

**Judson Independent School District
Spring Meadows Elementary School
2016-2017 Campus Improvement Plan**



Mission Statement

All Spring Meadows students will receive a quality education enabling them to become successful in a global society.

Vision

Spring Meadows is Producing Excellence!

Value Statement

Students First

Teamwork

Accountability

Results-Oriented

Loyalty

Integrity and Mutual Respect

Safe and Secure Environment

Two-way Communication

Comprehensive Needs Assessment

Demographics

Demographics Summary

Spring Meadows is a school located in a community on the northeast side of Judson ISD. Our campus has a diverse population with a total enrollment of 635 students. Our at-risk population has changed as well. Our At-Risk student population has increased about 10 percentage points. Enrollment by student group listed below. Our attendance rate is the highest it has been in the last four years at 96.4%. Our current school enrollment is 631 students.

Demographics for 2015-2016:

Enrollment by Student Group:

- Economically Disadvantaged 79%
- At-Risk 84%
- English Language Learners 33%
- Special Education 8%
- Mobility Rate 37% estimation

Enrollment by Race/Ethnicity

- African American 19%
- Hispanic 71%
- White 9%

STAAR scores for 2015-2016 indicate a need for growth. Listed below are the percentages of our passing rate in each content area. Although all areas need to be addressed, fourth grade math is a concern.

- Subject Grade Passing

	3rd Reading	62%
Reading	4th Reading	58%
	5th Reading	67%
	3rd Math	57%
Math	4th Math	44%
	5th Math	57%
Writing	4th Writing	54%
Science	5th Science	63%

Demographics Strengths

- Our campus has a diverse population
- Supportive families when called upon
- Stable enrollment

Demographics Needs

- Create systems to address the at-risk population academic needs such as year-long extended day opportunities
- Considering the 100% at-risk population in the bilingual 5th grade classrooms, work to secure a team of two bilingual teachers in 5th grade allowing them to departmentalize.

Student Achievement

Student Achievement Summary

- STAAR scores at Spring Meadows Elementary need to be improved. Although all areas need to improve, math is one of our focuses this year. The fourth grade math passing rate for our campus is 44%. More professional development and support will need to be provided in order to show improvement.

• Subject	Grade	Passing
	3rd Reading	62%
Reading	4th Reading	58%
	5th Reading	67%
	3rd Math	57%
Math	4th Math	44%
	5th Math	67%
Writing	4th Writing	54%
Science	5th Science	63%

Student Achievement Strengths

Fifth grade continues to be an area of strength on our campus. On the first round of testing, they scored 67% on math and reading. They also increased our science passing percentage rate to 63%.

Student Achievement Needs

CBA scores show a critical need for teacher and student intervention. Both CBA administrations put Spring Meadows as one of the worst performing schools in the Judson ISD. All grade levels need to be addressed.

- STAAR data indicates low percentages of students meeting passing standards in all areas.
- STAAR performance for special education and 504 students needs to be improved.
- Continued improvement in reading to increase the passing percentage to meet Phase in II and increase Level III performance.
- Increase performance in writing.
- Increase the number of students in K-2 reading on grade level.
- Math is a high priority

School Culture and Climate

School Culture and Climate Summary

There have been 251 office referrals in 2015-2016, which is a decline from the year before where there was almost 400 Discipline data is not currently available for teacher review and there is no campus-wide behavior intervention system in place (either positive or negative) for students. Behavior is handled reactively and not proactively. Currently, there is no student voice currently in place to improve campus culture and no formal support systems in place for new students. More student recognition needs to be in place for students who are meeting campus expectations (every six weeks). The campus theme this year did not drive instruction and needs to be rethought. Below are some items in place to support positive culture this year:

- Increased small group counseling sessions.
- College Readiness/Career Day
- Student agendas to increase student responsibility for learning organizational skills
- Promote and improve WATCH D.O.G.S. program
- Team-building activities for staff
- Coffee with the Counselor

School Culture and Climate Strengths

- Unified school theme increased cohesiveness of school climate
- Family feel for staff
- Collaborative culture for planning

School Culture and Climate Needs

- Continue events listed that improve culture and climate.
- Implement a Student Leadership Team for grades 4 and 5
- Positive Behavioral Interventions & Supports (PBIS) training for teachers/staff is needed to create campus expectations for behavior and a common language
- More consistency in discipline

1. Create PBIS committee and register for training with Region XX
2. Create discipline committee that meets monthly to analyze data. Compare trends (per teacher, per consequence, per student group).

