

SPRING HILL INTERMEDIATE

Campus Improvement Plan

2017/2018

*Spring Hill Intermediate: Leading With PRIDE
(Perseverance, Responsibility, Integrity, Determination, Excellence)*



3211 Spring Hill Rd Longview, Texas 75605
903-323-7701

SPRING HILL INTERMEDIATE

Mission

Spring Hill Intermediate provides a place for learning where all students can find success, confidence, respect, and direction for their future!

Vision

Collaborating to create an engaging, challenging, and well rounded system of education for the improvement of all students.

Nondiscrimination Notice

SPRING HILL INTERMEDIATE does not discriminate on the basis of race, color, national origin, sex, or disability in providing education services, activities, and programs, including vocational programs, in accordance with Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Educational Amendments of 1972; and section 504 of the rehabilitation Act of 1973; as amended.

SPRING HILL INTERMEDIATE

- Goal 1.** All Students and student population groups will achieve a 90% and above passing rate on the State of Texas Assessment of Academic Readiness in Reading/English Language Arts, Math, Writing, and Science.
- Objective 1.** All students and student population groups will improve STAAR passing rates to meet or exceed the progress measure on STAAR.
 - Objective 2.** During the 2017-2018 school year Spring Hill Intermediate will focus on providing staff development that is aligned with the learning needs of students in order to meet the campus goals in state testing standards.
 - Objective 3.** Special Education students will be provided with the least restrictive environment as measured by class schedules in order to meet PBMAS requirements.
 - Objective 4.** G/T students will have opportunities to work with "like minds," heterogeneously and alone to increase advanced performance on STAAR.
- Goal 2.** During the 2017-2018 school year, safe school initiatives will be implemented to provide all Students and staff a safe and orderly environment that is conducive to learning.
- Objective 1.** Create a positive campus environment which promotes good citizenship for all students.
 - Objective 2.** By May 2018, increase student compliance with code of conduct as measured by a 5% decrease in the number of discipline referrals and provide training for varied discipline techniques.
 - Objective 3.** During the 2017-2018 school year, Spring Hill Intermediate average daily attendance will be 98% or higher
 - Objective 4.** Spring Hill Intermediate will keep parents informed of student academic and behavioral progress.
- Goal 3.** Spring Hill Intermediate will maintain accessibility to the most effective technology for all students and staff.
- Objective 1.** Provide equitable technology access for all students and staff as measured by lesson plans and walk-throughs.
 - Objective 2.** Evaluate data using Math Testing, Class Reports, Lead4Ward Reports, DMAC STAAR Results, iStation, Imagine Learning, TEKS Resource System, and Renaissance Learning STAR Test Reading and Math Reports for individual students.
- Goal 4.** During the 2017-2018 school year, student performance will be enhanced through strong cooperative programs, designed to increase parent/community involvement and partnership.
- Objective 1.** Spring Hill Intermediate will increase parent communication through the use of multiple media outlets and mass email opportunities for written and verbal faculty/parent/community communication as measured by an annual parent survey.
 - Objective 2.** Involve parents in the overall educational process of all children.
 - Objective 3.** Establish a family type atmosphere at Spring Hill Intermediate providing monthly opportunities for parents to actively participate in their child's school environment.

SPRING HILL INTERMEDIATE

Goal 1. All Students and student population groups will achieve a 90% and above passing rate on the State of Texas Assessment of Academic Readiness in Reading/English Language Arts, Math, Writing, and Science.

Objective 1. All students and student population groups will improve STAAR passing rates to meet or exceed the progress measure on STAAR.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Gather committee of elected staff members to develop a CIP that is reviewed throughout the year based on the needs of the campus.	Assistant Principal(s), Counselor(s), Principal(s)	Aug. 2017 - May 2018	(L)Dr. Eric Cupp - Staff development students at-risk	Summative -
2. Provide Resources and materials to support differentiation for all students in all content areas of instruction and technology. (Title I SW: 2) (Target Group: All)	Content Mastery Teachers, Curriculum Director, Director of Technology, Principal(s), Special Ed Teachers, Teacher(s), Title I Teacher(s)	August-May	(L)A-Z Reading Program, (L)Activity Funds, (L)Curriculum Management Plan, (L)Leveled readers, (L)Literacy library, (L)Mentoring Minds, (L)PLC "Learning By Doing", (L)PLC Staff Development, (L)The Writing Academy, (O)Internet sites - \$0, (S)Technology equipment/software	Summative - PLC meetings, Observations, STAAR, Benchmarks, Common Assessments, RTI meetings, Lesson Plans
3. Provide literacy materials to all grade levels; library books and supplemental reading materials corresponding to the Accelerated Reading program in all content areas including special education students. (i.e., leveled books, audio books). (Title I SW: 1,10) (Target Group: All, SPED, Dys)	Content Mastery Teachers, Curriculum Director, Librarian(s), Principal(s), Special Ed Teachers, Teacher(s), Title I Teacher(s)	August-May	(L)Activity Funds, (L)Curriculum Management Plan, (L)Dyslexia Materials, (L)Leveled readers, (L)Literacy library, (O)Fund Raisers, (O)Local Budget Data, (S)Local Funds, (S)Special Education Funds, (S)State Compensatory	Formative - STAAR, Benchmarks, RTI, Accelerated Reader tests, AR Star testing.
4. Support vertical and horizontal alignment in all subjects. (Title I SW: 1,4,8,10) (Target Group: All)	Content Mastery Teachers, Curriculum Director, Principal(s), Professional Learning Communities, Teacher(s), Title I Teacher(s)	semester evaluation, August-May	(L)Benchmark Tests, (L)Common Assessments, (L)Curriculum Management Plan, (L)DMAC Reports, (L)Google Drive, (L)PLC "Learning By Doing", (L)PLC Building a Professional Learning Community, (L)PLC Staff Development, (L)Student Academic Records	Formative - Benchmarks, 3 week progress, 6 week reports, STAAR results

