

# Jenkins Elementary

## 2015-2016 Campus Improvement Plan



### Spring Independent School District

#### Jenkins Elementary School Vision Statement

Spring Independent School District will be a district of choice known for high quality academics with innovative and specialized programs that meet the needs of all students in a positive learning environment.

#### Jenkins Elementary School Mission Statement

At Jenkins Elementary, our mission is to give students the expertise of the entire organization by working with unsurpassed collaboration, cooperation, and coordination; as we accept learning as the fundamental purpose of our school reaching exemplary student achievement.

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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>Tiffany Weston</i>
<i>Teacher</i>	<i>Christel Deeter</i>
<i>Teacher</i>	<i>Mireyda Correa</i>
<i>Teacher</i>	<i>Marina Shemwell</i>
<i>Teacher</i>	<i>Keidra Rawls</i>
<i>Teacher</i>	<i>Kenny Moses</i>
<i>Teacher</i>	<i>Gay Fugua</i>
<i>Non-Teaching Professional</i>	<i>Velma Moss</i>
<i>Parent</i>	<i>Analily Solis</i>
<i>Parent</i>	
<i>District Representative</i>	<i>Fred Hordge</i>
<i>Community Member</i>	<i>Sherri Brewster</i>
<i>Business Partner</i>	<i>Cameron Michalski</i>

### 2015-2016 Meeting Dates

<i>Location</i>	<i>Date</i>	<i>Meeting Time</i>
<b>Office Conference Room</b>	July 30, 2015	8:30 – 3:30
<b>Office Conference Room</b>	September 3, 2015	3:30 – 4:00
<b>Office Conference Room</b>	September 30, 2015	3:00 – 4:00
<b>Office Conference Room</b>	October 28, 2015	3:30 – 4:30
<b>Office Conference Room</b>	November 17, 2015	3:30 – 4:30
<b>Office Conference Room</b>	February 17, 2016	3:30 – 4:30
<b>Office Conference Room</b>	April 27, 201	3:30 – 4:30
<b>Office Conference Room</b>	May 18, 2016	3:30 – 4:30

## 2015-2016 SCHOOL YEAR COMPREHENSIVE NEEDS ASSESSMENT SUMMARY

Data Sources Reviewed: eSchool, Enrollment Reports, STAAR Scores, TELPAS, iStation, DRA levels, RtI Data, Parent Surveys, Walk-throughs, Observations, Anecdotal Notes, Parent Conferences, Staff Attendance Records, Staff Rosters, Teacher and Para-Professional Certifications, Professional Development, Scope and Sequence, Tutorial Schedule, Master Schedule, PLC Data Meetings, Classroom Technology, Computer Programs			
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>Demographics</b>	<ol style="list-style-type: none"> <li>1. Stable enrollment over the years</li> <li>2. Mobility rate at 20% is 2% less than the district</li> <li>3. Diverse staff and student population</li> </ol>	<ol style="list-style-type: none"> <li>1. Increase student participation in GT</li> <li>2. Decrease mobility rate - make families want to stay</li> <li>3. Staff demographics do not match students' demographics</li> <li>4. Reduce At-Risk students due to Reading/STAAR</li> </ol>	<ol style="list-style-type: none"> <li>1. Increase the Gifted &amp; Talented representation of students from each student group. <b>No funding needed</b></li> <li>2. Implement student programs to increase family satisfaction with school. <b>No funding needed - General Supplies – Title I: \$219; 6399</b></li> </ol>
<b>Student Achievement</b>	<ol style="list-style-type: none"> <li>1. 3rd grade Reading: LEP, Sped, Hispanic, White</li> <li>2. 4th grade Reading: White</li> <li>3. 4th grade Writing: White, LEP, Hispanic</li> <li>4. 5th grade Reading: LEP, African American, Hispanic</li> <li>5. 5th grade Science: LEP, African American, Hispanic</li> </ol>	<ol style="list-style-type: none"> <li>1. Increase Sped performance in 3rd - 5<sup>th</sup> Reading, Math and Science</li> <li>2. Increase 3rd grade Reading performance of African American students</li> <li>3. Increase 4th grade Reading performance of all students</li> <li>4. Increase 4th grade Writing performance of all students</li> <li>5. Did not meet System Safe Guards in Science for African Americans - 55%</li> <li>6. Increase African American students scoring at final level II in Reading and Science</li> </ol>	<ol style="list-style-type: none"> <li>1. Increase performance of special education students in all Reading, Math, Science and Writing.</li> <li>2. Increase student performance in Math for Grade 3-5. <b>Title I: \$3,938; 6321</b></li> <li>3. Increase student performance in Science for Grade 5</li> <li>4. Increase student performance in Reading and Writing for Grade 4 - <b>Title I General Fund: \$2,900; 6299</b></li> <li>5. Increase performance of Grades 3-5 African American students in all subject areas</li> <li>6. Focus on System Safe Guards in Science (55%) for African American students</li> <li>7. Decrease the student performance gap in Index 3 between African American and</li> </ol>

