

Ginger McNabb Elementary

2015-2016 Campus Improvement Plan



Spring Independent School District

Campus Mission Statement

The mission of McNabb Elementary School is to develop self-directed learners, effective communicators, critical thinkers, and productive citizens in the classroom as well as society.

Campus Vision Statement

McNabb will be recognized as an exemplary school where students excel academically in an environment that focuses on mutual respect and support from all stakeholders.

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>Melissa Reichardt</i>
<i>Teacher</i>	<i>Miguel Mellado</i>
<i>Teacher</i>	<i>Twaynna Roupe</i>
<i>Teacher</i>	<i>Laura Dial</i>
<i>Teacher</i>	<i>Drew Ortner</i>
<i>Teacher</i>	<i>Lillian Salcedo</i>
<i>Teacher</i>	<i>Shamarian Smith</i>
<i>Non-Teaching Professional</i>	<i>Gayle Booth</i>
<i>Parent</i>	<i>Ken Friels</i>
<i>Parent</i>	
<i>District Representative</i>	<i>Ramonda Okoro</i>
<i>Community Member</i>	<i>Ayanna Taylor</i>
<i>Business Partner</i>	<i>Mrs. Evelyn Calonge with Zachry-Oderbrecht</i>

2015-2016 Meeting Dates

<i>Location</i>	<i>Date</i>	<i>Meeting Time</i>	<i>Purpose of Meeting</i>
PLC Room	August 18, 2015	10:00am	Review/ Revise 2015-16 CIP
PLC Room	September 23, 2015	3:45	Monthly Review
PLC Room	October 21, 2015	3:45	Monthly Review
PLC Room	November 11, 2015	3:45	Monthly Review
PLC Room	December 17, 2015	3:45	CIP Progress Monitoring
PLC Room	January 20, 2016	3:45	Monthly Review
PLC Room	February 24, 2016	3:45	Monthly Review
PLC Room	March 23, 2016	3:45	Monthly Review
PLC Room	May 11, 2016	3:45	CIP- End of Year Review/Revise

2015-2016 SCHOOL YEAR COMPREHENSIVE NEEDS ASSESSMENT SUMMARY

Data Sources Reviewed:			
PEIMS STAAR DATA Volunteer Hours	Manning Table Inventory Lists	E-school Data TELPAS Data	Attendance Rates of Students and Staff EDUPHORIA
		Gallup Data Discipline Data	
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	<ul style="list-style-type: none"> • Continual growth over time - no great increases suddenly • Very diverse student body and staff • No overrepresentation in any one program • LEP population continues to increase • Class sizes are below the state average 	<ul style="list-style-type: none"> • Targeted interventions for Special Education students • Targeted interventions for African American students • Targeted interventions for LEP students • Continued professional learning surrounding teaching urban students • Strategies to address students who enter the campus throughout the school year (mobility) 	<ul style="list-style-type: none"> • Strategies to address students who enter the campus throughout the school year (mobility) • Continued professional learning surrounding teaching urban students • Targeted intervention for African American, Special Education, and LEP students
Student Achievement	<ul style="list-style-type: none"> • Targeted Intervention block for all grade levels • Data discussions after each assessment • Utilization of the data room to look at trends across grade levels, student groups and content areas • Weekly PLCs are being attended by all content area teachers 	<ul style="list-style-type: none"> • Targeted interventions with students immediately following assessments • Meet System Safeguards for writing and science • Increase number of African American, ELL, and Special Education students making progress • Increase number of students making progress in each content area - Index 2 	<ul style="list-style-type: none"> • Create a system to monitor the growth of individual students throughout the school year to ensure growth on STAAR • Professional development on data analysis and Response to Intervention • Professional Development in writing and science • Professional Development in differentiation to improve targeted instruction
School Culture and Climate	<ul style="list-style-type: none"> • Teacher to Student Positive Interactions • Student to Student Positive Interactions • Low number of discipline referrals • Low number of DAEP assignments 	<ul style="list-style-type: none"> • Increase school-wide parental involvement • Increase community involvement including fostering relationships with neighborhood associations and neighborhood businesses • Utilize CHAMPS to continue positive interactions 	<ul style="list-style-type: none"> • Develop and implement a strategic parental involvement plan with parent liaison • Increase community involvement by fostering relationships with neighborhood associations and neighborhood businesses
Staff Quality/ Professional Development	<ul style="list-style-type: none"> • Low teacher turn over • Majority of teachers have three to five years of experience • Offered professional development increases teachers proficiency • District standard of 50 hours professional development met 	<ul style="list-style-type: none"> • Meetings with new teachers to provide support • Targeted Professional development • All teachers need to be ESL certified 	<ul style="list-style-type: none"> • Professional development focusing on the specific content • ESL certification for all teachers

