

# ELEMENTARY-MIDDLE SCHOOL CAMPUS IMPROVEMENT PLAN

## SPRINGLAKE-EARTH



Cindy Furr,  
Principal

2017-2018



## *Philosophy of the Springlake-Earth ISD*

We believe that a strong work ethic is foundational to the success of any endeavor within which we engage. While we fully recognize the crucial importance of planning and strategy, worth-while endeavors do not happen with precise planning alone--hard work is a must. Life is a series of choices for every individual, and we believe that every student should be instilled with a strong work ethic so that (s) he may choose to employ it throughout a lifetime.

We believe in high expectations for success. We will strive to encourage a climate of expectation in which the staff believes and demonstrates that all students can attain mastery of the essential knowledge and skills (and make the conscious choice to work to do so) to accomplish the task at hand. For this to be most effective, first, teachers must recognize that high expectations for student success can happen only when teachers have high expectations for self. Second, the school organization must assure that teachers have access to the necessary “tools” to help them achieve successful learning for all students. Third, the school, as a cultural organization, must recognize that it must be transformed from an institution designed for “instruction” to an institution designed to assure “learning!” (Lezotte, 1991)

We believe that to optimize the total school experience, everybody associated with the school must have pride in self, school, family, and community. As a human race, we take pride in our accomplishments and successes. We tend to work harder for the things that are important to us. Thus, the greater the pride that we take in the school as an organization, the greater the levels of success we will all enjoy.

We believe strongly in the importance of character. We are strongly of the opinion that an organization with a safe and orderly environment filled with disciplined people who exhibit the highest levels of character is one that develops a culture of success. This is a move beyond the elimination of undesirable behavior to a cooperative and collaborative environment where character is exhibited, voices are heard, and good choices and decisions are made.

We value the importance of goal-driven activities where success resulting from hard work, guided by high expectations, can be measured and celebrated by the disciplined individuals on the team that made it happen. Goals by their very nature build in a level of accountability that goes hand in hand with high expectations.

Lezotte, L.W. (1991). Correlates of effective schools: The first and second generation Effective Schools Products, Ltd., Okemos, MI



## *Springlake-Earth ISD Vision*

Our vision at Springlake-Earth ISD is three-fold:

First, we want everybody who is or has been associated with the school in any way to join us with great pride in claiming the school as **OUR SCHOOL**.

Second, we want that pride to come as a result of the good things that are happening because of **OUR CHOICES** that are driven by high expectations, coupled with disciplined, hard work.

Third, we want everybody to understand that the goal-driven choices made by disciplined people who exhibit high levels of character make a direct impact on **OUR FUTURE**

Thus, the Springlake-Earth ISD vision can be summarized as:

**OUR SCHOOL**

**OUR CHOICES**

**OUR FUTURE**



# *Springlake-Earth ISD Mission*

Patterned after Jim Collins' #1 bestseller with over two million copies sold,

**Our mission is to transform our school from**

**GOOD**

**TO**

**GREAT**



## Goals and Objectives

**Goal 1: Springlake-Earth ISD will have 90% of the student population, including the target populations; pass all portions of the STAAR.**

- Performance Objective 1: 90% of all student populations will pass the STAAR Reading/ELA
- Performance Objective 2: 90% of all student populations will pass the STAAR Writing
- Performance Objective 3: 90% of all student populations will pass the STAAR Math
- Performance Objective 4: 90% of all student populations will pass the STAAR Science
- Performance Objective 5: 90% of all student populations will pass the STAAR Social Studies

**Goal 2: Springlake Earth ISD will provide a curriculum and culture of success for all students.**

- Performance Objective 1: Special Programs will be offered for eligible students and 90% of all students in the programs will pass the STAAR/ in all subject areas
- Performance Objective 2: 100% of high school students will graduate within 4 years from entering high school and the dropout rate will be 0%
- Performance Objective 3: The number of students taking AP classes and students graduating with the recommended seal will increase from the previous year
- Performance Objective 4: The number of students taking the ACT/SAT will increase; and of those taking the test, 50% or more will make the criterion score or better

**Goal 3: Springlake-Earth ISD will encourage positive student behaviors and create a safe and drug free environment for increased student achievement.**

- Performance Objective 1: Student attendance will be 96% or higher
- Performance Objective 2: Student disciplinary referrals will decrease from the previous year

**Goal 4: Springlake-Earth ISD will promote parent and community involvement in order to provide the best possible education for all students.**