3. Purchase student agendas to increase student responsibility for learning and organizational skills.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

- Teacher retention is a strength at SME. Professional development is offered in school weekly. Additional courses are offered through the year by the district and must be signed up for through Eduphoria. New teachers have a mentor within the school. They meet as a group a few times a year. Implementation of learned skills is assessed through administrative walk-throughs/observations. Teachers would like more input into what courses will be available.
 - Staff diversity mirrors that of our student population.
 - Mentor program for 1st year teachers or teachers in need of assistance.

Staff Quality, Recruitment, and Retention Strengths

- Book study on Mindset to prepare for T-TESS - Teachers responded well to the growth mindset.

Staff Quality, Recruitment, and Retention Needs

- PD for RTI presented at beginning/middle/end of school year.
- PD for Guided Reading and Readers' Workshop
- Use specialist for push-in approach to increase student/teacher performance in the classroom.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

District and campus development is continually offered throughout the year. Teachers create instruction that is rigorous, relevant and cognitively demanding for their classrooms through supplementing the materials provided. The rigor, relevance, and cognitive demanding is demonstrated by students who can confidently explain their thinking, teach others, and apply the concepts to problems and ideas.

- Began Professional Learning Communities
- Utilization of Texas Resource Management System Curriculum

Curriculum, Instruction, and Assessment Strengths

- Utilization of TEKS Resource System curriculum

Curriculum, Instruction, and Assessment Needs

1. Purposeful planned learning meetings that include TEKS study and Vertical teams
2. Set academic benchmarks per grade level, per subject, for each 9 week period
3. Increase student selection of reading materials by purchasing different genres (i.e. education abased magazines, newspapers, child appropriate materials)
4. Increase reading fluency/comprehension/interest
5. Access for all students to curriculum resources including Spanish materials.

Family and Community Involvement

Family and Community Involvement Summary

- Spring Meadows holds frequent family and community events. Families frequently visit the campus to each lunch with students. Our total number of volunteers has increased this year. Website is kept current and teachers send newsletters. Communication is sent in both English and Spanish. Some events are:
 - Fall Festival
 - Yearly events- Grandparents Day, Fall Festival, Dine-A-Versity (Family Night), Father/Son game night, Mother/Daughter Spa Night
 - Grade level activities (Kinder picnic, 4th grade living museum)
 - Coffee with the counselor
 - Grade level activities- Kinder Thanksgiving feast, Arts & Crafts Night, Science Night, and Texas Living Museum.
 - Dine-A-Versity
 - Written and verbal communication in Spanish and English.

Family and Community Involvement Strengths

- Dine-A-Versity (Family Night)
- Fall Festival
- Written and verbal communication in Spanish and English

Family and Community Involvement Needs

1. Create specific events that guide parents on how to help at home (ie: fluency and homework).
2. Have student-led conferences during the third academic Parents of our monolingual and bilingual populations are more involved in decision making.
3. All written and verbal communication is delivered in Spanish and English.

School Context and Organization

School Context and Organization Summary

- School is organized in a continuous growth model for staff and students. The constant focus on student achievement is a check and balance system. Administrators help drive decisions that focus on the big picture of creating future productive citizens. PLCs occurred periodically with a focus on analyzing data, professional development, and collaborative planning.
 - Programs available for after school tutoring and Saturday Science Camp programs.
 - 90 minute blocks of time devoted for Math/Reading instruction.
 - RtI time included daily

School Context and Organization Strengths

- Programs available for after school tutoring and Saturday Science Camp programs

School Context and Organization Needs

Based on STAAR data and reading/math universal screen data, struggling students need assistance through RtI interventionists who will be able to work with students through a push-in model or small group pull-out.

- Include a time blocked out in student daily schedule for remediation and intervention of concepts and skills related to math/reading/behavior. Campus specialist and assistant will push-in and pull-out of classrooms to support teachers and improve academic performance of students.
- Increase active participation of teachers in decision making and implementation of campus decision at all levels of campus.
- Create a campus schedule for all meetings for the entire year.
- Ensure that teachers, including RtI and SPED, have time to collaborate.