## 2015-2016 SCHOOL YEAR COMPREHENSIVE NEEDS ASSESSMENT SUMMARY

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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?
			Hispanics to a five percent difference in Reading and Science. – Title I <del>0.5</del> <b>1.0</b> : <del>\$33,734</del> <b>\$23,727</b> ; 6199; Title I: \$5,000; 6118; Title I: <del>\$13,178.25</del> <b>\$6,364</b> ; 6321
<b>School Culture and Climate</b>	<ol style="list-style-type: none"> <li>1. Reduction in discipline referrals</li> <li>2. Classroom management</li> <li>3. Teachers build strong relationships with students</li> </ol>	<ol style="list-style-type: none"> <li>1. CHAMPS refresher course</li> <li>2. Social skills for general education classes</li> <li>3. Mentor program across grade levels</li> <li>4. Positive incentive program across campus</li> </ol>	<ol style="list-style-type: none"> <li>1. Continue CHAMPS implementation and include positive behavior incentives. <b>General Budget \$300</b></li> <li>2. Youth Advisory Council (YAC) for fifth grade students <b>General Budget \$250</b></li> </ol>
<b>Staff Quality/ Professional Development</b>	<ol style="list-style-type: none"> <li>1. Retention of highly qualified teachers</li> <li>2. Paraprofessionals have required certification</li> <li>3. Teachers participate in campus/district professional development</li> </ol>	<ol style="list-style-type: none"> <li>1. Professional development targeting specific needs of school and individual teachers by teachers and experts</li> <li>2. Consistent peer coaching / observation with feedback</li> </ol>	<ol style="list-style-type: none"> <li>1. Targeted professional development for the campus and individuals based on data in all levels/content areas. <b>Title I: \$551.25; 6411</b></li> </ol>
<b>Curriculum, Instruction &amp; Assessment</b>	<ol style="list-style-type: none"> <li>1. Teachers differentiating lessons and increasing rigor</li> <li>2. Implementation of the eLearn lessons in the scope and sequence</li> </ol>	<ol style="list-style-type: none"> <li>1. Benchmark assessments for primary grades</li> <li>2. Continued interventions for struggling learners</li> <li>3. Literacy support in the primary</li> </ol>	<ol style="list-style-type: none"> <li>1. More staff needed to support intervention <b>Title I = <del>\$33,734</del> <b>\$23,727</b>; 6119</b></li> <li>2. Coaching from Instructional Specialists and Literacy Coach at all levels <b>Title I = \$65,000; 6119</b></li> </ol>

