Increase attendance rate	<p>Create and attendance committee to create incentives for students</p> <p>Implement incentives for students</p> <p>Attendance walk to visit and call students with an attendance rate below 90%</p>	CNA ASD	<p>Janette Del Rio, Register</p> <p>David Bowles Attendance Support</p> <p>All Staff</p>	General and Activity Funds – for incentives for students	<p>August 24, 2015 – June 1, 2016</p> <p>Attendance Walk- September 12, 2015</p>	Decrease in the number of students with an attendance rate below 90% by 10%.
Increase Parental Involvement	<p>Work with parent liaison to increase parental involvement</p> <p>Implement parent involvement dates such as:                      Literacy night                      Grandparents Day                      Mother son                      Watch dog                      Title One meeting                      Meet the teacher                      2<sup>nd</sup> cup of coffee</p>	CNA PI CSP	<p>Parent Liasons                      Rakia Veal and                      Nakia Draper-Jackson</p> <p>Literacy Coach</p>	<p>Title One \$2000 Code 6117</p> <p>General and Activity Funds</p> <p>Title One Parent Involvement</p> <p>Function 61 Code 6499</p>	<p>Meet the Teacher- August 20, 2015</p> <p>Open House – September 10, 2015</p> <p>Grandparents Day – September 11, 2015</p> <p>Title One Meeting September 10, 2015</p> <p>First PTO Meeting September 23, 2015</p> <p>August 2015 – June 2016</p>	10% increase in parental participation as measured by comparing sign in sheets and stats from counselors from 2014-2015

Is your Campus Title I:

YES x            NO

**Spring Independent School District**

**2015-2016**

*Campus Name: Clark Primary            Principals Name: Rhonda Mason*

<p>Prepare parents for the transition from Clark Primary to Clark Intermediate</p>	<p>Host "Life After Primary" meeting at Clark Intermediate to introduce primary parents to the routines, procedures, and goals at Clark Intermediate</p> <p>Introduce Clark Primary Parents to STAAR</p>	<p>T PI</p>	<p>Counselors Administrators Clark Intermediate Staff</p>	<p>Title One \$2000 Code 6117</p> <p>General and Activity Funds</p> <p>Title One Parent Involvement Function 61 Code 6499</p>	<p>May 2016</p>	<p>Decrease the number of parent calls during the summer that relate to students transitioning from Clark Primary to Clark Intermediate</p>

Is your Campus Title I:

YES x NO

Spring Independent School District

2015-2016

Campus Name: Clark Primary Principals Name: Rhonda Mason

Physical Education Plan – Elementary Campuses Only							
<b>Spring ISD Imperative:</b>				In order to meet the intent of 19 TAC 74.32, Physical Activity Programs for Elementary School Students as adopted by the State Board of Education, March 22, 2002. Students will participate in physical activity for a minimum of either 30 minutes daily or 135 minutes weekly using TEKS-based physical education class or a TEKS-based structured physical activity.			
<b>Campus Goal:</b> Ensure that all students safely receive 150 minutes of physical activity per week.	<b>Grade Level:</b>	<b>Kinder</b>	<b>First Grade</b>	<b>Second Grade</b>	<b>Third Grade</b>	<b>Fourth Grade</b>	<b>Fifth Grade</b>
	<b>Minutes per Wk:</b>	150	150	150	n/a	n/a	n/a
<b>Campus Performance Challenge (Priorities)</b>	<b>Action Steps to Address Performance Challenge(s)</b>	<b>Title 1 School-Wide Components</b>	<b>Campus Staff Responsible</b>	<b>Resources Needed</b>	<b>Timeline for Actions</b>	<b>Evidence of Progress</b>	
<i>In each row, capture the critical challenge your school faces (what problem are you trying to solve?).</i>	<i>List one or more specific actions you will take to address the root causes and pursue the goal (how)</i>	<i>For each action, list the Title 1 component that is addressed through the action.</i>	<i>For each action, list the person responsible for ensuring the action is completed</i>	<i>For each action, list the resources, estimated cost and funding source to ensure the action is completed</i>	<i>For each action, provide a timeline for completing the action (when)</i>	<i>Define what measureable evidence would indicate needed progress toward long-term goal</i>	
A. Safely scheduling 150 minutes of structured physical fitness each week	Organize the master schedule to increase the number of classrooms going to PE alone.	ASD	Assistant Principals  Coach Oubre	None needed	August 24, 2015  Sept 11, 2015	Decrease in student injuries during P.E. and recess	
	Train teachers in structured activities to be done during recess.						
B. Logistically scheduling 13 classes per grade level for PE and recess	One class at a time in PE	ASD	Assistant Principals	None needed	August 24, 2015	Decrease in student injuries during P.E. and recess	
	Divide the playgrounds so that students will have room to safely play.						

Is your Campus Title I:

YES x NO

### Spring Independent School District

2015-2016

Campus Name: Clark Primary Principals Name: Rhonda Mason

#### Title I Ten School-wide Components:

<b>CNA</b> – Comprehensive Needs Assessment	<b>SRS</b> – Reform Strategies	<b>HQS</b> – Instruction by Highly Qualified Teachers	<b>PD</b> – High Quality Professional Development	<b>SAT</b> – Strategies to Attract HQ Teachers
<b>PI</b> – Strategies to Increase Parental Involvement	<b>T</b> – Transition	<b>TDA</b> – Teacher Decision-Making Regarding Assessments	<b>ASD</b> – Effective and Timely Assistance to Students	<b>CSP</b> – Coordination and Integration

2. Use a school-wide planning team to create a school culture that engages staff in a data driven process to conduct a **comprehensive needs assessments**.
3. School uses school-wide **reform strategies** that foster a systematic approach that ensures the learning needs of all students are met.
4. Create a highly effective school that has **highly qualified staff** that makes learning a priority for all students.
5. Intentionally target **professional development** strategies that ensure teaching staff, as well as others who support learning, are prepared to address the needs of all learners.
6. Address the needs of students by staffing our campus with **highly qualified staff** that has the experience and the knowledge necessary to address the unique contextual issues inherent to our campus.
7. Use meaningful and various **parental involvement** strategies that engage all parents in supporting student learning that occur in the home and at school.
8. Create a **transition** plan that helps smooth the transitional process from one grade level to the next grade level as well as one grade span to the next grade span.
9. Incorporate a data-driven instructional process that relies on standardized or statewide testing, as well as classroom and informal assessment tools to provide staff with professional development to assist them in **using and generating a variety of data forms**.
10. Use structures that address the needs of every child and **identify struggling students** as well as implement targeted strategies to support student learning through routine data analysis.
11. Coordination and integration of federal, state, and district programs.

#### Spring ISD Imperatives:

2. Reach Every Student
3. Excellence in Every School
4. High Performance from Every Employee
5. Engaged Stakeholders in Every Community
6. Opportunities and Choice for Every Family