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- Objective 1.** All students and student population groups will improve STAAR passing rates to meet or exceed the progress measure on STAAR.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
5. Supplement regular instruction to support all student groups and special populations through tutorials, computer based intervention, teacher assisted instruction, intervention specialists, paraprofessionals, special education teachers. (Title I SW: 4,9) (Target Group: ECD, ESL, SPED, AtRisk, 504) (Strategic Priorities: 4)	Computer Lab Technicians, Content Mastery Teachers, Core Subject Teachers, Curriculum Director, Principal(s), Professional Learning Communities, Teacher(s), Title I Teacher(s)	Ongoing	(F)Title I, (L)Activity Funds, (L)Curriculum Management Plan, (L)Education software, (L)Lead Your School Training/Materials, (L)Leveled readers, (L)Literacy library, (L)Mentoring Minds, (S)Interactive whiteboards, (S)lstation, (S)Local Funds, (S)Technology equipment/software	Summative - RTI meetings, ARD meetings, ISIP and STAR by Renaissance learning, STAAR test (AR),Reading A-Z and local assessments
6. Provide in class tutorials for targeted students to increase mastery of STAAR and online STAAR objectives. (Title I SW: 3) (Target Group: SPED, AtRisk, 504) (Strategic Priorities: 4)	Content Mastery Teachers, Core Subject Teachers, Student Support Team(s), Title I Teacher(s)	August-May	(F)IDEA Special Education, (L)Benchmark Tests, (L)Common Assessments, (L)Student Academic Records, (L)Student Support Teams, (L)Supplemental Materials, (L)The Writing Academy, (O)Local Budget Data	Summative - Local assessment data, STAAR data, DMAC reports
7. Provide supplemental science resources to sustain the STAAR level of rigor in the classroom to promote growth for all students. (Title I SW: 2,9) (Target Group: 5th)	Principal(s), Professional Learning Communities, Teacher(s)	August-May	(L)Mentoring Minds, (S)Local Funds, (S)State Compensatory, (S)TEKS Clarifications, (S)TEKS Resource System	Formative - PLC Science Planning team, teacher and parent surveys
8. Identify ESL students and monitor progress and inform community about the availability of migrant and ESL programs. (Title I SW: 4,6,9,10) (Target Group: ESL, Migrant, LEP)	Counselor(s), ESL Coordinator, ESL Teacher, Interpreter, LPAC Committee, Principal(s), Teacher(s)	August-May	(F)Title I, (L)Benchmark Tests, (L)Common Assessments, (L)DMAC Reports, (L)ELA/Writing Teachers, (L)Student Academic Records, (L)Student Support Teams, (O)Designated Funds, (O)Local Budget Data, (S)Language survey	Formative - Student assessment data
9. Provide instruction for identified dyslexic students. (Title I SW: 3,9,10) (Target Group: Dyslexic)	Dyslexia Teacher, Teacher(s)	August-May	(L)Dyslexia Materials, (L)Supplemental Materials, (S)State Compensatory	Formative - Classroom data, benchmarks, assessments, RTI and Parent Input

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- Objective 1.** All students and student population groups will improve STAAR passing rates to meet or exceed the progress measure on STAAR.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
10. Continue using RTI to insure academic success for all students including students perceived to have learning difficulties. (Title I SW: 9) (Target Group: All, AtRisk) (Strategic Priorities: 4)	Content Mastery Teachers, Core Subject Teachers, Principal(s), Professional Learning Communities, Student Support Team(s), Teacher(s), Title I Teacher(s)	August-May; every 6 weeks	(L)DMAC Reports, (L)Education software, (L)Leveled readers, (L)Master schedules, (L)Student Support Teams, (L)Supplemental Materials, (S)lstation, (S)Local Funds, (S)Region VII, (S)State Compensatory	Summative - RTI, PLC teams, parent input, Progress Monitoring in intervention
11. Continue to provide a reading and math intervention for students who are reading below grade level and provide materials needed for implementation. (Title I SW: 1,5) (Target Group: All, AtRisk) (Strategic Priorities: 4)	Paraprofessional(s), Principal(s), Professional Learning Communities, Special Ed Teachers, Teacher(s), Title I Teacher(s)	August-May	(F)Title I, (L)A-Z Reading Program, (L)Education software, (L)ELA/Writing Teachers, (L)Leveled readers, (L)Literacy library, (L)Student Support Teams, (O)Internet sites, (S)lstation, (S)Local Funds, (S)State Compensatory	Summative - Intervention plans, RTI, Lesson plans, progress monitoring
12. Provide research based instructional strategies for supplement in Reading, Math, Writing and Science for all students. (Title I SW: 1,2) (Target Group: All) (Strategic Priorities: 2)	ELA/Writing Teachers, Principal(s), Professional Learning Communities, Region VII	August-May	(L)Activity Funds, (L)Literacy library, (L)PLC "Learning By Doing", (L)PLC Building a Professional Learning Community, (L)PLC Staff Development, (L)Solution Tree Training/Materials, (L)Student Support Teams, (L)Supplemental Materials, (L)The Writing Academy, (S)Region VII	Summative - Lesson plans, Local assessments, local writing contests, UIL, STAAR writing