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PEIMS	Manning Table	E-school Data	Attendance Rates of Students and Staff
STAAR DATA	Inventory Lists	TELPAS Data	EDUPHORIA
Volunteer Hours			Gallup Data Discipline Data
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	<ul style="list-style-type: none"> • Teachers utilized intervention block • Teachers utilized Eduphoria lesson planner • Consistent schedules utilized to maximize instructional time • Professional development utilized in the classroom to increase student achievement 	<ul style="list-style-type: none"> • Continued Professional Development for Intervention • Consistent use of Eduphoria lesson plans • Additional Professional Development on differentiation with follow-up throughout the year 	<ul style="list-style-type: none"> • Additional Professional Development on differentiation with follow-up throughout the year • Training on effective utilization of Eduphoria lesson plans • Additional model lessons for Intervention Block
Family and Community Involvement	<ul style="list-style-type: none"> • Parent Nights (Reading, Math, & Science) • Open House • After-school performances • Rise and Shine • Breakfast and lunch visits by parents • Student Council • PTO 	<ul style="list-style-type: none"> • Increase the number of volunteers & volunteer programs • Increase the ELL parental involvement and education • Form relationships with community organizations • Foster partnerships between local businesses and McNabb • Work with the PTO to increase PTO involvement and parent involvement overall • Establish a Classroom Parent for all homeroom classes 	<ul style="list-style-type: none"> • Offer specific ways that parents can be involved at the school • Offer specific programs for ELL parents • Reach out to community and business partners for assistance • Establish working relationship with the PTO • Establish a Classroom Parent for all homeroom classes
School Context and Organization	<ul style="list-style-type: none"> • Master Schedule includes built in intervention blocks • Weekly PLC Meetings with administrative support • Monthly Staff and Department Meetings to address curricular concerns • Communication occurs through various means: PRIDE, emails, memo, PLCs, staff meetings, department meetings, professional development, etc. 	<ul style="list-style-type: none"> • Modify master schedule for the Intervention block to best utilize the resources of the campus • Develop a leadership training for the team leaders before school begins • Develop a leadership team to ensure consistent message across campus 	<ul style="list-style-type: none"> • Develop committee to review master schedule to ensure effective usage of intervention block • Develop a leadership training for the team leaders before school begins • Set up established weekly meetings with leadership team

2015-2016 SCHOOL YEAR COMPREHENSIVE NEEDS ASSESSMENT SUMMARY

Data Sources Reviewed:			
PEIMS	Manning Table	E-school Data	Attendance Rates of Students and Staff
STAAR DATA	Inventory Lists	TELPAS Data	EDUPHORIA
Volunteer Hours			Gallup Data Discipline Data
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	<ul style="list-style-type: none"> • Variety of technology available including Document Cameras, Smart Boards, CPS Clickers, video cameras and other hardware • Computer labs are scheduled either through CAMP or through an instructional specialist 	<ul style="list-style-type: none"> • Staff development is needed for the existing technology (ex: SmartBoard, CPS Clickers, video cameras, CPS Chalkboard) • Technology TEKS should be the focus of instruction when students are in the computer lab during CAMP • Develop a schedule to utilize the COW's • Staff development is needed for all of the software associated with the instructional programs in the district 	<ul style="list-style-type: none"> • Staff development is needed for the existing technology (ex: SmartBoard, CPS Clickers, video cameras, CPS Chalkboard) • Technology TEKS should be the focus of instruction when students are in the computer lab during CAMP • Develop a schedule to utilize the COW's • Staff development is needed for all of the software associated with the instructional programs in the district

Is your Campus Title I:

YES

NO

Spring Independent School District

2015-2016

Campus Name: Ginger McNabb Elementary

Principal's Name: Melissa Reichardt

Spring ISD Imperative: Reach Every Student						
Campus Goal 1: Increase the attendance rate of students to 98% overall						
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>
Student attendance is at 96.9%	Teachers will make daily phone calls to students who are absent.	CNA SRS CSP	Leadership Team	Bulletin Board Title I Supplies \$7,000: 6399	Teacher phone calls daily	Teacher phone logs Attendance rates for students each nine weeks Cululative Attendance in June 2016
	Attendance bulletin board will be updated weekly to reflect student attendance.		Teachers		August 24, 2015 Bulletin Board	
	Morning announcements will share attendance with students and teachers.		Registrar		Announcements conducted daily	
	Students will participate in perfectly punctual parties each nine weeks.				Parties conducted every nine weeks	

