



believe. engage. soar.

2016-2017

Elementary

Campus Improvement Plan

Pearl M. Hirsch Elementary School

Campus Mission Statement

Our mission is to empower students to think, create, discover, problem solve, and to be their personal best now and in the future.

Campus Vision Statement

Hirsch Elementary will be known for creating and nurturing a culture of learning in order to produce innovative citizens of our global community.

To Be Completed by Central Administration

Reviewers:

Final Approval Date:

Name	Status	Name	Status	Name	Status	Name	Status

**2016-2017 Site-Based Decision Making Committee
Roster & Meeting Dates**

<i>Required Position</i>	<i>Committee Member Name</i>
<i>Chair Person</i>	<i>Roosevelt Wilson</i>
<i>Teacher</i>	<i>Charles Dorsey</i>
<i>Teacher</i>	<i>Sandra McMillan</i>
<i>Teacher</i>	<i>Celina Salazar</i>
<i>Teacher</i>	<i>Althea Taylor</i>
<i>Teacher</i>	<i>Julie Perez</i>
<i>Teacher</i>	<i>Jacqueline Moreno</i>
<i>Teacher</i>	<i>Rebecca Montiel</i>
<i>Teacher</i>	<i>Aracely Ramirez</i>
<i>Non-Teaching Professional</i>	<i>C'ne Dawkins</i>
<i>Parent</i>	<i>LaToya Wilson</i>
<i>Parent</i>	
<i>District Representative</i>	<i>Matthew Pariseau</i>
<i>Community Member</i>	<i>Lora Lee Hedrick</i>
<i>Business Partner</i>	

2016-2017 Meeting Dates

<i>Location</i>	<i>Date</i>	<i>Meeting Time</i>
Hirsch Conference Room	Monday, June 2016	9:00 – 2:00
Hirsch Conference Room	Thursday, July 21, 2016	8:30 – 11:30
Hirsch Conference Room	Tuesday, September 20, 2016	4:00 – 6:00
Hirsch Conference Room	Tuesday, January 17, 2017	4:00 – 6:00
Hirsch Conference Room	Thursday, March 10, 2017	4:00 – 6:00
Hirsch Conference Room	Tuesday, May 2, 2017	4:00 – 6:00

2016-2017 SCHOOL YEAR COMPREHENSIVE NEEDS ASSESSMENT SUMMARY

Data Sources Reviewed:

- **Assessment Data:** STAAR/DFA/CFA/iStation/Eduphoria/TELPAS/
- **CIP and Campus Needs Assessments / PEIMS**
- **Attendance rates:** Absences/Perfect attendance/tardies/leave earlyies/ Staff attendance reports
- **Surveys:** Gallup student and staff/Parental Involvement/ Title I/ Parent Compacts/Stakeholder
- **Participation counts/Volunteer logs/ PTO meetings/ PTO enrollment/ VIPS**
- **Intervention Data Sources:** RtI logs/ Intervention Schedules/Lesson Plans/ 504 plans/ Sp. Ed evaluations/ Tier II and Tier III Documentation
- **Teacher Data:** Summative Evaluations / Observations / Goal Setting and Staff Development Plans/ Attrition Rates/ Manning Table
- **Staff Development:** Sign-in sheets/ Workforce development calendars and schedules/ Summative evaluations
- **Curriculum:** District Scope and Sequence/ STAAR Release / DFA Blueprints
- **Technology:** Technology Inventory Forms/ Accelerated Reader Reports/ iStation Reports/ IXL evaluations Enrollment Reports

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?
Demographics	Diverse Population Diverse Staff +90% of Staff Returning Community School	Intense Special Education population academic support Address mobility issues Ongoing LEP population support	Provide intense and ongoing support for Special Education students Provide sustained support to our LEP population
Student Achievement	Hispanic students ((68%/ 75%), white students (70%/71%), and English Language Learners (74%/80%) performed well in math and reading, respectively, meeting system safeguards. Third (62%), Fourth (68%), and Fifth (70%) grade students performed above district average in math. Hispanic students performed above system safeguard in writing.	Increase performance for African American students in math, reading, science, and writing. Increase performance for special education students in math and reading. Increase performance in science for all students Increase performance for all students in writing.	Increase performance for all students in math and reading with specific emphasis on special education students. Increase performance for all students in writing with special emphasis on African American students. Increase performance for all 5 th grade students in science. Math Coach: State Comp. Ed Funding (\$66,233; 6119) Literacy Coach: Title 1 (\$69,106 including benefits; 6119) ESL Coordinator: General Budget (\$69,895; 6119) Student Support Specialist: Comp. Ed (\$69,106; 6119)

2016-2017 SCHOOL YEAR COMPREHENSIVE NEEDS ASSESSMENT SUMMARY

Data Sources Reviewed:

- **Assessment Data:** STAAR/DFA/CFA/iStation/Eduphoria/TELPAS/
- **CIP and Campus Needs Assessments / PEIMS**
- **Attendance rates:** Absences/Perfect attendance/tardies/leave earlyies/ Staff attendance reports
- **Surveys:** Gallup student and staff/Parental Involvement/ Title I/ Parent Compacts/Stakeholder
- **Participation counts/Volunteer logs/ PTO meetings/ PTO enrollment/ VIPS**
- **Intervention Data Sources:** RtI logs/ Intervention Schedules/Lesson Plans/ 504 plans/ Sp. Ed evaluations/ Tier II and Tier III Documentation
- **Teacher Data:** Summative Evaluations / Observations / Goal Setting and Staff Development Plans/ Attrition Rates/ Manning Table
- **Staff Development:** Sign-in sheets/ Workforce development calendars and schedules/ Summative evaluations
- **Curriculum:** District Scope and Sequence/ STAAR Release / DFA Blueprints
- **Technology:** Technology Inventory Forms/ Accelerated Reader Reports/ iStation Reports/ IXL evaluations Enrollment Reports