Technology

Technology Summary

- Each classroom is equipped with an LCD projector and document camera to enhance student instruction. Teachers have access to two mobile Chrome carts for students to use. They also have at least three student computers in their classrooms to use. However, the classroom computers need updating.

Technology Strengths

- Each classroom has a document camera and the option to check out a mobile computer cart.

Technology Needs

- Improve the use of campus and district software to make instructional decisions (ie: All in Learning)
- Increase student access to technology (ie: adding more Chromebooks)

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Performance Index Framework Data: Index 1 - Student Achievement
- Performance Index Framework Data: Index 2 - Student Progress
- Performance Index Framework Data: Index 3 - Closing Performance Gaps
- Performance Index Framework Data: Index 4 - Postsecondary Readiness
- System Safeguards and Texas Accountability Intervention System (TAIS) data
- Federal Report Card Data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) results
- Student Success Initiative (SSI) data for Grades 5 and 8
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Local benchmark or common assessments data
- Student failure and/or retention rates
- Running Records results
- Observation Survey results

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Number of students assigned to each special program, including analysis of academic achievement, race, ethnicity, gender, etc
- Male / Female performance and participation data
- Special education population, including performance, discipline, attendance, and mobility

- Migrant population, including performance, discipline, attendance and mobility
- At-Risk population, including performance, discipline, attendance and mobility
- ELL or LEP data, including academic achievement, support and accommodation needs, race, ethnicity, gender, etc
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records

Employee Data

- Professional Learning Communities (PLC) data
- Staff surveys and/or other feedback
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- PDAS and/or T-TESS

Support Systems and Other Data

- Budgets/entitlements and expenditures data
- Study of best practices

Goals









Goal 1: To meet or exceed Texas Education Agency standards on STAAR and prepare students for higher education and workforce readiness

Performance Objective 1: By Jun 2017, all student groups will make gains in STAAR scores in all content areas, including special education and English language learners.

Evaluation Data Source(s) 1: STAAR

Summative Evaluation 1:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
State System Safeguard Strategy 1) Provide supplement instruction with the use of interventions to struggling students, including At-Risk, Migrant, Hispanic, SPED, and ELL learners, identified through assessment and determined by teachers. (Writing Initiatives, RTI, Extended Day Learning Opportunites, Science Camp, Summer Academic Camps)	2, 8, 9	* Campus Administrators * Academic Facilitator * RtI Facilitator * Teachers * SPED * Campus Interventionists to include Dyslexia	* Students on each RtI Tier * Movement of students between the RtI Tiers * Gather Baseline Data from Stride Academy * Lesson Plans * Walkthroughs * Attendance * Assessment Data				
				Funding Sources: 211-7 - Title I - \$3,000.00, 171-7 State Compensatory Education - \$12,000.00			
2) Provide opportunites for staff development and use a PLC environment to analyze data, assess instructional practices, and improve research-based strategies to improve student performance. All common assessments will be designed by teachers before instruction begins.	2, 4, 5, 8	* Campus Administrators * Academic/RtI Facilitator * All Teachers	* Agendas * Sign-in Sheets * Lesson Plans / Collaborative Planning Template * Artifacts (e.g., photos, anchor/data charts, video) * Assessment Data				
				Funding Sources: 211-7 - Title I - \$7,000.00			
3) Provide supplemental resources to At-Risk students in the area of math, science, reading, and writing.	2, 8, 9	* Campus Administrators * RtI Facilitator * Teachers * SPED * Campus Interventionists to include Dyslexia	Movement of students between the RtI Tiers * Gather Baseline Data from Stride Academy * Lesson Plans * Walkthroughs * Attendance * *Assessment Data				
				Funding Sources: 171-7 State Compensatory Education - \$6,500.00			

4) Provide intensive math training using the district model of F.R.A.M.E.S and providing research based professional development.	2, 4	All Staff	Completed professional development and meeting agendas.				
	Funding Sources:						
5) Use Lead4ward and other data strategies to improve taught curriculum by ensuring alignment and using a data analysis approach to instruction.	2, 4, 8, 9	All teachers and administrators	Quintile averages will increase from baseline percentages.				
	Funding Sources: 211-6 Title I - \$4,000.00						
State System Safeguard Strategy 6) Provide intensive writing professional development for teachers. Identify strategies to address all students and to differentiate for student groups of Hispanic and Economically Disadvantaged.		All teachers and administrators	Fourth grade STAAR passing rate will improve from 54% to 57%.				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue							

Goal 1: To meet or exceed Texas Education Agency standards on STAAR and prepare students for higher education and workforce readiness

Performance Objective 2: By June 2017, Campus will increase students' attendance rate to 97%.