Is your Campus Title I:

YES

NO

Spring Independent School District

2015-2016

Campus Name: Ginger McNabb Elementary

Principal's Name: Melissa Reichardt

Spring ISD Imperative: Reach Every Student						
Campus Goal 2: Decrease discipline referrals by 10%						
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>
Student referrals increased during the 2014-2015 school year.	CHAMPS Training to support positive discipline in the classrooms.	CNA SRS CSP ASD	Leadership Team	Classroom incentives General Budget	CHAMPS Training July 27 & 28 August 13, 18	Decreased discipline referrals during each nine week period.
	Teachers will setup positive reward systems in class to reward good classroom behavior.		Teachers	CHAMPS training materials	Discipline Data every nine weeks	
	Teachers will refer students to the CSST team with consistent behavioral concerns.				CSST Data every four weeks	

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YES

NO

Spring Independent School District

2015-2016

Campus Name: Ginger McNabb Elementary

Principal's Name: Melissa Reichardt

Spring ISD Imperative: Reach Every Student						
Campus Goal 3: Students will make a successful transition to from PreK to K and 5th to 6th						
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>PreK students need additional preparation for the transition to Kindergarten</p> <p>25% of 5th grade students did not meet SSI requirements indicating they were not academically ready to transition to sixth grade.</p>	<p>Pre/K teachers will schedule specific days at the end of the year for students to visit Kindergarten classes.</p> <p>Pre/K teachers and Literacy coach will conduct an informal parent meeting providing Pre-K parents with readiness information for Kindergarten.</p> <p>McNabb Counselor will meet with students to discuss middle school expectations.</p> <p>Middle School Counselors will visit McNabb to discuss expectations, scheduling, and electives</p> <p>Data Specialist will meet with at-risk 5th graders to reinforce SSI requirements and expectations for transitioning to middle school.</p>	<p>CNA CSP T</p>	<p>Leadership Team</p> <p>Pre/K and Kindergarten teachers</p> <p>Literacy Coach</p> <p>5th Grade Teachers</p> <p>School Counselor</p> <p>Data Specialist</p>	<p>None</p>	<p>Classroom visits will be conducted in May</p> <p>Parent Meeting will be conducted in May</p> <p>Counselor will begin classroom visits in September</p> <p>Data specialist will meet with students in September to discuss previous STAAR scores and SSI requirements.</p>	<p>Successful transition and readiness of students from PreK to Kindergarten</p> <p>5th Grade SSI Data</p>

Is your Campus Title I:

YES

NO

Spring Independent School District

2015-2016

Campus Name: Ginger McNabb Elementary

Principal's Name: Melissa Reichardt

Spring ISD Imperative: Reach Every Student						
Campus Goal 4: Increase student achievement in STAAR Index 1 from 60% to 75% with emphasis on Hispanic, ELL, AA student groups						
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>Student performance on Index 1 was 60</p> <p>African American students scored below 80% in each performance rating</p> <p>ELL students scored below 80% in each performance rating</p> <p>Hispanic students scored below 80% in each performance rating</p> <p>All students, Hispanic, and ED student groups did not meet system safeguards for writing and science</p>	<p>Instructional Schedules will be developed and monitored based on maximizing student instructional time.</p> <p>Students will receive 45 minutes of classroom intervention time based on data.</p> <p>Teachers will receive staff development sessions on specific strategies to target student progress.</p> <p>CSST meetings will be conducted every four weeks to monitor student progress.</p> <p>Campus walkthroughs will be conducted to observe teacher instructional strategies.</p> <p>PLC meetings will be conducted after every assessment to monitor student progress.</p> <p>Vertical Alignment meetings will be conducted to ensure writing strategies are taught across grade levels</p>	<p>CNA</p> <p>SRS</p> <p>TDA</p> <p>PD</p> <p>ASD</p> <p>CSP</p> <p>HQS</p>	<p>Leadership Team</p> <p>Literacy Coach</p> <p>Math IS</p> <p>Teachers</p> <p>At-Risk Accountability Specialist</p> <p>Workforce Department</p>	<p>Master Schedule August 17-21</p> <p>Title One \$65,000: 6119</p> <p>Instructional Materials Title One \$26,200: 6321</p> <p>Professional Development Title One \$13,000: 6239, 6299</p> <p>Title I Supplies \$7,000: 6399</p> <p>Literacy Coach will develop a weekly writing prompt for each grade level</p> <p>5th Grade Teachers will develop science labs for students</p>	<p>Instructional Schedules to be developed in August.</p> <p>Intervention times to be set in August</p> <p>Staff Development sessions to be scheduled throughout the year</p> <p>PLC schedule to be developed in August</p> <p>Campus Walkthroughs to be conducted throughout the year</p> <p>CSST Meetings every four weeks</p> <p>PLC Meetings after all assessments</p> <p>Vertical Alignment meetings conducted every four weeks</p>	<p>Intervention Logs shows increase in student performance.</p> <p>STAAR Data reflects increase in performance ratings.</p> <p>STAAR data reflects all system safeguards are met</p>