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?
School Culture and Climate	Favorable Rating on the climate survey Decreased discipline referrals over 50% High learning standards for all students School work is challenging Administrators decisions that are best for students (80% parents/94% staff) Teachers are engaged in their work (77%)	Relating school work to real life Enforcing discipline fairly Implementation of a set of soft skills	Relating school work to real life Enforcing discipline fairly Implementation of a set of soft skills
Staff Quality/ Professional Development	Morale is high Above 90% retention of Teachers Sped teachers promoted in district	Provide more leadership opportunities on campus for staff Maintain strong induction program	Increase percentage of teachers at or above proficiency on T-TESS rating System to record and monitor coaching support

2016-2017 SCHOOL YEAR COMPREHENSIVE NEEDS ASSESSMENT SUMMARY

Data Sources Reviewed:

- **Assessment Data:** STAAR/DFA/CFA/iStation/Eduphoria/TELPAS/
- **CIP and Campus Needs Assessments / PEIMS**
- **Attendance rates:** Absences/Perfect attendance/tardies/leave earlyies/ Staff attendance reports
- **Surveys:** Gallup student and staff/Parental Involvement/ Title I/ Parent Compacts/Stakeholder
- **Participation counts/Volunteer logs/ PTO meetings/ PTO enrollment/ VIPS**
- **Intervention Data Sources:** RTI logs/ Intervention Schedules/Lesson Plans/ 504 plans/ Sp. Ed evaluations/ Tier II and Tier III Documentation
- **Teacher Data:** Summative Evaluations / Observations / Goal Setting and Staff Development Plans/ Attrition Rates/ Manning Table
- **Staff Development:** Sign-in sheets/ Workforce development calendars and schedules/ Summative evaluations
- **Curriculum:** District Scope and Sequence/ STAAR Release / DFA Blueprints
- **Technology:** Technology Inventory Forms/ Accelerated Reader Reports/ iStation Reports/ IXL evaluations Enrollment Reports

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?
	Staff feel trusted to make decisions High mutual respect among staff High functioning induction/mentor program Minimal changes to the teaching staff resulting in continuity from the 15/16 school year to the 16/17 school year.	System to record and monitor coaching support Increase percentage of teachers at or above proficiency on T-TESS rating	Maintain strong induction program

2016-2017 SCHOOL YEAR COMPREHENSIVE NEEDS ASSESSMENT SUMMARY

Data Sources Reviewed:

- **Assessment Data:** STAAR/DFA/CFA/iStation/Eduphoria/TELPAS/
- **CIP and Campus Needs Assessments / PEIMS**
- **Attendance rates:** Absences/Perfect attendance/tardies/leave earlyies/ Staff attendance reports
- **Surveys:** Gallup student and staff/Parental Involvement/ Title I/ Parent Compacts/Stakeholder
- **Participation counts/Volunteer logs/ PTO meetings/ PTO enrollment/ VIPS**
- **Intervention Data Sources:** RtI logs/ Intervention Schedules/Lesson Plans/ 504 plans/ Sp. Ed evaluations/ Tier II and Tier III Documentation
- **Teacher Data:** Summative Evaluations / Observations / Goal Setting and Staff Development Plans/ Attrition Rates/ Manning Table
- **Staff Development:** Sign-in sheets/ Workforce development calendars and schedules/ Summative evaluations
- **Curriculum:** District Scope and Sequence/ STAAR Release / DFA Blueprints
- **Technology:** Technology Inventory Forms/ Accelerated Reader Reports/ iStation Reports/ IXL evaluations Enrollment Reports

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?
Curriculum, Instruction & Assessment	Lesson plans uniformed Consistent PLC Collaboration meeting Fidelity to Scope and Sequence Intervention Block per Level GT Students clustered	System to monitor K-5 in core subjects Provide more planning/collaboration time for teachers during school day Ongoing school-specific professional development A more strategic intervention plan for targeted students	System to monitor K-5 in core subjects Provide more planning/collaboration time for teachers during school day A more strategic intervention plan for targeted students
Family and Community Involvement	Doubled the number of community volunteer hours from 2015/16 to 2016/17 (869 to 1,805.5) Career Day Participation Today's Tips for Parents on Website School Website	PTO structure and influence Parent involvement in academics Parent participation in curriculum nights Increase communications to parents and community	Increase parent involvement in academics Increase communications with parents and community Parental Involvement Misc. Op: Title 1 (\$371; 6400) Parental Involvement Supplies: Title 1 (\$523; 6399) Parent Liaison Stipend: Title 1 (\$2,000, 6117)

2016-2017 SCHOOL YEAR COMPREHENSIVE NEEDS ASSESSMENT SUMMARY

Data Sources Reviewed:

- **Assessment Data:** STAAR/DFA/CFA/iStation/Eduphoria/TELPAS/
- **CIP and Campus Needs Assessments / PEIMS**
- **Attendance rates:** Absences/Perfect attendance/tardies/leave earlyies/ Staff attendance reports
- **Surveys:** Gallup student and staff/Parental Involvement/ Title I/ Parent Compacts/Stakeholder
- **Participation counts/Volunteer logs/ PTO meetings/ PTO enrollment/ VIPS**
- **Intervention Data Sources:** RtI logs/ Intervention Schedules/Lesson Plans/ 504 plans/ Sp. Ed evaluations/ Tier II and Tier III Documentation
- **Teacher Data:** Summative Evaluations / Observations / Goal Setting and Staff Development Plans/ Attrition Rates/ Manning Table
- **Staff Development:** Sign-in sheets/ Workforce development calendars and schedules/ Summative evaluations
- **Curriculum:** District Scope and Sequence/ STAAR Release / DFA Blueprints
- **Technology:** Technology Inventory Forms/ Accelerated Reader Reports/ iStation Reports/ IXL evaluations Enrollment Reports

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?
	Class DoJo Teacher tweets Active Student Council Recycling Support from Parents, Students, and Teachers Parent Involvement (Curriculum Nights, Literacy & Lunch) Parent Newsletter		
School Context and Organization	Structures are in place for collaboration and team building within grade levels Majority of teachers feel that they have a	Structures in place to facilitate cross-level collaboration Tighter system of RtI	Tighter RtI system Structures for curricular collaboration across levels

2016-2017 SCHOOL YEAR COMPREHENSIVE NEEDS ASSESSMENT SUMMARY

Data Sources Reviewed:

- **Assessment Data:** STAAR/DFA/CFA/iStation/Eduphoria/TELPAS/
- **CIP and Campus Needs Assessments / PEIMS**
- **Attendance rates:** Absences/Perfect attendance/tardies/leave earlyes/ Staff attendance reports
- **Surveys:** Gallup student and staff/Parental Involvement/ Title I/ Parent Compacts/Stakeholder
- **Participation counts/Volunteer logs/ PTO meetings/ PTO enrollment/ VIPS**
- **Intervention Data Sources:** RtI logs/ Intervention Schedules/Lesson Plans/ 504 plans/ Sp. Ed evaluations/ Tier II and Tier III Documentation
- **Teacher Data:** Summative Evaluations / Observations / Goal Setting and Staff Development Plans/ Attrition Rates/ Manning Table
- **Staff Development:** Sign-in sheets/ Workforce development calendars and schedules/ Summative evaluations
- **Curriculum:** District Scope and Sequence/ STAAR Release / DFA Blueprints
- **Technology:** Technology Inventory Forms/ Accelerated Reader Reports/ iStation Reports/ IXL evaluations Enrollment Reports

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?
	voice Call to Excellence student-led morning assembly Staff committed to maintaining school-wide procedures and expectations Interventions offered to support students Coaching support from multiple sources RtI Procedures implemented across campus	More opportunity for Parents to share feedback Publicize Elevate	
Technology	Per Student Technology Pieces Grade-level Access to Supplemental	Outdated teacher laptops Professional development in the use of	Professional development in the use of technology in support of the curriculum

2016-2017 SCHOOL YEAR COMPREHENSIVE NEEDS ASSESSMENT SUMMARY

Data Sources Reviewed:

- **Assessment Data:** STAAR/DFA/CFA/iStation/Eduphoria/TELPAS/
- **CIP and Campus Needs Assessments / PEIMS**
- **Attendance rates:** Absences/Perfect attendance/tardies/leave earlyies/ Staff attendance reports
- **Surveys:** Gallup student and staff/Parental Involvement/ Title I/ Parent Compacts/Stakeholder
- **Participation counts/Volunteer logs/ PTO meetings/ PTO enrollment/ VIPS**
- **Intervention Data Sources:** RtI logs/ Intervention Schedules/Lesson Plans/ 504 plans/ Sp. Ed evaluations/ Tier II and Tier III Documentation
- **Teacher Data:** Summative Evaluations / Observations / Goal Setting and Staff Development Plans/ Attrition Rates/ Manning Table
- **Staff Development:** Sign-in sheets/ Workforce development calendars and schedules/ Summative evaluations
- **Curriculum:** District Scope and Sequence/ STAAR Release / DFA Blueprints
- **Technology:** Technology Inventory Forms/ Accelerated Reader Reports/ iStation Reports/ IXL evaluations Enrollment Reports

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?
	Technology Two Computer Labs Wireless Connectivity Projection devices in all classrooms Weekly IStation Lesson in Labs	technology in support of the curriculum More effective system of inventory and maintenance Teacher training on IStation math in primary grades	Teacher training on Istation math in primary grades

Is your Campus Title I:

YES NO

Spring Independent School District

2016-2017

Campus Name: Pearl M. Hirsch Elementary School Principals Name: Roosevelt Wilson

Spring ISD Imperative: Reach Every Student						
Campus Goal 1: Student Achievement – Increase STAAR Index 1 performance by 10 percentage points by the end of the 2016-17 school year.						
Campus Performance Challenge (Priorities)	Action Steps to Address Performance Challenge(s)	Title I 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) Strategies/Interventions/Activities required to meet annual goals.</i>	<i>For each action, list the Title I component that is addressed through the action.</i>	<i>For each action, list the person responsible for ensuring the action is completed. Organized actions by groups. Who will perform the action?</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) Sequence the interventions, activities, etc.</i>	<i>Define what measureable evidence would indicate needed progress toward long-term goal How will you monitor goals based on the sequence of interventions, activities, etc.? Implement and monitor - Determine what data will be reviewed and the timeline for review.</i>
<p>Increase students' math performance by 10% for all students as measured by CFAs for grades K-2, and by STAAR for grades 3-5 with special attention given to AA and Sped students (system safeguards).</p> <p>2016 STAAR Results: 5th Math 70% 4th Math 68% 3rd Math 62% Overall: 67% Overall AA: 54% Overall Sped: 55%</p>	<p>1. Increase students' performance in math for Grades 3-5 by providing more collaborative and hands on activities. 2. Provide teachers in Grades 3-5 with professional training in math. 3. Provide students access to Think Through Math. 4. Conduct data team meetings according to Data Team calendar schedules.</p>	CNA, PD, CIS, HQS, ETA, TDA, RS	Math Coach Student Support Specialist Teachers	<ul style="list-style-type: none"> Go Math Resources Educational Resources – Think Through Math, Dreambox, Mentoring Minds (Title-One - \$6,000: 6321) Math Coach (Comp. Ed. – \$66,233; 6119) Student Support Specialist (Comp Ed. 69,106: 6119) Data Team Calendars 	<p>Sept – May 2016, Monthly data reviews with grade-level teams.</p> <p>Sept 19, 2016 Oct 17, 2016 Nov 15, 2016 Dec 12, 2016 Jan 23, 2017 Feb 27, 2017 Apr 3, 2017 May 1, 2017</p>	<p>We will see 10% growth in all student groups in DFAs, Benchmarks, and on STAAR.</p> <p>STAAR Goals: 5th Math: 80% 4th Math: 78% 3rd Math: 72% Overall: 77% Overall AA: 64% Overall Sped: 65%</p>

Is your Campus Title I:

YES NO

Spring Independent School District
2016-2017

Campus Name: Pearl M. Hirsch Elementary School Principals Name: Roosevelt Wilson

<p>Increase students' reading performance by 10% for all students as measured by CFAs for grades K-2, and by STAAR for grades 3-5 with special attention given to AA and Sped students (system safeguards).</p> <p>2016 STAAR Results: 5th Reading 73% 4th Reading 65% 3rd Reading 64% Overall Reading: 67% Overall AA: 55% Overall Sped: 48%</p>	<ol style="list-style-type: none"> 1. Provide running records training to reading teachers. 2. Provide Istation training to reading teachers. 3. Provide minimum 90 minutes of weekly Istation lab time per student and analyze data during monthly data meetings. 4. Conduct monthly fluency checks for all students with fluency rates below grade level. 5. Provide opportunities for students to access Accelerated Reader tests daily. 6. Provide students with access to online learning via technology. 7. Monitor Reading Mastery and Corrective Reading progress monthly. 8. Conduct data team meetings according to Data Team calendar schedules. 	<p>CNA, PD, CSP, HQS, ETA, TDA, RS</p>	<p>Literacy Coach Bilingual IS Student Support Specialist Teachers ESL Teacher/ Coordinator Students</p>	<p>Istation (\$3,916) Accelerated Reader Reading Mastery Material Corrective Reading Material Fluency Passages Fluency Charts Math Coach: State Comp. Ed Funding (\$66,233; 6119) Literacy Coach: Title 1 (\$69,106 including benefits; 6119) ESL Coordinator: General Budget (\$69,895; 6119) Student Support Specialist: Comp. Ed (\$69,106; 6119) Bilingual IS (Title 1- \$74,000.00)</p>	<p>Sept 2016-May 2016 Monthly data reviews with grade-level teams. Sept 19, 2016 Oct 17, 2016 Nov 15, 2016 Dec 12, 2016 Jan 23, 2017 Feb 27, 2017 Apr 3, 2017 May 1, 2017</p>	<p>We will see 10% growth in all student groups in DFAs, Benchmarks, and on STAAR.</p> <p>STAAR Goals: 5th Reading 83% 4th Reading 75% 3rd Reading 74% Overall Reading: 77% Overall AA: 65% Overall Sped: 58%</p>
---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------	----------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Is your Campus Title I:

YES NO

Spring Independent School District

2016-2017

Campus Name: Pearl M. Hirsch Elementary School Principals Name: Roosevelt Wilson

<p>Increase writing focus in grades K-5, with specific emphasis placed on 4th grade (system safeguard).</p> <p>2016 STAAR Results: 4th Writing 56%</p>	<p>1. Literacy Coach, Bilingual IS, and Administrators will provide monthly professional development in writing for all levels.</p> <p>2. Students will produce writing samples monthly.</p> <p>3. Developmental Specialist will provide professional development in writing for grades 3-5 teachers.</p>	<p>CNA, PD, CIS, HQS, ETA, TDA, RS</p>	<p>Literacy Coach, Bilingual IS, Developmental Specialist, Teachers</p>	<p>PLC Collaborative Meeting Schedule Neuhaus Training & materials for color coded grammar and sentence writing. (Title 1 - \$800: 6321) Literacy Coach: Title 1 (\$69,106; 6119) Bilingual IS (Title 1- \$74,000.00)</p>	<p>Monthly all teams will meet for Data Team PLC to evaluate and collaborate to increase growth. First week of each month, students produce writing samples: Sept 6, Oct 3, Nov 7, Dec 5, Jan 9, Feb 6, Mar 6, Apr 3, May 1</p>	<p>All students will produce a grade-level appropriate writing samples by May 2016.</p> <p>Overall 4th grade writing scores will increase by 10% on CFAs, DFAs, Benchmarks, and STAAR.</p> <p>STAAR Goals: 4th Writing 66%</p>
<p>Increase students' science performance by for all students in grades 3-4 and by 20% in grade 5 as measured by CFAs for grades 3-4, and by STAAR for grade 5 students (system safeguard).</p> <p>2016 STAAR Results: 5th Science: 44%</p>	<p>1. Provide staff development for 3-5 science teachers.</p> <p>2. Utilize STEMScopes to supplement the science curriculum in grades 3 & 5.</p> <p>3. Provide quarterly science CFAs</p>	<p>CNA, PD, CIS, HQS, ETA, TDA, RS,</p>	<p>Math Coach, 5th grade Teacher (Montiel) Teachers</p>	<p>STEMScopes (Title 1- \$1,544) PLC Collaborative Meeting Schedule Neuhaus Training & materials for color coded grammar and sentence writing. (Title 1 - \$800: 6321) Bilingual IS (Title 1- \$74,000.00) Math Coach: State Comp. Ed Funding</p>	<p>Monthly all teams will meet for Data Team PLC to evaluate and collaborate to increase growth.</p> <p>Monthly students produce writing samples Instructional Leaders will review Report Cards every nine</p>	<p>Students in grades 3-5 will show 10% increase by final DFAs and 5th grade students will show a 20% increase on STAAR.</p> <p>STAAR Goals: 5th Science: 64%</p>

Is your Campus Title I:

YES NO

**Spring Independent School District
2016-2017**

Campus Name: Pearl M. Hirsch Elementary School Principals Name: Roosevelt Wilson

				(\$66,233; 6119)	weeks and monitor student growth throughout the year.	
Build student capacity to collaborate, self-direct, and monitor their own progress.	<ol style="list-style-type: none"> 1. Students track their CFAs, DFAs, Benchmarks, and monthly Istation scores. 2. Use CHAMPS practices to help students to self-direct their classroom conduct. 3. Develop and utilize a rubric to monitor and assess students' use of soft skills (Communications, Collaboration, Critical Thinking, Professional Ethics) 4. Provide opportunity for students to complete at least one project quarterly. 	CNA, CIS, HQS, ETA, TDA, RS	Student Support Specialist Literacy Coach Math Coach Bilingual IS Teachers	<p>Student Portfolios supplies (Title One – \$3000; 6399)</p> <p>Literacy Coach: Title 1 (\$69,106; 6119)</p> <p>ESL Coordinator: General Budget (\$69,895; 6119)</p> <p>Student Support Specialist: Comp. Ed (\$69,106; 6119)</p> <p>Bilingual IS (Title 1- \$74,000.00)</p> <p>Soft Skills Rubric CHAMPS Charts</p>	<p>Sept 2016-May 2017</p> <p>Quarterly projects Tracking sheets completed with each project:</p> <p>Oct 14, 2016 Dec 16, 2016 Mar 10, 2017 May 19, 2017</p> <p>Quarterly grades for Soft Skills (report card conduct):</p> <p>Oct 14, 2016 Dec 16, 2016 Mar 10, 2017 May 19, 2017</p>	<p>At least 90% of students have completed tracking charts.</p> <p>Student surveys indicate positive attitude about school.</p> <p>Decrease in the number of office referrals from previous year by 50%.</p>

Is your Campus Title I:

YES NO

Spring Independent School District

2016-2017

Campus Name: Pearl M. Hirsch Elementary School Principals Name: Roosevelt Wilson

Spring ISD Imperative: Excellence in Every School						
Campus Goal 2: Increase student attendance from 96.1% to 97% for the 2016-17 school year.						
Campus Performance Challenge (Priorities)	Action Steps to Address Performance Challenge(s)	Title I 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) Strategies/Interventions/Activities required to meet annual goals.</i>	<i>For each action, list the Title I component that is addressed through the action.</i>	<i>For each action, list the person responsible for ensuring the action is completed. Organized actions by groups. Who will perform the action?</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) Sequence the interventions, activities, etc.</i>	<i>Define what measureable evidence would indicate needed progress toward long-term goal How will you monitor goals based on the sequence of interventions, activities, etc.? Implement and monitor - Determine what data will be reviewed and the timeline for review.</i>
Increase daily attendance of all students.	<ol style="list-style-type: none"> 1. Have students set a goal of not being absent more than 3 days. 2. Attendance committee will meet weekly. 3. Recognize students with perfect attendance each quarter during awards ceremony. 4. Recognize parents of students who have perfect attendance each quarter during awards ceremony. 	CNA, PI	Teachers Administrators Attendance Clerk PTO	PTO funds for incentives (\$500) Incentives (General Budget - \$500)	Aug 2016 – May 2017 Daily attendance reports to registrar. Weekly attendance committee meeting. Parent conferences once students reach 3 absences within 9 weeks.	Annual attendance rate at 97% or more. Notes from weekly attendance meetings (Fridays @ 2:00) Monthly data team meetings. Sept 19, 2016 Oct 17, 2016 Nov 15, 2016 Dec 12, 2016 Jan 23, 2017 Feb 27, 2017 Apr 3, 2017 May 1, 2017