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Objective 2. During the 2017-2018 school year Spring Hill Intermediate will focus on providing staff development that is aligned with the learning needs of students in order to meet the campus goals in state testing standards.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Provide and continue the use of professional development opportunities that build teacher capacity to improve academic performance of at risk students. (Title I SW: 6) (Title I TA: 6) (Target Group: AtRisk)	Principal(s), Teacher(s)	Ongoing	(L)DMAC Reports, (L)Dr. Eric Cupp - Staff development students at-risk, (L)Kagan Structures, (L)PLC Building a Professional Learning Community , (L)PLC Staff Development , (L)Poverty Staff Development Dr. Donna Beegle, (L)Supplemental Materials	Summative - STAAR results, parent night involvement, lesson plans, staff development records
2. Provide faculty awareness of inclusion and special education procedures, record keeping, in order to maintain compliance and promote success for all students. (Title I SW: 6) (Title I TA: 4,8) (Target Group: SPED)	Campus Secretaries, Counselor(s), Principal(s), Special Ed Teachers, Special Education Director Gregg County SSA, Speech Therapist(s), Teacher(s)	ongoing	(F)IDEA Special Education, (S)Local Funds, (S)Special Education Funds	Summative - PBMAS, PEIMS data, local audits
3. Provide training for staff with additional classroom strategies in order to attain compliance and promote success for all special education students. (Title I SW: 4) (Title I TA: 2,8) (Target Group: SPED)	Paraprofessional(s), Principal(s), Region VII, Special Ed Teachers, Special Education Director Gregg County SSA, Teacher(s)	August-May	(F)IDEA Special Education, (L)Kagan Structures, (S)Special Education Funds	Summative - lesson plans, local and state assessments
4. Provide ongoing staff development for teachers in the areas of higher level thinking skills and differentiated instruction in order to strengthen the capacity of teachers to insure student growth in all core subject TEKS. (Kagan Training) Depth of Knowledge Training (Title I SW: 4) (Title I TA: 5,6) (Target Group: All, AtRisk) (Strategic Priorities: 1)	Core Subject Teachers, Curriculum Director, Principal(s)	August-May	(L)Activity Funds, (L)Curriculum Management Plan, (L)Kagan Structures, (L)Supplemental Materials, (S)Region VII	Summative - Lesson planning, staff development record

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- Objective 3.** Special Education students will be provided with the least restrictive environment as measured by class schedules in order to meet PBMAS requirements.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Assist with special education students to insure student success and high attendance rate. (Target Group: SPED)	ARD Committee, Assistant Principal(s), Campus Secretaries, Counselor(s), Special Ed Teachers, Teacher(s)	August -May	(L)Attendance awards, (L)Attendance reports, (S)Special Education Funds	Formative - STAAR Scores, ADA reports, IEP goals
2. Differentiate instruction to meet the needs of all students including special education, modifications and targeted at-risk students. (Title I SW: 1,2,3) (Title I TA: 2) (Target Group: All, SPED, AtRisk)	Content Mastery Teachers, Core Subject Teachers, Paraprofessional(s), Special Ed Teachers, Teacher(s), Title I Teacher(s)	Daily, Weekly	(F)Title I, (L)A-Z Reading Program, (L)Benchmark Tests, (L)Common Assessments, (L)Curriculum Management Plan, (L)Poverty Staff Development Dr. Donna Beegle, (S)Region VII, (S)Released STAAR/EOC Tests, (S)State Compensatory	Summative - Lesson plans, STAAR results and Local Assessments
3. Continue to be committed to the RTI/Tier Model in order to provide interventions to targeted students in both academics and behavior. (Title I SW: 8,9) (Target Group: All)	Assistant Principal(s), Counselor(s), Principal(s), Student Support Team(s), Teacher(s)	ongoing	(F)Title I, (L)Benchmark Tests, (L)Common Assessments, (L)Curriculum Management Plan, (S)Local Funds, (S)State Compensatory, (S)Student Code of Conduct	RTI data, discipline records
4. Continue the additional writing training to insure student success for all students and especially those taking the STAAR and STAAR online Writing Tests. (Title I SW: 10) (Target Group: All, SPED, Dys, 4th, 504)	Core Subject Teachers, Dyslexia Teacher, ELA/Writing Teachers, Professional Learning Communities, Special Ed Teachers, Student Support Team(s), Teacher(s), Title I Teacher(s)	August -May	(F)Title I, (L)ELA/Writing Teachers, (S)Local Funds, (S)Released STAAR/EOC Tests, (S)State Compensatory, (S)TEKS Clarifications, (S)TEKS Resource System	Summative - Writing Samples, Benchmarks, STAAR Results and Study Guides.
5. Support special learning needs with technology, including iPads, chromebooks, internet education websites such as Discovery Education, Istation, Brain Pop and Reading A-Z leveled readers Lone Star Learning, Accelerated Reader, or Imagine Math. (Title I SW: 10) (Target Group: ECD, ESL, LEP, SPED, GT, AtRisk, Dys, 504)	Computer Lab Technicians, Core Subject Teachers, Curriculum Director, Director of Technology, Instructional Technologist, Principal(s), Student Support Team(s), Teacher(s)	August-May	(F)IDEA Special Education, (F)Title I, (L)G/T Funds, (L)Student Support Teams, (L)Supplemental Materials, (L)Technology staff development, (S)Local Funds, (S)Region VII, (S)Special Education Funds, (S)State Compensatory	Summative - STAAR results and Local Assessments

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- Goal 1.** All Students and student population groups will achieve a 90% and above passing rate on the State of Texas Assessment of Academic Readiness in Reading/English Language Arts, Math, Writing, and Science.
- Objective 3.** Special Education students will be provided with the least restrictive environment as measured by class schedules in order to meet PBMAS requirements.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
6. Develop programs that enable all students to stay in the regular classroom a greater percentage of the day. Inclusion where appropriate. (Title I SW: 1,2,5) (Title I TA: 2,3,4) (Target Group: SPED)	ARD Committee, Core Subject Teachers, Counselor(s), Principal(s), Special Ed Teachers, Special Education Director Gregg County SSA, Student Support Team(s)	August-May	(F)IDEA Special Education, (L)Attendance reports, (L)Diagnosticians, (L)PLC Staff Development , (O)Designated Funds, (O)Local Districts, (S)Special Education Funds	Summative - PBMAS reports, ARD committee meetings
7. Assess periodically and frequently to determine the progress of special education students. (Title I SW: 6,7) (Title I TA: 8) (Target Group: SPED)	Principal(s), Special Ed Teachers, Special Education Director Gregg County SSA, Student Support Team(s), Teacher(s)	August-May	(F)IDEA Special Education, (L)Student Support Teams, (S)Special Education Funds	Formative - ARD Committee, IEP, local and state assessments

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Goal 1. All Students and student population groups will achieve a 90% and above passing rate on the State of Texas Assessment of Academic Readiness in Reading/English Language Arts, Math, Writing, and Science.