- Performance Objective 1: Parent involvement will increase from the previous year as documented with parent contacts



## Target Populations and Special Programs

### Target Populations

Economically Disadvantaged  
African-American  
Hispanic  
White  
Migrant  
Male  
Female  
Homeless

### Special Programs

Dyslexia  
English as a Second Language (ESL)  
Gifted and Talented (GT)  
Pre-K (PK)  
Special Education (SPED)  
State Compensatory Education (SCE)  
Title I, Part A: Schoolwide (TIA)  
Title I, Part C: Migrant (TIC)  
Title II, Teacher and Principal Training and Recruiting (TII: TPTR)



<b>COMPREHENSIVE NEEDS ASSESSMENT</b>			
<b>Areas</b>	<b>Summary of Strengths</b>	<b>Summary of Needs</b>	<b>Priorities of the Campus &amp; How Federal/State Funds Will be used</b>
Academic Achievement	Diversity, academic rigor and expectations and unity	Additional supplemental tutorials and resources; Technology and instructional supplies; To bring elementary campus reading scores to meet standards	Staff development; technology and instructional materials; Tutorials
Title I Schoolwide	Academic rigor, expectations, teamwork and unity	Additional supplemental tutorials and instructional materials for struggling students in reading; Teachers/paras to keep class size small; Professional Development	Summer school, tutorials, staff development, technology and teachers; PD coordinated with TIIA and local
Title I, Part C: Migrant	Identification and monitoring of PSF students; Coordination of services	Pass academic and STAAR tests; improve attendance; and school supplies for PFS	School supplies, instructional resources, staff to monitor Migrant staff and needs.
Title II, Part A: TPTR	Flexibility to use funds as needed under REAP	Technology upgrades-software	Continue to provide software and other technology updates
ESL/ Title III LEP SSA English Language Learners	Identified and monitoring staff training and updates, % of staff w/ESL endorsements	Continued training and development, ELPS training, SIOP training.	Staff development, Instructional materials, technology.



<b>COMPREHENSIVE NEEDS ASSESSMENT</b>			
<b>Areas</b>	<b>Summary of Strengths</b>	<b>Summary of Needs</b>	<b>Priorities of the Campus &amp; How Federal/State Funds Will be used</b>
Curriculum	LEAD4FORWARD implementation, PLCs A+ curriculum, Accelerated reading and math	Continue development and implementation of LEAD4FORWARD and use of PLC credit recovery and academic acceleration.	Technology; staff training; substitute teachers, peer mentoring
Family and Community Development	LPAC, Title One, SBDM, PAC meeting and involvement and solid attendance.	Greater parental involvement, increase internet access throughout community	Technology, professional development;
Instruction & Assessment	PLCs, peer mentoring, identifying student needs, joint staff meeting.	Staff training, on functions, and resources, on LEAD4FORWARD, and Eduphoria and WebCATT	Staff development and instructional materials, and technology.
Professional Development	Use SBDM to determine professional development needs; Use staff feedback to focus on needs.	Additional LEAD4FORWARD, Eduphoria, PDAS training; Training for data disaggregation and targeted instructions for struggling students	Title I for PD TII REAP
School Culture, Climate and Organization	High standards of expectations, strong parental and community support	Scheduling time to meet, Improved understanding among staff of student demographics.	Technology and professional development.





<b>COMPREHENSIVE NEEDS ASSESSMENT</b>			
<b>Areas</b>	<b>Summary of Strengths</b>	<b>Summary of Needs</b>	<b>Priorities of the Campus &amp; How Federal/State Funds Will be used</b>
Special Education	Staff and collaborative meetings to accelerate learning	To reduce SPED Hispanic Representation and SPED identification to meet state standards; To provide classes to meet state standards in all state assessments	Specialized classes and tutorials; Professional Development; LEAD4FORWARD
Staff Quality, Recruitment, Retention	100% HQ; high retention rate of staff	Mentoring new staff Continue to retain staff	Mentoring program; Attend job fairs as needed; Staff development
State Compensatory Education/ At Risk Students	Monitoring and identification of At-risk students	Improve attendance, passing of STAAR and academic classes, Enrichment curriculum and accelerated credit recovery	Tutorials, instructional materials, technology, summer school, transportation, staff development for at-risk
Technology	Wireless access; smart board; additional computers on wheels	Training and implementation; Support of new technology	Technology resources and professional support of new technology; Title I
Data Sources Reviewed: Comprehensive needs assessment from previous year, AEIS, Report card grades, demographics, Surveys, Compliance reviews; PEIMS, data, PBMAS data, Eduphoria, LEAD4FORWARD, ACT scores, Staff input, ARDS			