Is your Campus Title I:

YES NO

Spring Independent School District

2016-2017

Campus Name: Pearl M. Hirsch Elementary School Principals Name: Roosevelt Wilson

Spring ISD Imperative: High Performance from Every Employee						
Campus Goal 3: Utilize staff development and best practices to retain 90% of the teaching staff from the 2016-17 School Year						
Campus Performance Challenge (Priorities)	Action Steps to Address Performance Challenge(s)	Title I 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) Strategies/Interventions/Activities required to meet annual goal.</i>	<i>For each action, list the Title I component that is addressed through the action.</i>	<i>For each action, list the person responsible for ensuring the action is completed. Organized actions by groups. Who will perform the action?</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) Sequence the interventions, activities, etc.</i>	<i>Define what measureable evidence would indicate needed progress toward long-term goal How will you monitor goals based on the sequence of interventions, activities, etc.? Implement and monitor - Determine what data will be reviewed and the timeline for review.</i>
Foster a positive staff culture with 90% of the staff favorable toward the school.	<ol style="list-style-type: none"> 1. Lead mentor meets with mentors and their mentees monthly. 2. Mentors meet with mentees at least once weekly. 3. Provide professional development in math, literacy, science (4th & 5th), writing and classroom management throughout the year. 4. Conduct a climate survey MOY and EOY 5. Teachers participate in weekly PLC collaborative meetings. 6. Provide coaching support to help 100% of teachers reach a minimum of 	CNA, HQS, SRA, CIS, PD, RS, TDA, ETA	Lead Mentor Administrators Sunshine Committee Teachers	Mentor/mentee log Mentor/mentee schedule Professional Development (Title One: \$8,000: 6299) Sunshine Activities (\$500 Activity Funds) Survey Monkey (\$225 Local Funds) Coaching Forms PLC Survey PLC Schedule	Sept 2016 – May 2017 Monthly lead mentor schedule Weekly mentor logs Quarterly PD report Jan 2016 & May 2017 climate survey Weekly PLC meeting notes, Aug 2016 – May 2017 Weekly coaching feedback forms Sept 2016 – May 2017	Staff surveys indicate 90 % of staff report favorable attitude about the school. Staff retention at or above 90%.

Is your Campus Title I:

YES NO

**Spring Independent School District
2016-2017**

Campus Name: Pearl M. Hirsch Elementary School Principals Name: Roosevelt Wilson

	<p>proficient on T-TESS walkthroughs and observations.</p> <p>7. Sunshine committee will provide morale-boosting activities at least quarterly.</p>					
<p>SAFETY: Ensure that all students and staff feel physically safe</p>	<ol style="list-style-type: none"> 1. Require visitors to enter via the lobby/secure entry. 2. Post appropriate warning signs on doors as required. 3. Educate students on safety procedures pertinent to them. 4. Provide crossing guards for morning and afternoon walking traffic. 5. Counselor conducts guidance lessons for all classes. 6. Reduce the number of playground incidents by 50% from the 2015-2016 School year. 7. Establish and implement procedures to monitor students on the playground. 	<p>CNA, SRA, RS, CSP</p>	<p>Safety Officer Counsel for Hirsch Staff Hirsch Students</p>	<p>Safety Signs and Cones (General Budget-\$150) Door Signs Safety Lessons for Students Raptors VSoft Web-based System Playground Procedures</p>	<p>Aug 2016 – May 2017 Security lessons completed by Sept 2, 2016 Warning signs posted by Aug 22, 2016 Guidance lessons conducted bi-weekly beginning Aug 29, 2016 through May 2017</p>	<p>Safety survey indicated that over 90% of staff and students feel safe at school. Nurse report shows a reduction in student playground incidents by 50% or more from the 2015-2016 school year.</p>

Is your Campus Title I:

YES NO

Spring Independent School District

2016-2017

Campus Name: Pearl M. Hirsch Elementary School Principals Name: Roosevelt Wilson

Spring ISD Imperative: Engaged Stakeholders in Every Community						
Campus Goal 4: Community Involvement – Increase Parental Involvement by 50%.						
Campus Performance Challenge (Priorities)	Action Steps to Address Performance Challenge(s)	Title I 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) Strategies/Interventions/Activities required to meet annual goals.</i>	<i>For each action, list the Title I component that is addressed through the action.</i>	<i>For each action, list the person responsible for ensuring the action is completed. Organized actions by groups. Who will perform the action?</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) Sequence the interventions, activities, etc.</i>	<i>Define what measureable evidence would indicate needed progress toward long-term goal How will you monitor goals based on the sequence of interventions, activities, etc.? Implement and monitor - Determine what data will be reviewed and the timeline for review.</i>
Increase the amount of parental involvement in academics and nonacademic activities from 1805.5 volunteer hours in 2015-16 to 3,700 volunteer hours in 2016-17.	<ol style="list-style-type: none"> 1. Provide at least 10 parent events. 2. Provide unit reviews to parents once per 9 weeks per grade level. 3. Conduct a parent survey in January. 4. Continue to create and disseminate a parent newsletter. 5. Conduct at least 2 nonacademic activities for parents, students, community members, and staff. 	CNA, PI, RS, ETA, CIS, SRA	Parent Liaison Literacy Coach Math Coach Teachers Webmaster	Make and Take Material (Title 1 – \$300; 6399) Survey Monkey (\$225 Local Budget) Food Items (\$1,000- Title I) Webmaster (\$1,600, Stipend) Parent Liaison (Title One - \$2,000: 6117) Math Coach: State Comp. Ed Funding (\$66,233; 6119) Literacy Coach: Title 1 (\$69,106 including benefits; 6119) Logs from academic and nonacademic activities	Aug 2016 - May 2017 Meet the Teacher Aug 18 Open House Sept 22 Reading Curriculum night Oct 20 Veterans Day Parade Nov 11 Math Curriculum Night Jan 19 Log of Professional Development	Documentation of parental involvement and volunteer logs indicate 50% of parents participated in school functions. Number of volunteer hours. Number of participants with each event. Parent, teacher, and student feedback opportunities at the event. District volunteer logs