Evaluation Data Source(s) 2: EOY Attendance Data

Summative Evaluation 2:







Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Develop and implement programs designed to involve and engage students such as after-school clubs and attendance awards.		Campus Administrators	Participation rates in activities Participants attendance rate				
Funding Sources:							
2) Attendance Committee meets periodically to review attendance and create work with families to create plans and track data.	9	Campus Administrators PEIMS Clerk	Agenda Sign-In Sheets Attendance				
= Accomplished = Considerable = Some Progress = No Progress = Discontinue							

Goal 1: To meet or exceed Texas Education Agency standards on STAAR and prepare students for higher education and workforce readiness

Performance Objective 3: By June of 2017, the campus will increase student access to instruction for all students, including special education students, by reducing the number of office referrals by 15%.

Evaluation Data Source(s) 3: EOY Discipline Referral Data

Summative Evaluation 3:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) The campus will implement a Positive Behavior Intervention Support System.	1, 2, 4, 10	All Staff	Referrals will go from a total of 251 (2016) to less than 213 referrals for 2017.				
Funding Sources: 211-7 - Title I - \$2,000.00							
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue							

Goal 2: To improve communication with all stakeholders by creating additional information pathways with increasing participation

Performance Objective 1: Increase opportunities for parent involvement in a welcoming school environment for all families by 10%.

Evaluation Data Source(s) 1: Event agendas; Sign-in Sheets, Surveys

Summative Evaluation 1:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Identify student and parent needs and create a series of events to provide support and educate parents and the community. These may involve: violence prevention, nutrition, title programs, adult education and more.	6, 10	Counselor Campus Administrators RtI Facilitator Grade Level Chairpersons	Event Agendas Sign-in Sheets Evaluations				
2) Implement effective parental involvement activities to improve student academic, social and emotional development - i.e., clothing closet for students in need organized by parent volunteers, Father/Son Sports Night, Family Game Spa Night, Dine-a-versity, Mother/Son Movie Night etc.	6	Counselor Campus Administrators RtI Facilitator Grade Level Chairpersons	Event Agendas Sign-in Sheets Evaluations				
3) Communicate to students and their families the benefits of higher education and the necessary steps to prepare academically for college	6, 10	Counselor TAG Teacher Campus Administrators RtI Facilitator Grade Level Chairpersons	Event Agendas Sign-in Sheets Evaluations				
4) Ensure regular communication home using student agendas in both English and Spanish.	6	Campus Administrators RtI Facilitator	Event Agendas Newsletters Flyers Weekly Call Scripts				
Funding Sources: 211-7 - Title I - \$800.00							
5) Implement PK to Kinder and 5th to 6th grade transition events to promote success!	7	*PK Teacher *Kindergarten Teachers *Campus Administrator	Agenda, Sign-In Sheet				
= Accomplished = Considerable = Some Progress = No Progress = Discontinue							

Goal 2: To improve communication with all stakeholders by creating additional information pathways with increasing participation

Performance Objective 2: Continue to implement a Comprehensive Developmental School Guidance and Counseling Program that will foster student learning in a safe, drug-free environment each week.

Evaluation Data Source(s) 2: Evaluation of 4 components; counselor time and effort log

Summative Evaluation 2:







Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Plan and host Career Day and College Awareness Plan	6, 10	Counselor	Volunteer Sign-in Teacher Feedback List of college awareness activities				
2) Implement character education to improve student discipline and decrease bullying incidents and violence prevention utilizing a program such as Character Counts! during counselor rotation.	6	Campus Administrators Counselor	Student agendas Discipline Data Counseling Data				
Funding Sources: 211-6 Title I - \$2,500.00							
= Accomplished = Considerable = Some Progress = No Progress = Discontinue							

Goal 3: To increase employee satisfaction and retention of highly effective teachers and instructional aides.

Performance Objective 1: Spring Meadows will hire, retain, and support highly effective staff in all positions to teach all students with less than a 10% turnover at the end of the year.