**Goal 1: Springlake-Earth ISD will have 90% of all students, including the target populations; pass all portions of the STAAR.**

**Performance Objective 1: 90% of all students will pass the STAAR Reading.**

Strategy	Person Responsible	Timeline	Resources	Formative/ Implementation Evidence	Summative/ Impact
Provide extended day/year	Administrator	After school		Students served	Students promoted
Provide Pre-K program	Administrator	Daily	Local	Students served	TPRI STAAR
Provide required Kindergarten- 7 <sup>th</sup> grade program <ul style="list-style-type: none"> <li>Assess student progress to determine need for additional teacher/restructuring PK-7 staff</li> </ul>	Superintendent Principal	6 weeks	Local State	Checklist T observation	STAAR for 3 <sup>rd</sup> grade TPRI
Use Accelerated Reader program <ul style="list-style-type: none"> <li>Accumulate quality points at/above reading level</li> <li>Recognize student success</li> </ul>	Reading teachers	Daily	Local	AR reports	TPRI STAAR
Provide intensive phonics instruction <ul style="list-style-type: none"> <li>Develop a reading intervention program.</li> </ul>	Reading teachers Principal	Daily	Local	AR reports; Fluency Reports; Benchmarks	TPRI STAAR
Enhance TEKS with Discovery Education and TEKSRESOURCE	Teachers	Weekly	Local	6 Weeks grades	TPRI STAAR
Implement reading time <ul style="list-style-type: none"> <li>Peer tutoring pairs and groups</li> </ul>	Reading teachers	Daily	Local	Lesson Plans	Report card grades



Strategy	Person Responsible	Timeline	Resources	Formative/ Implementation Evidence	Summative/ Impact
Provide staff development in accordance with PDAS <ul style="list-style-type: none"> <li>• On Lead4ward</li> <li>• STAAR Grading/Questions</li> <li>• On TEKS</li> <li>• On technology integration</li> </ul>	Administrator	August – July	Local TII TPTR	Staff Development calendar	Training certificates
Incorporate reading into TEKS in all subject areas	teachers	Daily	Local	6 weeks grades	TPRI STAAR
Follow TEKSRESOURCE Scope and Sequence <ul style="list-style-type: none"> <li>• Direct instruction</li> <li>• Integrate AR, novels, TEKS, and Discovery Education, Nonfiction Resources</li> </ul>	Reading teachers	Fall	Local	6 weeks grades	TPRI STAAR
Purchase library books <ul style="list-style-type: none"> <li>• Encourage student reading</li> <li>• AR program</li> </ul>	Librarian Teachers Principal	Yearly	Innovative	PO	Books



**Goal 1: Springlake-Earth ISD will have 90% of all students, including the target populations; pass all portions of the STAAR.**

**Performance Objective 2: 90% of all students will pass the STAAR Writing.**

Strategy	Person Responsible	Timeline	Resources	Formative Evaluation	Summative Evaluation
Use direct writing instruction <ul style="list-style-type: none"> <li>Total immersion</li> <li>Across discipline instruction and assignments in writing</li> </ul>	Core subject area teachers	Daily	Local	Lesson Plans	STAAR
Implement writing instruction in all core areas	All Teachers	Daily	Local	Lesson Plans	STAAR
Provide professional development as identified by staff in accordance with PDAS <ul style="list-style-type: none"> <li>STAAR- Holistic Grading</li> </ul>	Administrator	Fall Spring	Local TII TPTR	Staff Development Calendar	Training certificates
Enhance curriculum with TEKSRESOURCE activities and Discover Education	ELA teachers	Daily	Local	Lesson Plans	STAAR
Follow TEKSRESOURCE Scope and Sequence <ul style="list-style-type: none"> <li>To provide writing direction</li> <li>To integrate textbook, TEKS, and CRRS, and ELPS</li> </ul>					
	ELA teachers	Daily	Local	Lesson Plans	TPRI STAAR



**Goal 1: Springlake-Earth ISD will have 90% of all students, including the target populations; pass all portions of the STAAR.**