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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?
	<ul style="list-style-type: none"> <li>3. Use of assessment data in planning</li> <li>4. Knowledge of TEKS and content</li> </ul>	<ul style="list-style-type: none"> <li>grades</li> <li>4. Tangible materials with online curriculum</li> <li>5. Interventions for Kinder/1<sup>st</sup> grades</li> </ul>	<ul style="list-style-type: none"> <li>3. PLC by content area to focus on instructions strategies and student performance <b>No funding needed</b></li> </ul>
<b>Family and Community Involvement</b>	<ul style="list-style-type: none"> <li>1. Career Day</li> <li>2. Backpack Buddies</li> <li>3. Student Council</li> <li>4. Remind 101</li> <li>5. CYS Worker support</li> <li>6. Family events such as Sock Hop and Breakfast with Santa</li> </ul>	<ul style="list-style-type: none"> <li>1. Increase PTO influence</li> <li>2. Increase parent involvement</li> <li>3. Increase communication with staff and community</li> <li>4. Establish stronger ties with business partners</li> <li>5. Family night once a month</li> <li>6. Increase family involvement on curriculum nights and open house</li> <li>7. Community GED, computer and language courses</li> </ul>	<ul style="list-style-type: none"> <li>1. Establish stronger ties with the community by providing more opportunities for community and parental involvement <b>General Budget: \$200; Title I: \$365; 6399</b></li> <li>2. Family nights each month focusing on academics, internet safety, and areas of need based on surveys</li> <li>3. Student showcase with a student led open house (fall and spring)</li> <li>4. Partner with an outside organization to provide courses for parents/community <b>Title I: \$198; 6299; Title I: \$1558.75; 6399; Title I: \$154; 6411</b></li> </ul>
<b>School Context and Organization</b>	<ul style="list-style-type: none"> <li>1. Providing support by offering professional learning and team building opportunities</li> <li>2. Consistent teacher collaboration</li> <li>3. High expectations for all students</li> </ul>	<ul style="list-style-type: none"> <li>1. Obtain feedback via surveys and provide responses</li> <li>2. Review for DFAs</li> <li>3. Timely communication with all stakeholders</li> <li>4. Increase the effectiveness of PLC</li> </ul>	<ul style="list-style-type: none"> <li>1. Documented plan and follow-up for areas of concern during PLCs</li> <li>2. Timely communication between stakeholders via newsletters, parent connect, personal calls and website <b>General Budget - \$200</b></li> </ul>

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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?
	4. On-going PLC		
<b>Technology</b>	<ol style="list-style-type: none"> <li>1. Easily accessible with two computer labs and Chromebooks in each level</li> <li>2. Programs beneficial to students such as Headsprout and BigBrainz</li> </ol>	<ol style="list-style-type: none"> <li>1. Technology professional development from experienced end users</li> <li>2. Programs that engage students with high levels of rigor</li> <li>3. Increase time available for iStation by providing more student computers</li> </ol>	<ol style="list-style-type: none"> <li>1. Provide training on implementation, rigorous and creative uses of technology</li> <li>2. Provide funding for First in Math <del>Title I: \$200; 6321</del></li> <li>3. <b>Provide more Chromebooks for student use Title I: \$7,214; 6397</b></li> </ol>

Is your Campus Title I:

YES NO

Spring Independent School District  
2015-2016

Campus Name: Jenkins Elementary School Principals Name: Tiffany Weston

Spring ISD Imperative: Reach Every Student						
Campus Goal 1: For the 2015-2016 school year, the student attendance rate will be at 98% or higher.						
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 the daily attendance rate of students.	Daily and weekly classroom attendance celebration	CNA ASD CSP	Tiffany Weston, Wesley Vaughan, Velma Moss, Teachers	Classroom incentive – no funding needed Dinner for families – solicit donations from businesses H.A.T. Lady – no funding needed Classroom attendance poster – no funding needed	<del>Family Dinners–</del> <del>November 5, January 14, March 23, May 25</del>	Daily attendance submission reports Weekly attendance reports Principal/Teacher/ Parent conferences:  Attendance Walk, September 12, 2015  2015-2016 Average Daily Attendance  <b>Attendance conference notes in attendance folders</b>  96.5% - Feb. 17  96.1% - March 28
	<del>Dinner for families of students with perfect attendance, bulletin board</del> (Shooting for the Stars), certificates for restaurants, extra recess for students with weekly perfect attendance.					
	H.A.T (Homework, Attendance, Tardies) Lady class incentive					
	Identify students struggling with attendance 13-14. Conference with parents.					
	Daily student tracking of attendance on class posters					

Is your Campus Title I:

YES NO

Spring Independent School District

2015-2016

Campus Name: Jenkins Elementary School Principals Name: Tiffany Weston

<b>Spring ISD Imperative: Excellence in Every School</b>						
<b>Campus Goal 2: Decrease the number of office referrals by 10%.</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>
Continue CHAMPS implementation and include positive behavior incentives.	School wide implementation of CHAMPS expectations	ASD PD	Tiffany Weston, Wesley Vaughan, Kenny Moses, Charlotte Thomas, Teacher	CHAMPS books – no funding Incentives for students and teachers - General Budget: \$300 Teacher Appreciation Parking Spot – check cost	Aug. 24 – May 26 for implementation Trainer meetings – TBA monthly Classroom Management Plan – Aug. 20 July 27 – 30, 2015 August 13, 2015 August 20, 2015	100% of teachers using CHAMPS expectations Decrease in the number of office referrals by 10% or higher Classroom management plans <b>Developmental Walk #1 for learning environment</b>
	Campus trainer to support the implementation of CHAMPS					
	Each team will create a classroom management plan					
Positive Behavior Intervention and Support Committee will provide support to students and teachers.	Coach teachers in the area of classroom management	ASD	Tiffany Weston, Wesley Vaughan Principal PBIS Committee	CHAMPS books (no funds needed)	September 23, October 21, November 18, January 13, February 10, March 9, April 13, May 18	Staff survey – December 4 and May 13 Feedback from teachers after meeting Classroom discipline data from progress report card, progress report, and eSchool  <b>T-TESS walkthroughs</b>  <b>3<sup>rd</sup>, 4<sup>th</sup> and 5<sup>th</sup> grade level incentive</b>
	Develop positive behavior incentives for classes/campus					
Select fifth grades will participate in the Youth	Y.A.C. Camp - June 2015	CNA T	Wesley Vaughan,	Supplies for service projects – General	June 22 – 25, 2015 September 10, October 8, November	Service projects throughout the year – November 2015 (food drive), December 2016
	Y.A.C will participate in campus service projects					



Is your Campus Title I:

YES

NO

### Spring Independent School District

2015-2016

*Campus Name: Jenkins Elementary School Principals Name: Tiffany Weston*

Advisory Council (Y.A.C) to develop student leadership qualities.			SaraBeth O'Donnell, Sponsor	Budget: \$100	12, December 12, January 7, February 11, March 3, April 7, May 19	<del>(Breakfast with Santa)</del> Behavioral data – report cards, progress reports <b>Playground clean up</b>
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Is your Campus Title I:

YES NO

Spring Independent School District

2015-2016

Campus Name: Jenkins Elementary School Principals Name: Tiffany Weston

Spring ISD Imperative: Reach Every Student						
Campus Goal 3: Jenkins will increase student performance on STAAR Index 1 from 74% to 85%.						
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>
<p>Increase student performance in grades 3-5 in all subject areas, including special education, African-Americans and the first administration of Student Success Initiative STAAR.</p>	<p>Daily intervention and enrichment time built into the 3<sup>rd</sup>, 4<sup>th</sup> and 5<sup>th</sup> grade schedule</p>	<p>SRS ASD</p>	<p>Tiffany Weston Susan Guerra LaKesha Malveaux Susanna Solano</p>	<p>TBA <del>0.5</del> <b>Kristin Jolly 1.0 Interventionist - Title I: \$33,734 \$23,727; 6119</b></p>	<p>Interventions August 31, 2015, to May 20, 2016 Erik Cork – October 16, 2015</p>	<p>Checkpoint data Principal/Teacher Conferences – 8/28, 10/19, 11/16, 12/14, 2/1, 2/29, 3/7  STAAR results – May 2016  <b>Survey – Erik Cork – students and teachers Lesson plans with Empowering Writer’s Profession Learning</b></p>
	<p>Erik Cork “Write Now!” training for 3<sup>rd</sup> and 4<sup>th</sup> grade students and teachers</p>			<p>Supplemental salaries for tutorials – Title I: \$5,000; 6118</p>		
	<p>Provide a <del>0.5</del> <b>1.0</b> Interventionist to support Reading, Math, and Science in all grade levels</p>			<p>Erik Cork – <del>Title I: \$2,900; 6299</del> <b>\$2900</b></p>		
	<p>Principal/Teacher Data Conferences after each checkpoint <b>PLC</b></p>			<p><del>Mentoring Minds workbooks – Title I: \$13,178.25</del></p>		
	<p>Weekly PLC to support interventions, enrichment and tutorials</p>			<p><b>Empowering Writer’s \$551.25; 6411</b></p>		
<p>4<sup>th</sup> Grade Writing Teachers will attend Empowering Writer’s Workshop</p>	<p><b>Kamico Quick Start Packs Gr. 3 -5, English and Spanish – Title I: \$1,660; 6321</b></p> <p><b>Interactive Read-Alouds, Grades 4-5 – Title I: \$189; 6321</b></p> <p><b>Forde-Ferrier RtI Reading Kits Gr. 3-5, ENG and SPAN., RtI Math</b></p>					