Objective 4. G/T students will have opportunities to work with "like minds," heterogeneously and alone to increase advanced performance on STAAR.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Provide pull-out program on a weekly basis utilizing a certified G/T Teacher (Target Group: GT)	G/T Coordinator, G/T Teacher, Principal(s)	Weekly	(L)G/T Funds, (S)Local Funds	STAAR results and Local Assessments
2. Provide learning excursions for G/T students (Target Group: GT)	G/T Coordinator, G/T Teacher, Principal(s)	annually	(L)G/T Funds, (O)Local Budget Data, (S)Local Funds	calendar, student and parent surveys
3. Provide technology extension lessons for G/T students. (Target Group: GT)	G/T Coordinator, G/T Teacher, Teacher(s)	Weekly	(L)Activity Funds, (L)G/T Funds, (S)Local Funds, (S)Technology equipment/software	Lesson plans
4. Explore creative ways to provide additional time and learning opportunities to identified G/T students (touring local sites, Imagination Fair) (Title I TA: 4) (Target Group: GT)	G/T Coordinator, G/T Teacher, Instructional Technologist, Principal(s)	annually	(L)G/T Funds, (L)Technology staff development, (S)Technology equipment/software	Formative - Lesson plans, schedules and calendars
5. Provide G/T students with a continuum of learning experiences that lead to advanced-level products and performances. (Target Group: GT)	G/T Coordinator, G/T Teacher	August-May	(L)Activity Funds, (L)Supplemental Materials, (O)Local Budget Data, (S)Local Funds	Formative - Lesson plans, parent surveys

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- Goal 2.** During the 2017-2018 school year, safe school initiatives will be implemented to provide all Students and staff a safe and orderly environment that is conducive to learning.
- Objective 1.** Create a positive campus environment which promotes good citizenship for all students.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Develop positive character traits in students through the Character Education program, counselor taught lessons, and Olweus Bully Program (Title I SW: 7,10) (Target Group: All)	Counselor(s), Teacher(s)	ongoing	(L)Activity Funds, (L)Attendance awards, (L)Student Support Teams, (L)Supplemental Materials, (S)Local Funds	Formative - decreased discipline data, parent and student surveys
2. Provide guidance program to address conflict resolution and improve student social skills; Olweus Bully Program (Title I SW: 2,6) (Target Group: All)	Assistant Principal(s), Counselor(s), Principal(s), Teacher(s)	Ongoing	(S)Local Funds	Formative - decreased discipline referrals
3. Recognize students who use appropriate social skills and character traits with various announcement "shout outs" and various good behavior awards along with Panther of the Month awards. (Title I SW: 6) (Target Group: All)	Assistant Principal(s), Counselor(s), Principal(s), Teacher(s)	Monthly	(L)Activity Funds	Formative - School Board Recognition, yard signs for students to showcase their achievements.
4. Establish traditions to encourage school pride (Assemblies, School Music Program, Veteran's Day Program, Open House, Texas Public School Week, Student Council, UIL, STAAR information packet, and School Pledge. (Including but not limited to School Spirit days, Awards Assemblies, Theme songs or themed days) (Title I SW: 6) (Target Group: All)	Assistant Principal(s), Counselor(s), Principal(s), Teacher(s)	Daily and ongoing	(L)Activity Funds, (L)Attendance awards	Summative - Daily announcements, calendar, Intermediate Insights newsletter, campus media outlets.
5. Meet the health needs of students from the School Health Advisory Council (SHAC) (Title I SW: 6) (Title I TA: 8) (Target Group: All)	Counselor(s), Parent Volunteers, Principal(s)	annually	(F)Child Nutrition Program, (L)Activity Funds, (O)Donations, (O)Local Budget Data	Formative - Parent surveys, student surveys
6. Provide training to staff in ways to suppress bullying. (Target Group: All)	Assistant Principal(s), Counselor(s)	Annually	(L)SafeSchools Training Program, (S)Student Code of Conduct	Summative - decreased discipline referrals, PEIMS discipline data, student survey
7. Provide and monitor visitor sign-in. (Target Group: All)	Assistant Principal(s), Campus Secretaries, Principal(s)	August-May	(L)Attendance reports, (L)School Resource Officer, (S)Technology equipment/software	Summative - Local data from "Raptor" sign in system.

SPRING HILL INTERMEDIATE

Goal 2. During the 2017-2018 school year, safe school initiatives will be implemented to provide all Students and staff a safe and orderly environment that is conducive to learning.

Objective 1. Create a positive campus environment which promotes good citizenship for all students.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
8. Enhance the school campus to create a climate that is conducive to learning. (Target Group: All)	Assistant Principal(s), Content Mastery Teachers, Core Subject Teachers, Counselor(s), Principal(s), Professional Learning Communities, Teacher(s), Title I Teacher(s)	August-May	(F)Title I, (L)Activity Funds, (S)Interactive whiteboards, (S)Local Funds, (S)State Compensatory	Summative - STAAR results and Local Assessments

SPRING HILL INTERMEDIATE

Goal 2. During the 2017-2018 school year, safe school initiatives will be implemented to provide all Students and staff a safe and orderly environment that is conducive to learning.