**Performance Objective 3: 90% of all students will pass the STAAR Math.**

Strategy	Person Responsible	Timeline	Resources	Formative Evaluation	Summative Evaluation
Provide Pre-K program to give students a good foundation	Administrator	Daily	Local	Students served	TPRI
Provide extended day/year for students at-risk or failing or failing	Administrator	After school		Students served	Students promoted
Integrate math and problem solving skills into TEKS in all content areas	Core subject teachers	Daily	Local	Lesson Plans	STAAR
Use TEKSRESOURCE Scope and Sequence K-8	Math teachers	Daily	Local	Lesson Plans	STAAR
Provide professional development as identified by staff in accordance with PDAS <ul style="list-style-type: none"> <li>• Integration of technology in instruction</li> <li>• TEKSRESOURCE</li> </ul>	Administrator	Fall Spring	Local TII TPTR	Training calendar	Training certificates
Implement problem solving <ul style="list-style-type: none"> <li>• During enrichment</li> <li>• Peer tutoring</li> <li>• Multi-age groups</li> </ul>	Math teachers	Daily	Local	Lesson Plans	STAAR
Follow TEKSRESOURCE Scope and Sequence <ul style="list-style-type: none"> <li>• To integrate textbooks, TEKS,</li> </ul>	Math teachers	Daily	Local	Lesson Plans	STAAR



Strategy	Person Responsible	Timeline	Resources	Formative Evaluation	Summative Evaluation
TEKSRESOURCE, CCRS, ELPS					
Give practice tests in STAAR format	Teachers	Weekly	Local	Lesson Plans	STAAR



**Goal 1: Springlake-Earth ISD will have 90% of all students, including the target populations; pass all portions of the STAAR.**

**Performance Objective 4: 90% of all students will pass the STAAR Science.**

Strategy	Person Responsible	Timeline	Resources	Formative Evaluation	Summative Evaluation
Follow TEKS RESOURCE Scope and Sequence to: <ul style="list-style-type: none"> <li>• Provide direction for instruction</li> <li>• To integrate text, TEKS, CCRS, ELPS</li> </ul>	Science Teachers	Daily	Local	Lesson Plans	STAAR
Provide lab activities and field trips	Science teachers	Daily	Local	Lesson Plans	STAAR
Use guided reading, discussion, writing and articulation for teaching concepts	Science teachers	Daily	Local	Lesson observation	STAAR
Use the scientific method <ul style="list-style-type: none"> <li>• Test hypotheses</li> <li>• Collect data</li> <li>• Analyze data</li> <li>• Report findings</li> <li>• Explain phenomena</li> </ul>	Science teachers	Daily	Local	6 weeks grades	STAAR Final grades
Use brain research techniques for higher order thinking skills	Science teachers	Daily	Local	6 weeks grades	Semester grades



**Goal 1: Springlake-Earth ISD will have 90% of all students, including the target populations; pass all portions of the STAAR.**

**Performance Objective 5: 90% of all students will pass the STAAR Social Studies.**

<b>Strategy</b>	<b>Person Responsible</b>	<b>Timeline</b>	<b>Resources</b>	<b>Formative Evaluation</b>	<b>Summative Evaluation</b>
Follow TEKSRESOURCE Scope and Sequence <ul style="list-style-type: none"> <li>• To provide direction</li> <li>• To integrate teaching resources</li> </ul>	Social Studies teachers	Daily	Local	Curriculum maps	Grades
Provide lab activities and field trips	Social studies teachers	As scheduled	Local	Lesson Plans	Semester grades
Use brain research techniques to engage students in higher order thinking skills	Teachers	Daily	Local	Lesson plans	Semester grades
Provide professional development <ul style="list-style-type: none"> <li>• Critical thinking</li> <li>• Integration of technology/TEKS</li> </ul>	Administrator	Fall Spring Summer	Local TII TPTR	Training calendar	Training certificates





**Goal 2: Springlake-Earth will provide a curriculum and a culture of success for all students.**

**Performance Objective 1: Special Programs will be provided for eligible students and 90% of all students in programs will pass all portions of the STAAR.**

**English as a Second Language (ESL)**

<b>Strategy</b>	<b>Person Responsible</b>	<b>Timeline</b>	<b>Resources</b>	<b>Formative Evaluation</b>	<b>Summative Evaluation</b>
Identify LEP students and provide program to develop proficiency in comprehension, speaking, reading & composition	ESL staff	Early Aug. Upon enrollment	ESL, (SSA)	Home Lang. Survey List	RPTE STAAR
Follow TEKSRESOURCE Scope and Sequence to integrate ELPS	Teachers	Daily	TEKSRESOURCE Curriculum	6 Weeks grades	STAAR
Provide professional development in ELPS	ESL Staff	August	Curriculum	6 Weeks Grades	STAAR



**Goal 2: Springlake-Earth will provide a curriculum and a culture of success for all students.**

**Performance Objective 1: Special Programs will be provided for eligible students and 90% of all students in programs will pass all portions of the STAAR.**

**State Compensatory Education (SCE):** The campus is a Schoolwide Program with 40% or greater poverty rate. SCE funds and FTEs are coordinated with Title I funds to serve at-risk students.