Is your Campus Title I:

YES NO

Spring Independent School District

2015-2016

Campus Name: Jenkins Elementary School Principals Name: Tiffany Weston

				- Title I: \$530; 6321 Region IV Engaging Mathematics Gr. 2 -5; Warm Up to Science Gr. 5 – Title I: \$275; 6321		
Increase the number of students reading on or above grade level in grades KG – 5 and student performance in all domains of TELPAS.	Professional development for iStation Interventions	PD SRS	Tiffany Weston Fred Hordge Chevelle Polk Susan Guerra Teachers	iStation Professional Development – Fred Hordge (no funding needed) Literacy Coach Title I - \$65,000; 6119 VersaTiles Phonics Lab and Answer Case – Title I: \$610; 6321 Lakeshore Classroom Magnetic Letters Kits – Title I: \$516; 6321 Spanish Text Connections 1 <sup>st</sup> and KG – Title I: \$3175; 6321	DRA Principal/Teacher Conferences – 9/28, 1/25, 5/23 September 30, 2015	Survey from September 28, 2015, iStation training Monthly iStation Data DRA data– 9/25, 1/22, 5/20  2016 TELPAS results
	Coaching and instructional support provided by the Literacy Coach					
	Principal/Teacher Data Conferences after each DRA administration					
Provide teacher autonomy when differentiating for students.	Teachers will be guided on PLC procedures to build their capacity to lead/hold PLC without administrators being the lead.	TDA ASD	Tiffany Weston, Wesley Vaughan, Instructional Specialists, Teachers	No resources needed Kamico Diagnostic Series Gr. 1 -5, ENG and SPAN math – Title I: \$260; 6321 Lakeshore Manipulatives – Title I: \$1460; 6321 ETA Math and Science Tools – Title I: \$1578; 6321 General Supplies – Title I: \$2190; 6399	Administrative team models from September – October, 2015 Weekly PLC November 2015 – May 2016	Weekly PLC agenda and meeting notes Student Checkpoint Data STAAR 2016 Results
	Instructional Specialists will provide support in planning and use of resources during planning and PLC.					
	Teachers and Instructional Specialists will use Backwards Design to create assessments and lessons that meet the needs of all students.					

Is your Campus Title I:

YES NO

Spring Independent School District

2015-2016

Campus Name: Jenkins Elementary School Principals Name: Tiffany Weston

Spring ISD Imperative: Reach Every Student						
Campus Goal 4: Jenkins will increase student performance on STAAR Index 2 from 49% to 55%.						
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 student performance in grades 3-5 in all subject areas, including special education, African-Americans and the first administration of Student Success Initiative STAAR.	Daily intervention and enrichment time built into the 3 <sup>rd</sup> , 4 <sup>th</sup> and 5 <sup>th</sup> grade schedule.	SRS ASD	Tiffany Weston Susan Guerra LaKesha Malveaux Susanna Solano	TBA <del>0.5</del> <b>1.0</b> Interventionist - Title I: <del>\$33,734</del> <b>\$23,727</b> ; 6119 Supplemental salaries for tutorials – Title I: \$5,000; 6118 <b>30 Chromebooks with the license and a cart – Title I: \$7,214; 6397</b>	Interventions August 31, 2015, to May 20, 2016	Checkpoint data Principal/Teacher Conferences – 8/28, 10/19, 11/16, 12/14, 2/1, 2/29, 3/7  STAAR results – May 2016  <b>iStation, DRA and Benchmark data</b>  <b>InSync and Think Through Math Weekly Usage Reports</b>
	Provide a <del>0.5</del> <b>1.0</b> Interventionist to support Reading, Math, and Science					
	Principal/Teacher Data Conferences after each checkpoint <b>PLC</b>					
	Weekly PLC to support interventions, enrichment and tutorials					
	<b>Purchase 30 Chromebooks with the license and a cart for students to use InSync, Think Through Math and other instructional programs.</b>					

Is your Campus Title I:

YES NO

Spring Independent School District  
2015-2016

Campus Name: Jenkins Elementary School Principals Name: Tiffany Weston

Spring ISD Imperative: Reach Every Student						
Campus Goal 5: Jenkins will increase student performance on STAAR Index 3 from 39% to 45%.						
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>
Decrease the student performance gap in Index 3 between African American and Hispanics to a five percent difference in Reading and Science.	Daily targeted, intervention and enrichment time built into the 3 <sup>rd</sup> , 4 <sup>th</sup> and 5 <sup>th</sup> grade schedule	CNA CSP	Principal, Assistant Principal Instructional Specialists Teachers	LEP Specialist – Title I <b>1.0: \$33,734; 6199</b> Master schedule Instructional Specialists’ schedules <b>ETA Hand 2 Mind</b> <b>Math Hands on</b> <b>Standards Resource</b> <b>Guide, Small Group</b> <b>Kit and – Title I: \$336</b>	August 10, 2015, to May 27, 2016  <b>Grades PK – 5 – The</b> <b>Woodlands’</b> <b>Children’s Festival</b> <b>November 12 and 13,</b> <b>2015</b>  <b>SECME Sally Ride</b> <b>Field Experience,</b> <b>April 9, 2016</b>	Checkpoint data Principal/Teacher Conferences – 8/28, 10/19, 11/16, 12/14, 2/1, 2/29, 3/7  Students’ field experience reflections and work  STAAR Results – May 2016
	Teacher coaching by the Instructional Specialists in all subject areas					
	Monitoring groups for African American students with data review after checkpoints and during PLC					
	Provide field experiences related to the curriculum for students in PK – 5.					
	<b>Daily targeted intervention and enrichment for grades KG – 2.</b>					

Is your Campus Title I:

YES NO

Spring Independent School District

2015-2016

Campus Name: Jenkins Elementary School Principals Name: Tiffany Weston

Spring ISD Imperative: Reach Every Student						
Campus Goal 6: Jenkins will increase student performance on STAAR Index 4 from 21% to 30%.						
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 student performance in grades 3-5 in all subject areas, including special education, African-Americans and the first administration of Student Success Initiative STAAR.	Daily intervention and enrichment time built into the 3 <sup>rd</sup> , 4 <sup>th</sup> and 5 <sup>th</sup> grade schedule	SRS ASD PI	Tiffany Weston, Wesley Vaughan, Susan Guerra, LaKesha Malveaux Susanna Solano, John Berny, 3 <sup>rd</sup> – 5 <sup>th</sup> Teachers	<del>TBA - 0.5</del> <b>1.0 Kristin Jolly Interventionist - Title I: \$33,734 \$23,727; 6119</b>	Interventions August 31, 2015, to May 20, 2016 SECME – June 22 – 26, 2015 SECME Family Night – October 15, 2015 October 2015 – May 2016 <b>SECME Mousetrap Cars Competition - Jan. 30, 2016</b> <b>SECME Water Bottle Rockets Competition - April 2, 2016</b> <b>SECME Sally Ride Space Institute, April 9, 2016</b>	Checkpoint data Principal/Teacher Conferences – 8/28, 10/19, 11/16, 12/14, 2/1, 2/29, 3/7  STAAR results – May 2016  Student participation in SECME competitions
	Principal/Teacher Data Conferences after each checkpoint			Supplemental salaries for tutorials – Title I: \$5,000; 6118		
	Weekly PLC to support interventions, enrichment and tutorials			ExxonMobil Grant – STEM Grant – TBA SECME Grant – TBA		
	Implement Science, Engineering, Communication, and Mathematics Education (SECME) program for students/parents in grades 4 and 5			<b>Spring ISD Education Foundation Grant - \$28,861</b>		

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Spring Independent School District