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	<p>Teachers will plan with Literacy Coach and Math/Science IS to ensure quality instruction</p>				<p>Literacy Coach and Math/Science IS will meet weekly with teachers for planning</p> <p>Literacy Coach will develop a weekly writing prompt for each grade level</p> <p>5th Grade Teachers will develop science labs for students</p>	
	<p>Students will participate in weekly witing prompts</p>					
	<p>Additional intervention resources will be purchased for writing</p>					
	<p>Fifth grade students will participate in hands-on science lab lessons each week</p>					

Is your Campus Title I:

YES

NO

Spring Independent School District

2015-2016

Campus Name: Ginger McNabb Elementary

Principal's Name: Melissa Reichardt

Spring ISD Imperative: High Performance from Every Employee						
Campus Goal 5: Provide professional development opportunities to ensure Teacher Retention of 90%						
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>
Teachers need additional training to meet the needs of all learners in the classroom	Survey teachers on the trainings they feel would be most beneficial.	CNA SRS HQS PD SAT	Leadership Team	Title One Funds \$13,000	Teacher surveys will be sent out in September to develop a staff development plan.	Teachers will show a deeper understanding of strategies taught during staff development. Student scores will increase as teachers implement strategies.
	Setup trainings with Workforce Department, Region IV, or outside consultants.		Teachers		Staff development plan will be implemented throughout the year.	
	Callibration walkthroughs will be conducted by the administrative team to determine teacher strengths and weaknesses and provide targeted staff development.		Workforce Development		Callbration will begin in September and continue throughout the school year	
New teachers need additional training to improve their strategies in the classroom	Survey teachers on the trainings they feel would be most beneficial.	CNA SRS HQS PD SAT	Leadership Team	Title One Funds \$13,000	Teacher surveys will be sent out in September to develop a staff development plan.	Teachers will show a deeper understand of strategies taught during staff development. Student scores will increase as teachers implement strategies.
	Setup trainings with Workforce Department, Region IV, or outside consultants.		Teachers		Staff development plan will be implemented throughout the year.	

Is your Campus Title I:

YES

NO

Spring Independent School District

2015-2016

Campus Name: Ginger McNabb Elementary

Principal's Name: Melissa Reichardt

Spring ISD Imperative: Engaged Stakeholders in Every Community						
Campus Goal 6: Increase parent volunteers and PTO participation on campus by hosting ten events.						
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>
Parents do not volunteer on campus.	Work with parent liaison and district parent involvement coordinator to create a parent volunteer program.	PI CSP	Leadership Team	Title One Funds \$2,000	Meet with District Parental Involvement Coordinator in August	Logged Parent Volunteer hours will increase
	Parent liaison will work with staff to coordinate parent volunteers in the classroom.		Parent Liaison Counselor	Supplies for Parent Volunteers \$500		
PTO is not active on campus.	Conduct PTO roundup to attract/inform parents about PTO.	PI CSP	Leadership Team	Title One Funds \$2,000	PTO Roundup will be conducted during Meet the Teacher	Increased participation in PTO meetings and PTO membership
	Parent liaison will assist with organizing PTO members and meetings.		Parent Liaison Counselor	Supplies for Parent Volunteers \$500		

Is your Campus Title I:

YES

NO

Spring Independent School District

2015-2016

Campus Name: Ginger McNabb Elementary

Principal's Name: Melissa Reichardt

Physical Education Plan – Elementary Campuses Only								
Spring ISD Imperative:				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: Students will receive 135 minutes of physical activity weekly.		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 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>		
Students continue to receive 135 minutes of physical activity weekly.	Master schedule will reflect students attending PE twice weekly.		PE Teacher Classroom Teacher	PE Equipment Recess Equipment	Students will begin PE rotation on first day of school. Students will participate in recess on first day of school.	Students will continue to meet physical education requirements.		
	Master schedule will reflect students participating in 30 minutes of physical activity at recess.							

Is your Campus Title I:

YES

NO

Spring Independent School District

2015-2016

Campus Name: *Ginger McNabb Elementary*

Principal's Name: *Melissa Reichardt*

Title I Ten School-wide Components:

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