Objective 2. By May 2018, increase student compliance with code of conduct as measured by a 5% decrease in the number of discipline referrals and provide training for varied discipline techniques.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Inform students of the requirements and enforce Student Code of Conduct by putting handbook on district website (Target Group: All)	Assistant Principal(s), Counselor(s), Principal(s), Teacher(s)	August-May	(L)Teacher Newsletters, (O)Internet sites, (S)Student Code of Conduct	Summative - website viewing, registration-acknowledgment of handbook form (online)
2. Provide professional development to inform teachers on student mental health and build teacher strengths in effective positive behavior strategies utilizing School Resource Officer to encourage positive behavior through mentoring. (Target Group: All)	Assistant Principal(s), Counselor(s), Principal(s), Teacher(s)	ongoing	(S)Local Funds, (S)Student Code of Conduct	Formative - Staff development plans, walkthrough data
3. Develop a campus discipline plan and implement school/classroom wide discipline program. (Target Group: All)	Assistant Principal(s), Counselor(s), Principal(s), Teacher(s)	Annually	(S)Local Funds, (S)Student Code of Conduct	Summative - decreased behavior referrals
4. Provide incentives for students who are on behavior intervention plans. (Target Group: All)	Assistant Principal(s), Principal(s)	ongoing	(L)Activity Funds, (S)Student Code of Conduct	Parent meetings and decreased discipline referrals
5. Provide the opportunity for students to exhibit more self-control and encourage them to manage their own behavior through the use of special programs (examples include special themed days) (Target Group: All)	Assistant Principal(s), Principal(s), Teacher(s)	Monthly	(L)Activity Funds, (S)Student Code of Conduct	Summative - decreased discipline referrals
6. Monitor, address, and modify inappropriate behavior. Use CPI and PBIS teams. (Target Group: All)	Assistant Principal(s), Counselor(s), Principal(s), Teacher(s)	as needed	(L)Activity Funds, (S)Student Code of Conduct	Evidence of a decreasing pattern of office visits as students grow into becoming better behaved.
7. Promote Red Ribbon Week to increase awareness of drug prevention in the community. (Target Group: All)	Assistant Principal(s), Counselor(s), Principal(s)	October	(S)Local Funds	Summative - Positive feedback about Red Ribbon Week in Parent Surveys

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- Goal 2.** During the 2017-2018 school year, safe school initiatives will be implemented to provide all Students and staff a safe and orderly environment that is conducive to learning.
- Objective 3.** During the 2017-2018 school year, Spring Hill Intermediate average daily attendance will be 98% or higher

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Utilize district and community resources for students with excessive absences. (Target Group: All)	Assistant Principal(s), Campus Secretaries, Principal(s), Student Support Team(s), Teacher(s)	Monthly	(L)Activity Funds, (L)Attendance awards, (L)Attendance reports, (L)School Announcement automated program, (L)School Resource Officer, (S)Local Funds	Decrease the number of students with 5 or more absences
2. Provide incentives for perfect attendance for students and staff. (Target Group: All)	Principal(s), Superintendent, Teacher(s)	Each 6 weeks	(L)Activity Funds, (L)Attendance awards, (L)Attendance reports, (S)Local Funds	Summative - Increased attendance rates
3. Communicate with parents of students who are absent. (Title I TA: 7) (Target Group: All)	Assistant Principal(s), Campus Secretaries, Counselor(s), Principal(s), Teacher(s)	Daily	(L)Attendance reports, (S)Local Funds	Formative - Increased attendance rates
4. Provide incentive program for campus attendance. (Target Group: All)	Assistant Principal(s), Principal(s)	Each 6 Weeks	(L)Activity Funds, (L)Attendance awards, (L)Attendance reports	Summative - Increased Attendance Rates

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Goal 2. During the 2017-2018 school year, safe school initiatives will be implemented to provide all Students and staff a safe and orderly environment that is conducive to learning.

Objective 4. Spring Hill Intermediate will keep parents informed of student academic and behavioral progress.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Notify parents of student progress every three weeks, and student grades each six weeks. (Title I SW: 6) (Target Group: All)	Campus Secretaries, Principal(s), Teacher(s)	each 3 weeks	(L)Google Calendar, (S)Local Funds, (S)Technology equipment/software	3 week progress reports sent home
2. Keep parents informed through phone calls and letters about discipline situations. (Title I SW: 6) (Target Group: All)	Assistant Principal(s), Principal(s), Teacher(s)	as needed	(S)Local Funds, (S)Technology equipment/software	Summative - Staff call logs and documentation and Class Dojo

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Goal 3. Spring Hill Intermediate will maintain accessibility to the most effective technology for all students and staff.

Objective 1. Provide equitable technology access for all students and staff as measured by lesson plans and walk-throughs.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Provide staff with access to technology for instructional preparation, instructional delivery, documentation of student progress, and increased productivity. (Title I TA: 1) (Target Group: All)	Computer Lab Technicians, Core Subject Teachers, Director of Technology, Instructional Technologist, Principal(s)	August-May	(L)Spring Hill Education Foundation Funds, (L)Supplemental Materials, (L)Technology staff development, (S)Interactive whiteboards, (S)Technology equipment/software	Summative - Lesson Plans, PLC Meeting Minutes, STAAR results and Local Assessments
2. Integrate technology into instruction in 3-4-5 grades to enhance instruction and increase student achievement (Target Group: All)	Computer Lab Technicians, Core Subject Teachers, Special Ed Teachers, Title I Teacher(s)	August-May	(L)Google classroom, (L)Technology staff development, (S)Interactive whiteboards, (S)Technology equipment/software	Summative - Lesson Plans, PLC Meeting Minutes, STAAR results and Local Assessments
3. Provide classrooms with up-to-date technology by purchasing, maintaining, and replacing aging equipment and provide earbuds for health. (Target Group: All)	Computer Lab Technicians, Director of Technology, Instructional Technologist, Principal(s)	assess annually	(F)IDEA Special Education, (F)Title I, (L)Activity Funds, (L)Spring Hill Education Foundation Funds, (L)Technology staff development, (S)Interactive whiteboards, (S)Technology equipment/software	Summative - Lesson Plans, PLC Meeting Minutes
4. Provide training and support services for instructional and administrative uses of technology. (Target Group: All)	Director of Technology, Instructional Technologist, Principal(s)	Annually	(L)Technology staff development, (S)Interactive whiteboards, (S)Technology equipment/software	Lesson Plans, PLC Meeting Minutes, STAAR results and Local Assessments
5. Staff, students, and parents are informed regarding technology procedures and policies. (Target Group: All)	Principal(s), Teacher(s)	Annually	(L)ClassDojo Mobile App, (L)Google Calendar, (L)Remind 101, (L)School Announcement automated program, (L)Supplemental Materials, (L)Teacher Newsletters, (L)Technology staff development, (O)Internet sites	Summative - Staff development record, lesson plans

SPRING HILL INTERMEDIATE

Goal 3. Spring Hill Intermediate will maintain accessibility to the most effective technology for all students and staff.