Strategy	Person Responsible	Timeline	Resources	Formative Evaluation	Summative Evaluation
Use SCE funds to improve at-risk student performance, to accelerate progress, and to reduce the drop-out rate on the School wide campus	Administrator	Aug. - July	\$SCE funds and FTEs	Grades Progress reports	STAAR RPTE
Identify and provide teachers with list of at-risk students	At-Risk Cord.	August & upon entry	SCE	Teachers list of students	PEIMS at-risk list
Serve students who failed 2 or more subjects (previous year or current) with tutorials	At-risk coordinator	Grading periods	SCE Local	Semester Progress reports	STAAR grades
Accelerate students who failed STAAR or with tutorials/acceleration class	At-risk coordinator	Weekly	SCE	6 weeks grades	STAAR
Serve LEP students as needed with acceleration in small groups	At-risk coordinator	Upon ID	SCE ESL	6-Week Grades	STAAR RPTE
Serve homeless students on the Schoolwide campus	At-risk coordinator	Upon ID	SCE TIA	6 weeks Grades	STAAR



**Goal 2: Springlake-Earth will provide a curriculum and a culture of success for all students.**

**Performance Objective 1: Special Programs will be provided for eligible students and 90% of all students in programs will pass all portions of the STAAR.**

**Title I, Part A: Schoolwide (TIA)**

Strategy	Person Responsible	Timeline	Resources	Formative Evaluation	Summative Evaluation
Incorporate the ten Schoolwide Components	Principal	Aug.-May	TIA	CIP	CIP
1) Conduct Comprehensive Needs Assessment to determine needs and plan instruction	Principal	May-Aug.	TIA	Data disaggregated	CNA
2) Plan reform strategies to address needs <ul style="list-style-type: none"> <li>Focus: Economically disadvantaged, &amp; At-Risk</li> <li>Include extended day/year</li> </ul>	Site-Base Team, Chair	Quarterly	TIA, TIIA TIC, ESL, SCE,	Caps and strategies	STAAR
3) Provide instruction by highly qualified (HQ) staff: <ul style="list-style-type: none"> <li>Assist with test fees as applicable</li> </ul>	Site-Base Team Chair	Quarterly	TIA, TIIA TIC, ESL, SCE,	CIPs and strategies	STAAR
4) Provide staff development for teachers, paraprofessionals, & staff <ul style="list-style-type: none"> <li>With staff input</li> <li>Intensive, sustained, research-based</li> </ul>	Principal	March-May	TIA, local, TIIA	Staff Dev. Calendar	STAAR
5) Attract and retain highly qualified teachers to high needs campus(s)	Administrators	Summer	Local TIA, TII TPTR	Personnel Files	Personnel Files
6) Increase parent involvement <ul style="list-style-type: none"> <li>Designed to improve academic</li> </ul>	Principal	Monthly	TIA, Local	PI Events	PI Evaluation



Strategy	Person Responsible	Timeline	Resources	Formative Evaluation	Summative Evaluation
achievement <ul style="list-style-type: none"> <li>• Designed for parents to have opportunities to participate in educational decisions</li> </ul>					
7) Assist pre-school children to local elementary school with visitation day for kids & parents	Principal	May	TIA	Event planned	Sign-In sheet
8) Get Teachers input on all local academic assessments to be used	Principal	Fall	Local	Meeting agenda	T Input
9) Identify students who need assistance <ul style="list-style-type: none"> <li>• Provide timely additional help</li> <li>• Students having difficulties with academic proficiency or advanced levels</li> </ul>	Teachers	Each reporting period	TIA	List of identified students	STAAR
10) Coordinate & integrate federal/state/local programs	Principal	August Through May	TIA, TIC, TIIA, BE/ESL, GT, SCE, SPED, Local	Meeting agendas	STAAR