2015-2016

Campus Name: Jenkins Elementary School Principals Name: Tiffany Weston

Spring ISD Imperative: Higher Performance from Every Employee						
Campus Goal 7: Jenkins will employ at least 2 strategies with a goal of creating and maintaining a healthy, proactive culture to retain at least 90% of its highly qualified staff.						
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>
Targeted professional development for the campus and individuals based on data at all levels/content areas.	Professional development for iStation interventions	CNA PD HQS	Tiffany Weston. Fred Hordge Lindsey Tipton Keidra Rawls	iStation Professional Development – Fred Hordge (no funding needed) Mimeo boards on campus (no funding needed) Go Texas Math (no funding needed) <del>First in Math Title I</del> <del>\$200,6321</del>	Aug. 10, 11, and 12, 2015 September 28, 2015 September 30, 2015	Monthly iStation data DRA data Checkpoint data STAAR 2016 data Use of technology by teachers – T -TESS Sign in sheets for Think Through Math and usage logs Sign in sheets for iStation and usage logs
	Professional development for Go Texas Math interventions					
	Professional development Mimeo					
	Use <del>First in Math</del> in Math classes <b>Think Through Math</b>					
Continue on-going staff training/coaching during Leadership/Administrative and Instructional meetings to increase leadership capacity and retain highly qualified	Utilize the embedded coaching system in T-TESS	CNA HQS	Tiffany Weston, Wesley Vaughan, LaKesha Malveaux, Susan Guerra, Chevelle Polk, Susann Solano, Team	No resources needed	August 17 and 18, 2015 September 28; October 2, 26, 28; November 9; December 14; January 4, 25, 29; February 8, 22; April	Coaching through PLC and Administrator conferences Weekly 2015 - 2016 Planning and PLC Minutes Reports Weekly
	Monthly curriculum meetings based on upcoming instructional and teachers' needs					

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**Spring Independent School District  
2015-2016**

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staff.	Continue to utilize our coaching system of Principal to Administration then Administration to grade levels to increase leadership capacity and retain highly qualified staff.		Leaders, PK-5 Teachers		11, 15, 27 Survey Teachers – September 25, 2015 Plan for professional development – September 28, 2015	Content Training Checkpoint Analysis Documentation monthly
Peer to peer and administrator recognition of teachers through-out the year.	Promote and provide peer recognition notes for teachers provided weekly in mailboxes. Administrators will recognize at least two teachers each week and announce during staff meetings.	SAT	Tiffany Weston, Wesley Vaughan, Instructional Specialists, Teachers	Donations from area businesses – Hasta la Pasta gift cards, Mr. Joe’s Pizza gift cards, Roadhouse gift cards	9/21/15, 9/28/15, 10/19/15, 10/26/15, 11/9/15, 11/16/15, 12/7/15, 1/11/16, 1/25/16, 2/8/16, 2/15/16, 2/22/16, 3/7/16, 4/11/16, 4/18/16, 5/16/16	Increased recognition of all staff members Survey – December 14, 2015 May 1, 2016
Administrators will ensure that all teachers are highly certified and have current certifications.	Certifications checked before hiring, beginning of the year and middle of the year. Reminders for upcoming renewals will be provided.	SAT	Tiffany Weston, Wesley Vaughan	No resources needed	August 1, 2015 September 10, 2015	Current certification in the areas of instruction for all teachers



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Spring Independent School District  
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Campus Name: Jenkins Elementary School Principals Name: Tiffany Weston

Spring ISD Imperative: Engaged Stakeholders in Every Community						
Campus Goal 8: Jenkins Elementary will increase community involvement by providing at least 10 events to engage with all stakeholders on campus.						
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>
Establish stronger ties with the community by providing more opportunities for community and parental involvement.	Parental membership on campus committees	CNA PI	Tiffany Weston, Wesley Vaughan, Instructional Specialists, Teachers, Music Teachers	General Budget - \$200  <b>Watch D.O.G.S. – Title I: \$365; 6399</b>	August 20; September 11, 16, 17; October 1, 13, 15, 22, 30; November 10, 19; December 8, 12, 17; January 13, 28; February 4, 9, 19, 25; March 3, 9, 10; April 12, 28; May 6, 19, 23, 24, 26	Sign-in sheets Pictures Parent feedback (via Blackboard Connect and paper surveys) Student and parental participation <b>No longer using Blackboard Connect</b> <b>SISD and Jenkins School Satisfaction Survey shared with staff and on website</b> <b>Sign in sheets from coffee chats</b>
	Family Fun/Curriculum Nights that incorporate curriculum, hands-on activities and students' interests					
	Music programs for each grade K-5					
	Principal Coffee Chats for parents					
	<del>Fall Festival</del> <b>Spring Fest</b>					
	Hispanic Heritage and Black History Program					
	<b>Watch D.O.G.S (Dads of Great Students) Program</b>					