Objective 1. Provide equitable technology access for all students and staff as measured by lesson plans and walk-throughs.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
6. Investigate quality software programs for the classrooms and computer lab. (Target Group: All)	Assistant Principal(s), Computer Lab Technicians, Director of Technology, Instructional Technologist, Principal(s), Teacher(s)	May-July	(L)Technology staff development	Lesson Plans, PLC Meeting Minutes, STAAR results and Local Assessments

SPRING HILL INTERMEDIATE

Goal 3. Spring Hill Intermediate will maintain accessibility to the most effective technology for all students and staff.

Objective 2. Evaluate data using Math Testing, Class Reports, Lead4Ward Reports, DMAC STAAR Results, iStation, Imagine Learning, TEKS Resource System, and Renaissance Learning STAR Test Reading and Math Reports for individual students.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. At-risk students will complete a minimum of two 30 minute tutorials in small group or on computer settings per week. (Title I SW: 9) (Target Group: AtRisk)	Computer Lab Technicians, Title I Teacher(s)	August-May	(F)Title I, (S)Local Funds, (S)State Compensatory	Summative - Lesson Plans, PLC Meeting Minutes, STAAR results and Local Assessments
2. Utilize reports from Renaissance Learning's "Star" testing, Class Tests, benchmarks and STAAR test, iStation and Imagine Learning to identify student academic levels for interventions. (Title I SW: 9) (Title I TA: 1) (Target Group: All)	Assistant Principal(s), Computer Lab Technicians, Professional Learning Communities, Teacher(s), Title I Teacher(s)	August-May	(F)Title I, (L)Curriculum Management Plan, (L)Supplemental Materials, (L)Technology staff development, (S)State Compensatory	Summative - Lesson Plans, PLC Meeting Minutes, STAAR results and Local Assessments
3. Bring data reports to RTI meetings, 504 meetings, and ARD meetings to discuss student progress and determine the most effective interventions. (Title I SW: 2) (Target Group: All)	Assistant Principal(s), Computer Lab Technicians, Content Mastery Teachers, Principal(s), Teacher(s), Title I Teacher(s)	Every 8 weeks	(F)Title I, (L)Benchmark Tests, (L)Common Assessments, (L)Curriculum Management Plan, (L)DMAC Reports	Lesson Plans, PLC Meeting Minutes, RTI data, intervention data
4. Study and analyze assessment data and develop strategies to improve student growth in Reading, Math, Writing, and Science. (Title I SW: 1,8,9) (Target Group: All, AA, ECD, ESL, SPED, AtRisk, 504)	Content Mastery Teachers, Core Subject Teachers, Curriculum Director, District Testing Coordinator, LPAC Committee, Principal(s), Professional Learning Communities, Special Ed Teachers, Teacher(s), Title I Teacher(s)	Annually from May-May	(L)Benchmark Tests, (L)Common Assessments, (L)Leveled readers, (L)STAAR/EOC study materials, (L)TEKScore, (S)Released STAAR/EOC Tests, (S)TEA STAAR Questions, (S)TEKS Clarifications	Summative - STAAR, Benchmarks, tutorial lesson plans, RTI meetings.
5. Use pretest data in grades 3,4,5 to assess student progress in Reading/ELA, Math, Science, Writing. (Title I SW: 1,2,8,9) (Target Group: All)	ARD Committee, Core Subject Teachers, Counselor(s), LPAC Committee	August-May	(L)Benchmark Tests, (L)Common Assessments, (L)Curriculum Management Plan, (L)DMAC Reports	Summative - Local Assessments such as Star (AR) and Imagine Learning or IXL

SPRING HILL INTERMEDIATE

Goal 4. During the 2017-2018 school year, student performance will be enhanced through strong cooperative programs, designed to increase parent/community involvement and partnership.

Objective 1. Spring Hill Intermediate will increase parent communication through the use of multiple media outlets and mass email opportunities for written and verbal faculty/parent/community communication as measured by an annual parent survey.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Provide parents with weekly classroom newsletters and updated web pages. Use Skylert email system to inform parents. Use daily communication or use programs similar to Class Dojo, Bloomz, and Remind 101 to enhance parent-school communication regarding work and conduct habits. Provide a Campus Parent Newsletter bi weekly or monthly. Maintain parent contacts using calls, emails, notes and conferences to inform regarding student progress and provide parents with ideas to bridge school work and homework. (Title I SW: 6) (Title I TA: 7) (Target Group: All)	Teacher(s)	August-May	(L)School Announcement automated program, (L)Teacher Newsletters, (O)Internet sites	Summative - Increased Parent involvement, parent surveys
2. Provide book fairs and literacy involvement events to promote literacy in the home. (Title I SW: 6) (Target Group: All) (Strategic Priorities: 3)	Librarian(s), Principal(s)	Fall and Spring	(L)Activity Funds, (L)PTA	Summative - Calendar and Parent Night (Book Fair usually happens with Parent Night)
3. Establish communication with parents prior to the start of school through the use of a positive phone call within the first three weeks of school. (Title I SW: 6,7) (Title I TA: 7) (Target Group: All)	Teacher(s)	Annually each September	(L)Teacher Newsletters, (O)Internet sites, (S)Local Funds	Summative - Parent survey, teacher documentation
4. Communicate with parents through the Intermediate campus webpage and campus google calendar located on the campus homepage, district website, Facebook, Remind 101 and Skylert email/call-out system. (Title I SW: 6) (Target Group: All)	Assistant Principal(s), Principal(s)	August-May	(L)Google Calendar, (L)School Announcement automated program, (O)Internet sites	Parent Survey
5. Communicate with parents and community members in their native language; continue translation of documents to Spanish to improve communication with parents. (Title I SW: 6) (Title I TA: 7) (Target Group: ESL, Migrant, LEP)	ARD Committee, Assistant Principal(s), Counselor(s), ESL Coordinator, ESL Teacher, Interpreter, LPAC Committee, Principal(s), Teacher(s)	August-May	(L)Google Calendar, (L)Local newspapers, (L)Skyward Program, (L)Supplemental Materials, (L)Teacher Newsletters, (O)Internet sites, (S)Language survey	Summative - Parent Surveys

SPRING HILL INTERMEDIATE

Goal 4. During the 2017-2018 school year, student performance will be enhanced through strong cooperative programs, designed to increase parent/community involvement and partnership.