**Goal 2: Springlake-Earth will provide a curriculum and a culture of success for all students.**

**Performance Objective 1: Special Programs will be provided for eligible students and 90% of all students in programs will pass all portions of the STAAR.**

**Title I, Part C: Migrant (TIC)**

Strategy	Person Responsible	Timeline	Resources	Formative Evaluation	Summative Evaluation
Determine NCLB program success in PBMAS report:	Administrator	Upon release of AEIS	Local	STAAR release tests	STAAR
Identify and recruit eligible students 3-21 <ul style="list-style-type: none"> <li>• Home visits</li> <li>• Visibility in community: churches, stores,</li> </ul>	MEP staff	Year round	TIC Local TIA	Logs	COEs
Attend training on NGS and TMSTPS	MEP staff	As scheduled	TIC TIA	Training schedule	Certificates of training
Provide MSC, 3-21, to coordinate school programs/services for families	MSC	Daily	TIC	Schedules	Record of services provided
Provide home-based or school-based early childhood program ages 3 – Grade 2	Administrator	Weekly	TIC	Checklists	Annual evaluation
Provide Parent Involvement <ul style="list-style-type: none"> <li>• Include PAC</li> <li>• Regular meetings</li> <li>• Form partnership</li> <li>• Establish communications</li> <li>• Provide parent opportunities</li> </ul>	Administrator MEP staff	Aug – May	TIC TIA Local	PI Calendar	Sign in sheets
Provide services for students:	Administrator	Weekly	TIC	Services	Log



Strategy	Person Responsible	Timeline	Resources	Formative Evaluation	Summative Evaluation
<ul style="list-style-type: none"> <li>• List priority for services students and needs</li> <li>• Tutorials</li> <li>• Acceleration</li> <li>• CAI</li> <li>• Support services</li> <li>• Summer School (SMART)</li> </ul>				offered	STAAR TPRI
<p>Provide professional development for Teachers and paraprofessionals</p> <ul style="list-style-type: none"> <li>• With input from MEP staff</li> <li>• Research-based</li> </ul>	Administrator	As scheduled	TIC TIA Local	Training calendar	Certificates



**Goal 2: Springlake-Earth will provide a curriculum and a culture of success for all students.**

**Performance Objective 1: Special Programs will be provided for eligible students and 90% of all students in programs will pass all portions of the STAAR.**

**Special Education (SPED)**

Strategy	Person Responsible	Timeline	Resources	Formative Evaluation	Summative Evaluation
Reduce district SPED identification <ul style="list-style-type: none"> <li>• Provide staff development</li> <li>• Utilize Student Assistance &amp; Intervention teams</li> <li>• Utilize Content Mastery</li> </ul>	Supt. SSA Director Principals	6 weeks	Local SPED	ID	PBMAS report
Reduce % of Hispanic students identified for SPED <ul style="list-style-type: none"> <li>• Provide staff development</li> <li>• Develop new referral packet to gather additional RTI data and input from parents</li> <li>• Rule out cultural/environmental factors</li> <li>• Utilize Student Assistance &amp; Intervention teams</li> <li>• Utilize Content Mastery</li> </ul>	Supt. SSA Director Principals	6 weeks	Local SPED	ID	PBMAS report
Reduce % of LEP students identified for SPED <ul style="list-style-type: none"> <li>• Provide staff development</li> <li>• Utilize Student Assistance &amp; Intervention teams</li> <li>• Develop new referral packet to gather</li> </ul>	Supt. SSA Director Principals	6 weeks	Local SPED	ID	PBMAS report



Strategy	Person Responsible	Timeline	Resources	Formative Evaluation	Summative Evaluation
additional RTI data and input from parents <ul style="list-style-type: none"> <li>• Rule out cultural/environmental factors</li> </ul> Utilize Content Mastery					
Implement specialized STAAR classes and tutorials focusing on individual needs to allow acceleration	Principals	Daily	SPED Local	Schedule List of students in classes	STAAR EOC





**Goal 2: Springlake-Earth will provide a curriculum and culture of success for all students.**

**Performance Objective 2: 100% of high school seniors will graduate within 4 years of entering high school and the dropout rate will be at or below 1%.**

Strategy	Person Responsible	Timeline	Resources	Formative Evaluation	Summative Evaluation
Identify students who may not graduate in 4 years <ul style="list-style-type: none"> <li>• Plan strategies to meet student needs</li> <li>• Provide extended year program</li> </ul>	Counselor	Fall	Local	Student List	Completion rate
Provide one-on-one tutoring	Teachers	Daily	Local	Schedule	Completion