Evaluation Data Source(s) 1: Employee Retention

Summative Evaluation 1:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Promote supportive continuous development for new teachers with JISD mentoring program.	3, 4, 5	Campus Administrators New Teacher Mentor Coordinator	New Teacher Retention				
2) Use Reflective Practice Model to create a supportive climate that promotes professional growth for all teachers.	4, 5	Campus Administrators	Employee Retention				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue							

Goal 4: To spend money wisely, efficiently, and equitably by coordinating and integrating federal, state, and local funds to improve the overall learning environment.

Performance Objective 1: Spring Meadows will utilize allocated funds efficiently to support student academic performance.

Evaluation Data Source(s) 1: Budgets

Summative Evaluation 1:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Campus Site-Based Committee to provide input regarding the allocation of funds.	10	Campus Administrators	Budget Minutes				
= Accomplished = Considerable = Some Progress = No Progress = Discontinue							

Goal 5: All students will be taught in an environment that is safe, drug-free, and conducive to learning.

Performance Objective 1: Use restorative discipline strategies to create safe learning environments.

Evaluation Data Source(s) 1: eSchool and teacher anecdotal notes

Summative Evaluation 1:

State System Safeguard Strategies

Goal	Objective	Strategy	Description
1	1	1	Provide supplement instruction with the use of interventions to struggling students, including At-Risk, Migrant, Hispanic, SPED, and ELL learners, identified through assessment and determined by teachers. (Writing Initiatives, RtI, Extended Day Learning Opportunitites, Science Camp, Summer Academic Camps)
1	1	6	Provide intensive writing professional development for teachers. Identify strategies to address all students and to differentiate for student groups of Hispanic and Economically Disadvantaged.

State Compensatory

Personnel for Spring Meadows Elementary School:

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Brandon, Yolanda	RTI Bilingual Interventionist	SCE	1.0
Crisp, Stephanie	RTI Interventionist	SCE	1.0
Harris, Donna	RtI Interventionist	SCE	1.0
Hooper, Melissa	RTI Interventionist	SCE	1.0

Title I

1: Comprehensive Needs Assessment

Surveys

Data - STAAR, TELPAS, istation, Stride Academy, CBAS, Benchmark, common mini-assessments, PEIMS

2: Schoolwide Reform Strategies

3 Essential Instructional Systems

I. Vertical Alignment

II. Collaborative Planning

III. RPM

3: Instruction by highly qualified professional teachers

All employees are HQ.

4: High-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, student services personnel, parents, and other staff

3 Essential Instructional Systems

Guided Reading/Writing

Readers'/Writers' Workshop

5: Strategies to attract highly qualified teachers

Positive school climate and culture.

6: Strategies to increase parental involvement

Guidance and Counseling; parent events calendar; volunteer opportunities

7: Plans for assisting preschool children in the transition from early childhood programs to elementary school programs

Kindergarten/6th grade classroom orientation and visit

8: Measures to include teachers in the decisions regarding the use of academic assessments in order to improve the achievement of individual students and the overall instructional program

3 Essential Instructional Systems

9: Activities to ensure effective timely assistance for students who experience difficulty mastering the proficient or advanced levels of academic achievement standards

Tutoring (Power Hour; after school; Saturdays); RtI; Homework Center

10: Coordination and integration of federal, state and local services and programs

Title I, SCE, Title III, and IDEA funded staff support student performance and Campus Site Based Committee

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
April Johns	RtI Facilitator	RtI	1.0
Gerard Boehme	RtI Teacher	RtI	1.0

Campus Funding Summary

171-7 State Compensatory Education					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1			\$12,000.00
1	1	3	Supplemental teaching materials (ie: Mentoring Minds, STAAR Ready)		\$6,500.00
Sub-Total					\$18,500.00
211-7 - Title I					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Extra Duty Pay/Resources/Snacks/Incentives	211-7	\$3,000.00
1	1	2	Kilgo and Lead4ward training		\$7,000.00
1	3	1		2117 13 110 30 6411	\$2,000.00
2	1	4	Student Agendas		\$800.00
Sub-Total					\$12,800.00
199-6-General Operating					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	1	Supplies		\$0.00
Sub-Total					\$0.00
211-6 Title I					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	4			\$0.00
1	1	5	Professional Development	2117 13 110 30 6411	\$4,000.00
2	2	2	Student Agendas		\$2,500.00
Sub-Total					\$6,500.00
Grand Total					\$37,800.00