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<p>Timely communication between stakeholders via newsletters, parent connect, personal calls and website.</p>	<p>The newsletter editor will collect grade level newsletter information each month.</p>	<p>CNA PI</p>	<p>Tiffany Weston, Wesley Vaughan, Velma Moss, Keidra Williams, PK – 5 Teachers, Susanna Solano</p>	<p>Paper for newsletter General Budget - \$200</p>	<p>Newsletters – 9/4, 10/1, 11/2, 12/1, 1/5, 2/1, 3/1, 4/1, 5/2</p>	<p>Parent Survey – December 4, 2015; May 6, 2016  <b>2016 School Climate Survey: Jenkins Elementary</b></p>
<p>Partner with an outside organization to provide courses for parents/community.</p>	<p>Use multiple modes of communication such as Twitter, website, Blackboard Connect and monthly calendar. <b>Use of Remind to communicate with parents. Add the twitter handle and website address to calendar.</b></p> <p>Provide Love and Logic (Strategies for Educators and Parents) classes to teach students responsibility and raise achievement. Two campus trainers will present Love and Logic classes to parents and teachers who register.</p>					

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Spring Independent School District

2015-2016

Campus Name: Jenkins Elementary School Principals Name: Tiffany Weston

<b>Spring ISD Imperative: Opportunities and Choice for Every Family</b>						
<b>Campus Goal 9: Jenkins will create a college-bound culture that focuses on the importance of each grade as students progress through elementary.</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>
Provide transitional activities for students going from PK to KG and 5 <sup>th</sup> to 6 <sup>th</sup> .	PK students will visit KG classes to learn about KG from KG students. Parents of PK students will visit KG teachers during KG Round-Up.	T	Administration, Registrar, PK-KG Teachers	None	May 16 -20, 2016, for KG Round-Up  May 24, 2016, for KG visits	Survey from parents  Survey from students  Sign-in sheets for KG Round-Up
	Middle school representatives from our vertical will visit Jenkins to provide 5 <sup>th</sup> grade with information about their schools. Organizations on campus will be encouraged to attend.	T	Administration	None	May 17, 2016	Survey from students
Continue to monitor student progress with an emphasis on transitional years: PK-K, 2 <sup>nd</sup> -3 <sup>rd</sup> , and 5 <sup>th</sup> -6 <sup>th</sup> .	Utilize multiple sources of data (Leverage Leadership, Surveys, Demographic, PEIMS, Eduphoria, and STAAR, Checkpoints) to create cultural awareness	CNA T CSP	District Office of Accountability, , Student Support Specialist, Administration, PK-5 Teachers	No funding needed	Checkpoint Data Principal/Teacher Conferences – 8/28, 10/19, 11/16, 12/14,2/1,2/29,3/7	Documentation from Data Digs, Surveys, PEIMS, CFA, DFA, Student Contracts, and <b>Portfolios</b>

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	and responsiveness to support all students' needs with an effort to support vertical alignment and an emphasis on transition from PK-K and 5 <sup>th</sup> -6 <sup>th</sup> .					
Provide vertical alignment meetings for teachers from each grade level above and below in the same content area to discuss expectations and student readiness.	Schedule and conduct a vertical alignment meeting for the second semester.	T, SRS	Administration, Instructional Specialists	None	April 27, 2016	Agendas, Meeting Notes, Sign-in Sheets

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Physical Education Plan – Elementary Campuses Only								
<b>Spring ISD Imperative: Reach Every Student</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: Jenkins will provide students with a minimum of 135 minutes of physical activity each week.</b>		<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>	155	155	155	155	155	155
<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>		
Students will participate in physical activity for a minimum of 135 minutes weekly.	KG -5 <sup>th</sup> grade students will participate in 110 minutes of physical activity during P.E. Each will provide a minimum 30 minutes of structured physical activity weekly	SRS	PE Teacher	No funding needed Master schedule will allotted PE and recess minutes	August 24, 2015 – May 27, 2016	Master schedule with allotted PE minutes  Implementation of a minimum of 150 minutes a week for PE and recess (combined) in the master schedule		

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### Spring Independent School District

2015-2016

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#### 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

1. 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**.
2. School uses school-wide **reform strategies** that foster a systematic approach that ensures the learning needs of all students are met.
3. Create a highly effective school that has **highly qualified staff** that makes learning a priority for all students.
4. 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.
5. 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.
6. Use meaningful and various **parental involvement** strategies that engage all parents in supporting student learning that occur in the home and at school.
7. 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.
8. 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**.
9. 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.
10. Coordination and integration of federal, state, and district programs.

#### 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