**Performance Objective 3: The number of students taking AP classes and graduating with the recommended seal will increase from the previous year.**

Strategy	Person Responsible	Timeline	Resources	Formative Evaluation	Summative Evaluation
Counsel students regarding choices <ul style="list-style-type: none"> <li>• Inform parents of curriculum choices</li> </ul>	Counselor	Spring	Local	Courses	Graduation plan

**Performance Objective 4: The number of students taking the ACT/SAT will increase; and of those taking the test, 50% or more will make the criterion score or better**

Strategy	Person Responsible	Timeline	Resources	Formative Evaluation	Summative Evaluation
Inform students and parents of importance of tests	Principals Counselor	Junior high years	Local	Activity planned	Parent survey



**Goal 3: Springlake-Earth ISD will encourage positive student behaviors and create a safe and drug free environment for increased student achievement.**

**Performance Objective 1 and 2: Maintain an annual ADA at 96% or higher and decrease student disciplinary referrals.**

Strategy	Person Responsible	Timeline	Resources	Formative Evaluation	Summative Evaluation
Provide for prevention of and education in these areas: <ul style="list-style-type: none"> <li>• Unwanted physical or verbal aggression</li> <li>• Sexual harassment</li> <li>• Other forms of bullying                             <ul style="list-style-type: none"> <li>○ In schools,</li> <li>○ On school grounds</li> <li>○ In school vehicles</li> </ul> </li> </ul>	Administrators	Daily	Local	Incidents reported each 6 weeks	PEIMS incidents reports
Provide campus specific attendance incentives	Administrators	6 weeks	Local	Attendance	ADA
Provide counseling and motivational activities to encourage attendance <ul style="list-style-type: none"> <li>• Student Council</li> <li>• Motivational speakers</li> </ul>	Counselor	As needed	Local	Attendance each 6 weeks	ADA
Provide professional development: <ul style="list-style-type: none"> <li>• Student Code of Conduct</li> <li>• Conflict Resolution</li> <li>• Classroom Management</li> <li>• Crisis management</li> </ul>	Administrator	Fall	Local	Training calendar	Sign in sheets
Utilize drug council to plan and promote safe & drug free district <ul style="list-style-type: none"> <li>• D.A.R.E. program</li> </ul>	Drug Council	Spring	Local	Activities planned	Sign in sheets
Discuss Code of Conduct, discipline policy,	Principals	August-	Local	Activity	Referrals



Strategy	Person Responsible	Timeline	Resources	Formative Evaluation	Summative Evaluation
sexual harassment, and violence prevention With students using student handbook as guide		May		planned	
Utilize AEP/DAEP when needed	Administrators	As needed	SCE Olton SSA	Referrals	Student placements
Build pride for district <ul style="list-style-type: none"> <li>• "PAW Pride"</li> <li>• Character Education</li> <li>• Enlist parents help</li> </ul>	Staff Administrators	Daily	Local	Observation of staff	Survey of climate



**Goal 4: Springlake-Earth ISD will promote parent and community involvement in order to provide the best possible education for all students.**

**Performance Objective 1: Parent involvement will increase from the past year as documented by contacts.**

Strategy	Person Responsible	Timeline	Resources	Formative Evaluation	Summative Evaluation
Hold regular meetings of the Planning and Decision Making Teams <ul style="list-style-type: none"> <li>• Parents, community/business &amp; school staff collaboration</li> </ul>	Chair	Quarterly	Local	Meetings scheduled	Sign In Sheet Minutes
Develop pamphlet of Special Programs offered and opportunities for parents to participate <ul style="list-style-type: none"> <li>• Special Education</li> <li>• ESL</li> <li>• Dyslexia</li> <li>• Pre-K</li> <li>• Title I Schoolwide</li> <li>• Title II, Teacher and Principal Training and recruitment</li> <li>• GT</li> <li>• SCE Programs</li> <li>• Local programs</li> </ul>	Administrators	Draft copies	Local	Pamphlets drafted	Pamphlets distributed
Inform parents of <ul style="list-style-type: none"> <li>• State assessments</li> <li>• Proficiency levels required</li> <li>• General Curriculum</li> <li>•</li> </ul>	Counselor	Meeting scheduled	Spring	Meeting held	Sign-in Sheet