Objective 1. Spring Hill Intermediate will increase parent communication through the use of multiple media outlets and mass email opportunities for written and verbal faculty/parent/community communication as measured by an annual parent survey.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
6. Keep parents informed of school activities and campus policies by putting (handbook) Code of Conduct on district website using Google calendar and use Skylert Email System and "Intermediate Insights" electronic newsletter. (Title I SW: 6) (Title I TA: 7) (Target Group: All)	Club Sponsors, Principal(s), PTA, Teacher(s)	Weekly and Monthly	(L)Activity Funds, (L)Google Calendar, (L)Local newspapers, (L)PTA, (L)School Announcement automated program, (O)Internet sites	Summative - website viewing

SPRING HILL INTERMEDIATE

Goal 4. During the 2017-2018 school year, student performance will be enhanced through strong cooperative programs, designed to increase parent/community involvement and partnership.

Objective 2. Involve parents in the overall educational process of all children.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Encourage volunteers to assist in all areas of school: Weekly tutoring, library, clerical, mentoring, reading to students, benchmarking, field trips, Career Day. (Title I SW: 6) (Target Group: All)	Librarian(s), Parent Volunteers, PTA, Teacher(s)	August-May	(L)PTA	Summative - Increased Parent Volunteers
2. Encourage parents to participate as room parents for grades 3-4-5. (Title I SW: 6) (Target Group: All)	PTA	August	(L)PTA	Increased Parent Involvement

SPRING HILL INTERMEDIATE

- Goal 4.** During the 2017-2018 school year, student performance will be enhanced through strong cooperative programs, designed to increase parent/community involvement and partnership.
- Objective 3.** Establish a family type atmosphere at Spring Hill Intermediate providing monthly opportunities for parents to actively participate in their child's school environment.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Provide an awards assembly for parents at the end of the year to celebrate student successes (Title I SW: 6) (Title I TA: 7) (Target Group: All)	Assistant Principal(s), Campus Secretaries, Principal(s), Teacher(s)	May, annually	(L)Activity Funds, (S)Local Funds	Formative - End of Year awards assembly recognizes each student
2. Recruit and utilize parent volunteers as a part of the Junior Achievement Program and Career Day. Use campus newsletter "Intermediate Insights" to inform parents of upcoming opportunities. (Title I SW: 6) (Target Group: All) (Strategic Priorities: 3)	Counselor(s), Parent Volunteers, Principal(s), Teacher(s)	Annually and Ongoing	(L)Activity Funds, (L)Junior Achievement, (L)School Resource Officer, (S)Local Funds	Summative - Increased involvements for Career Day and Junior Achievement
3. Invite parents to participate in Meet the Teacher, Doughnuts with Daughters and Doughnuts with Dudes, Texas Public School Week, Career Day, Parent Volunteers, and Awards Assembly, Identified Field Trips, Parties, inform and provide updated information on state testing at STAAR Parent Night in the Spring and Reading Under the Stars (Title I SW: 6) (Title I TA: 7) (Target Group: All) (Strategic Priorities: 4)	Assistant Principal(s), Counselor(s), Dyslexia Teacher, ESL Teacher, Principal(s), PTA, Teacher(s), Title I Teacher(s)	August-May	(F)Title I, (L)Activity Funds, (S)Local Funds	Summative - Increased attendance at Parent Night events

SPRING HILL INTERMEDIATE

- Goal 4.** During the 2017-2018 school year, student performance will be enhanced through strong cooperative programs, designed to increase parent/community involvement and partnership.
- Objective 3.** Establish a family type atmosphere at Spring Hill Intermediate providing monthly opportunities for parents to actively participate in their child's school environment.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>4. Spring Hill Intermediate will keep parents informed of all school activities and campus policies using the campus website and Spring Hill ISD School App. as a main hub of information. (Title I SW: 6,10) (Target Group: All)</p>	<p>Assistant Principal(s), Campus Secretaries, Core Subject Teachers, Counselor(s), Principal(s), Superintendent, Teacher(s)</p>	<p>August-May</p>	<p>(L)All In Learning, (L)Attendance reports, (L)Benchmark Tests, (L)ClassDojo Mobile App, (L)Co-curricular activities, (L)District Facebook, (L)District Twitter, (L)District Website, (L)District/Campus Call-Outs, (L)Fine arts programs, (L)Google Calendar, (L)Local Agencies/Resources, (L)Local newspapers, (L)Online student registration, (L)Poverty Staff Development Dr. Donna Beegle, (L)Principals' Messages/Updates, (L)Remind 101, (L)School Announcement automated program, (L)SHISD Mobile App, (L)Skyward Parent Portal, (L)Skyward Program, (O)Internet sites</p>	<p>Summative - Parent Surveys</p>

SPRING HILL INTERMEDIATE Site Base

Name	Position
Alexander, Odette	Previous Counselor
Bartell, Neely	3rd Grade Teacher
Bilnoski, Susan	Music Teacher
Cole, Caroline	Counselor
Doron, Amy	Previous Principal
Edney, Julie	5th Grade Teacher
Florczykowski, Angela	Parent
Gibbons, Meagan	5th Grade Teacher
Hill, Rachel	Parent
Jones, Karla	Intervention Paraprofessional
Linthicum, Kristi	Intervention Teacher
Mercer, Natalie	Assistant Principal
Patak, Becky	Intervention Teacher
Robertson, Dana	Principal
Terry, Jessica	4th Grade Teacher
Vaca, Amber	ESL
Wardlaw, Kris	Special Education Teacher

Comprehensive Needs Assessment

Demographics

Demographics Strengths

Spring Hill Intermediate is one of four campuses in the Spring Hill Independent School District. The Intermediate Campus serves students in 3rd-5th grades. We have found that over time the number of low-socioeconomic students are increasing compared to 5 years ago.