Is your Campus Title I:

YES NO

Spring Independent School District

2016-2017

Campus Name: Pearl M. Hirsch Elementary School Principals Name: Roosevelt Wilson

Continue the WATCH D. O. G. S. Program to encourage fathers to actively participate in their child's education.	<ol style="list-style-type: none"> 1. Assign a staff to manage the WATCH D. O. G. S. program. 2. Coordinate volunteers through the parent liaison. 3. Increase participation through recruitment. 	CNA, PI, ETA, CIS	Parent Liaison, Teachers, Administrators, Volunteers	Supplies for WATCH D. O. G. S. PI (Title 1- \$600, budget code 6319). WATCH D. O. G. S. shirts for volunteers (PTO /Donations - \$500)	Kick-off the program in October – May 2017	Volunteer sign-up PTO participation WATCH D. O. G. S. logs
-----------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------	------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------	------------------------------------------------------------------

Spring ISD Imperative: Opportunities and Choice for Every Family						
Campus Goal 5: Provide transitional support to assist 100% of first-time students (Prekindergarten and Kindergarten) and Grade 5 students transitioning to Grade 6.						
Campus Performance Challenge (Priorities)	Action Steps to Address Performance Challenge(s)	Title I 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) Strategies/Interventions/Activities required to meet annual goals.</i>	<i>For each action, list the Title I component that is addressed through the action.</i>	<i>For each action, list the person responsible for ensuring the action is completed. Organized actions by groups. Who will perform the action?</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) Sequence the interventions, activities, etc.</i>	<i>Define what measureable evidence would indicate needed progress toward long-term goal How will you monitor goals based on the sequence of interventions, activities, etc.? Implement and monitor - Determine what data will be reviewed and the timeline for review.</i>
Provide actions that will prepare students for their initial entry into public school.	<ol style="list-style-type: none"> 1. Conduct kindergarten and prekindergarten Roundups. 2. Provide information to parents regarding qualifications for prekindergarten. 3. Prescreen incoming kindergarten students to 	CNA, CIS, PI, ETA, T	Attendance Clerk Kindergarten and prekindergarten teachers ESL Coordinator Literacy Coach Leadership Team	Blackboard Connect Education Messages Kindergarten Screener Literacy Coach (Title One - \$69,106 :6119) Bilingual Specialist (Title One - \$74,000: 6119)	Aug 2016 – May 2017 Kinder Round up Spring 2017 Literacy training begins conducted monthly during Mondays staff PD, Sept 2016 – Mar 2017	Prekindergarten and Kindergarten Flyers Schedules Agendas Kindergarten screening data Professional Development sign-in Sheets Coaching Feedback Documents Enrollment data

Is your Campus Title I:

YES NO

**Spring Independent School District
2016-2017**

Campus Name: Pearl M. Hirsch Elementary School Principals Name: Roosevelt Wilson

	<p>identify academic needs.</p> <p>4. Provide literacy training to Prekindergarten and Kindergarten teachers to enhance their ability to provide rich literacy instructions.</p> <p>5. Conduct Literacy & Lunch for primary grades.</p>					
<p>Provide support for students transitioning from Grade 5 to Grade 6.</p>	<p>1. Provide information sessions on middle school to 5th Grade students.</p> <p>2. Invite feeder middle school counselors to provide Q & A sessions to Grade 5 students.</p> <p>3. Provide information sessions to parents of Grade 5 students.</p> <p>4. Provide parents of Grade 5 students with information about our middle school of choice.</p> <p>5. Provide intervention for Grade 5 students who fail to meet standard on STARR Reading and/or STAAR math.</p> <p>6. Track student absences to increase attendance.</p>	<p>CNA, CIS, PI, ETA, T</p>	<p>Counselor Parent Liaison Assistant Principal Counselor Literacy Coach Math Specialist</p>	<p>Sign-in Sheets Flyers Elementary and Middle School Counselors Information Packets Parent Liaison (Title One - \$2,000; 6117) Math Coach: State Comp. Ed Funding (\$66,233; 6119) Literacy Coach: Title 1 (\$69,106; 6119)</p>	<p>Information sessions Apr 2017 Middle school counselors' presentations to 5th graders Apr 2017 Middle school of choice information session, Apr 2017 Aug 2016 - May 2017</p>	<p>Schedules Information Flyers Sign-in Sheets Student Performance Data Intervention Schedules Intervention Rosters Attendance Committee Notes</p>

Is your Campus Title I:

YES NO

Spring Independent School District

2016-2017

Campus Name: Pearl M. Hirsch Elementary School Principals Name: Roosevelt Wilson

Physical Education Plan – Elementary Campuses Only								
Spring ISD Imperative: Reach Every Student				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.				
Campus Goal: Through regularly scheduled physical education, the PE teacher will increase student's fitness passing rate to 80%		Grade Level:	Kinder	First Grade	Second Grade	Third Grade	Fourth Grade	Fifth Grade
		Minutes per Wk:	135	135	135	135	135	135
Campus Performance Challenge (Priorities)	Action Steps to Address Performance Challenge(s)	Title I 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) Strategies/Interventions/Activities required to meet annual goals.</i>	<i>For each action, list the Title I component that is addressed through the action.</i>	<i>For each action, list the person responsible for ensuring the action is completed. Organized actions by groups. Who will perform the action?</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) Sequence the interventions, activities, etc.</i>	<i>Define what measureable evidence would indicate needed progress toward long-term goal How will you monitor goals based on the sequence of interventions, activities, etc.? Implement and monitor - Determine what data will be reviewed and the timeline for review.</i>		
Employ at least 2 strategies with a goal of meeting or exceeding the physical fitness daily or weekly requirements.	1. Adjust Master Schedule to have all students attend PE for 50 minutes at least once per week. 2. Structure recess activities so that students participate in TEKS-based structured physical activity at least 3 times per week for a minimum of 20 minutes.	CNA, RS, ETA	Assistant Principal Team Leaders Teachers	Master Schedule PE Equipment (\$500 Activity Funds) Recess Equipment (\$500 Activity Funds)	Aug 2016-May 2017	Students participated in structured physical activities at a minimum of 135 minutes per week. Increase fitness passing rate to 85% for student in Grades 3-5.		

Is your Campus Title I:

YES NO

Spring Independent School District

2016-2017

Campus Name: Pearl M. Hirsch Elementary School Principals Name: Roosevelt Wilson

Title I Ten School-wide Components: At-A-Glance

1. CNA – Comprehensive Needs Assessment	2. RS – Schoolwide Reform Strategies	3. HQS – Instruction by Highly Qualified Teachers
4. PD – Professional Development	5. SRA –Strategies to Retain and Attract HQ Staff	6. PI – Parental Involvement
7. T –Transition from ECP and other grades	8. TDA – Teacher in Decision Making	9. ETA – Effective and Timely Assistance
10. CIS – Coordination/Integration of Services		

1. **Comprehensive Needs Assessment**
2. **School-wide Reform Strategies**
3. **Instruction by Highly Qualified Teachers**
4. **Professional Development**
5. **Strategies to Retain and Attract Highly Qualified Staff**
6. **Parental Involvement**
7. **Assist in Transition from Early Childhood Programs (ECP) and other grade levels**
8. **Teachers Involved in Decision Making Assessments**
9. **Effective and Timely Assistance**
10. **Coordination and integration of Federal, State, and local services and programs**

State Compensatory Education-these activities and funds must be clearly defined within the CIP

Such as:

1. **Employees who are paid out of SCE Funds (Student Support Specialist, Accountability Specialist etc.)**
2. **Services: Tutorials, Academics Buses**

SCE-State Compensatory Education

Spring ISD Imperatives:

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

Is your Campus Title I:

YES NO

Spring Independent School District

2016-2017

Campus Name: Pearl M. Hirsch Elementary School Principals Name: Roosevelt Wilson

10 Components of a Title I, Part A School-wide Program www2.ed.gov/policy

(1) A comprehensive needs assessment of the entire school (including taking into account the needs of migratory children as defined in section 1309(2)) that is based on information which includes the achievement of children in relation to the State academic content standards and the State student academic achievement standards described in section 1111(b)(1).

(2) Schoolwide reform strategies that —

- (i) provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement described in section 1111(b)(1)(D);
- (ii) use effective methods and instructional strategies that are based on scientifically based research that —
 - (I) strengthen the core academic program in the school;
 - (II) increase the amount and quality of learning time, such as providing an extended school year and before- and after-school and summer programs and opportunities, and help provide an enriched and accelerated curriculum; and
 - (III) include strategies for meeting the educational needs of historically underserved populations;
- (iii)(I) include strategies to address the needs of all children in the school, but particularly the needs of low-achieving children and those at risk of not meeting the State student academic achievement standards who are members of the target population of any program that is included in the school-wide program, which may include —
 - (aa) counseling, pupil services, and mentoring services;
 - (bb) college and career awareness and preparation, such as college and career guidance, personal finance education, and innovative teaching methods, which may include applied learning and team-teaching strategies; and
 - (cc) the integration of vocational and technical education programs; and
- (II) address how the school will determine if such needs have been met; and
- (iv) are consistent with, and are designed to implement, the State and local improvement plans, if any.

(3) Instruction by highly qualified teachers.

(4) High-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the State's student academic achievement standards In accordance with section 1119 and subsection (a)(4)

(5) Strategies to attract high-quality highly qualified teachers to high-need schools.

(6) Strategies to increase parental involvement in accordance with section 1118, such as family literacy services.

(7) Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.

(8) Measures to include teachers in the decisions regarding the use of academic assessments described in section 1111(b)(3) in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.

(9) Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of academic achievement standards required by section 1111(b)(1) shall be provided with effective, timely additional assistance which shall include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.

(10) Coordination and integration of Federal, State, and local services and programs, including programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.