Strategy	Person Responsible	Timeline	Resources	Formative Evaluation	Summative Evaluation
Provide parents with information on : <ul style="list-style-type: none"> <li>• Higher education admissions</li> <li>• Financial aid opportunities</li> <li>• TEXAS grant</li> <li>• Teach for Texas grant</li> <li>• Curriculum choices for success beyond HS</li> </ul>	Counselor	Fall/Spring	Local	Meeting scheduled	Parent Surveys
Survey parents to evaluate: <ul style="list-style-type: none"> <li>• School climate</li> <li>• Special programs</li> <li>• Parent involvement</li> </ul>	Administrator	Surveys	Local	Principals	Survey Results STAAR



Performance Based Monitoring Indicators below State Standards: Five Year Trend						
Program <i>Score of 0 = Standard</i>	Indicators below Standard <i>Score of 1-3 Below Standard</i>	2011	2012	2013	2014	2015
<b>Bilingual/English as a Second Language (ESL)</b>	ESL English TAKS/TAKS Accommodated Passing Rate/Math	All Indicators Met Standard	All Indicators Met Standard	All Indicators Met Standard	All Indicators Met Standard	All Indicators Met Standard
	LEP Participation Rate	0	Indicator Deleted			
<b>No Child Left Behind (NCLB)</b>		All Indicators Met Standard	All Indicators Met Standard		All Indicators Met Standard	
	Title I, Part A STAAR 3-8 Passing Reading			1	0	
	Title I, Part A STAAR 3-8 Passing Writing			2	0	2
	Title I, Part A STAAR 3-8 Passing Math			1	0	1
<b>Special Education (SPED)</b>	SPED TAKS/TAKS Accommodated Passing Rate/Math	2	Indicator Deleted			
	SPED TAKS/TAKS Accommodated Passing Rate/Reading/ELA	0	Indicator Deleted			
	SPED TAKS/TAKS Accommodated Passing Rate/Social Studies	0	Indicator Deleted			



Performance Based Monitoring Indicators below State Standards: Five Year Trend						
Program <i>Score of 0 = Standard</i>	Indicators below Standard <i>Score of 1-3 Below Standard</i>	2011	2012	2013	2014	2015
Special Education (SPED)	SPED STAAR Passing Rate @ TAKS Equivalence Math		1			
	SPED STAAR Passing Rate @ TAKS Equivalence Reading		1			
	SPED STAAR 3-8 Passing Rate Math				2	
	SPED STAAR 3-8 Passing Rate Reading				2	
	SPED TAKS M Participation Rate	2	Indicator Deleted			
	SPED STAAR Participation			1	1	
	SPED STAAR Modified Participation Rate			3	2	
	SPED STAAR Alternate 2 Participation Rate				1	2
	SPED Regular Class >+80% Rate (Ages 6-11)					1
	SPED Regular Class <40% Rate (Ages 6-11)					2
	SPED Less Restrictive Environment Ages 6-11	2	2			





Performance Based Monitoring Indicators below State Standards: Five Year Trend						
<b>Program</b> <i>Score of 0 = Standard</i>	<b>Indicators below Standard</b> <i>Score of 1-3 Below Standard</i>	<b>2011</b>	<b>2012</b>	<b>2013</b>	<b>2014</b>	<b>2015</b>
	SPED Representation	2	2	2	1	2
	SPED Hispanic Representation	3	0 RI	0	0	
	SPED LEP Representation	0	0	0	0	
	SPED Discretionary DAEP Placement	0	0	0	NA SA	
	SPED Discretionary ISS Placements			1	0	3 Report Only
	SPED Discretionary OSS Placements			2	3	



**Highly Qualified Teachers State objectives and Three Year Trend**

STATE OBJECTIVES 100% TARGET	SPRINGLAKE-EARTH ISD	ELEMENTARY-MIDDLE SCHOOL
<b>Percentage of Classes Taught by Highly Qualified Teachers</b>		
2015-16	100%	100%
2014-15	100%	100%
2013-14	98.86%	96.67%
<b>Percentage of Teachers Highly Qualified</b>		
2015-16	100%	100%
2014-15	100%	100%
2013-14	96.3%	94.44%
<b>Percentage of Teachers Receiving High-Quality Professional Development</b>		
2015-16	100%	100%
2014-15	100%	100%
2013-14	100%	100%
<b>Percentage of Classes Taught by Highly Qualified Teachers High Poverty/High Minority</b>	NA District did not receive an equity report from TEA	NA