- We project our 2017-2018 enrollment at the Intermediate to increase. Our largest grade level is 4th Grade with 186 students. Our total enrollment is 481 based on May 2017 data. This is 7 more students than we had at this time last year which was 9 more than the year before.
- 13% of our students are African American
- 20% of our students are Hispanic
- 60% of our students are White
- 7.8% of our students are American Indian
- 2 % of our students are Asian
- Very few students are part of a disciplinary placement. (no more than 1 per year)
- 50.4% of students are on Free And Reduced Lunch

Academically we have adapted to these increasing numbers in the following ways:

- We have added 2 additional sections in 4th grade to keep class sizes at 22.
- We have purchased supplemental resources for reading, science, writing and math
- We have provided additional training for ELA teachers in Writing Academy and Region VII small group instruction training
- August 2017 we are providing Kagan Structures Student engagement Training and Higher Order Thinking training from Kim Marshall from Region VII

Demographics Weaknesses

Our weaknesses include an increase of students that are at risk and low-socioeconomic. Because this number has increased over time our approach to some educational strategies needs to change.

Comprehensive Needs Assessment

Demographics Weaknesses (Continued)

- **39.4% (185 students) are considered "At-Risk"**
- **47.02% (221 students) are considered "Economically Disadvantaged"**
- Please Note: During the 2015-2016 school year the 5th grade classes experienced an average of 26 and 27 students per class. (this was addressed with an added teacher in 5th grade for the 2016-2017 school year.)
- The numbers indicate our students that are African American, Hispanic and low-socioeconomic are the lowest performing sub populations on state assessments.

Demographics Needs

Students that are in the low-Socioeconomic demographic category need:

- Create programs that give support for students that may have little support at home.
- Continue to grow our list of supplemental resources to bridge gaps in learning for students that have moved frequently.
- An increased focus on instructional strategies that make curriculum accessible to all students regardless of their prior schema.

Demographics Summary

When reviewing our data, we see that students that are at risk or economically disadvantaged, need specific types of support. Through more small group and differentiated instruction in the classroom, teachers are looking for ways to meet the needs of students on a smaller scale. Also, small group and one on one intervention outside of class in addition to content mastery style and research based computer interventions.

- The following Strategies have been used in 4th to raise scores:
-

- The following Strategies have been used in 4th to raise scores:
-

Comprehensive Needs Assessment

Student Achievement

Student Achievement Strengths

- Spring Hill Intermediate has consistently achieved the "met standard" designation on STAAR assessments.
- SSI intervention programs in May 2016 helped additional students achieve satisfactory on the 2016 5th grade Reading or Math STAAR (results compared April to May administration).
- 5th Grade class sizes are at 22 (compared to 25-27 in 2015-2016)
- Intervention Pull-out for low achieving students began on the 3rd day of school
- Increase in 4th grade Writing scores on STAAR
- 5th grade Math and Reading scores in the 90's (Top 3 compared to schools in our area)

Student Achievement Weaknesses

- The number of students that require intervention has increased each year. As the level of passing increases on STAAR, the level of students requiring intervention increases. Approximately 150-175 3rd, 4th, and 5th grade students currently enrolled require intervention based on beginning of the year and end of the year tests.
- The past three consecutive years we have had 4th grade writing scores in the 70's.
- 5th grade Science STAAR scores are consistently in the 70's.
- Increase needed in acquisition of Distinction Designations

Student Achievement Needs

- Using Lead4Ward resources (heat maps), we address the lowest TEKS from last year's STAAR testing in our intervention programs and will use supplemental resources, staff development, and PLC planning meetings to help create a vertical plan for student success.
- Create more than one opportunity for staff to vertically align in order to create a firm foundation for understanding how the supporting TEKS and readiness TEKS align to create growth for students over the 3 years they are at Intermediate.
- Acquire training in instructional methods like Kagan, Fundamental Five, Writing Academy and SIOP to meet the diverse instructional needs of students.
- Build 25 minutes a day into the schedule for teachers to focus on growth of students.

Comprehensive Needs Assessment

Student Achievement Summary

A review of the campus distinction designation criteria show that growth is needed for each student regardless of their past achievement. Therefore, even students that have "passed" must show growth in order to achieve distinction designations.

As the level of rigor and expectations of the state increase, our students are required to achieve at higher levels each year. In order for staff to continue to meet the needs of students vertical alignment planning and instructional coaching is crucial to bridging gaps and fostering growth in students.

We use the "Heat Maps" provided by Lead4Ward to help us determine areas of weakness. On the Lead4ward Heat Maps, TEKS that are Red are areas of crucial need that we are focusing extra time on as well as spiraling those TEKS into small group intervention.

Furthermore, the campus schedule has time allotted each day for teacher directed tutorial time focused on academic growth for all students.

We tracked growth of students through goal setting with teachers and students.

The following Strategies have been used in 3rd to raise scores:

- Title planning in Summer for 3rd day of school Title Program Start
- 3 week common grades to gather data for re-teaching
- Guaranteed Curriculum (all title classes teaching the same grade level skill each week)
- Power Hour (Wednesdays 60 minutes of instruction based on classroom and testing data as well as past STAAR Data)
- 30 minutes built into schedule for intervention (2:40-3:10 4 days a week)
- Mentoring Minds Math Supplemental Curriculum
- Vertical Alignment meetings with 2nd
- Vertical alignment throughout the school for testing strategies
- Kagan small group strategies discussed each week in PLC (September-Nov.)
- Forde Ferrier RTI workbook for classroom Tier 1 intervention
- Poems Workbook for the 3rd Grade ELA rooms
- 2:30-3:00 PE Aide helps with 3rd grade Tutorials
- May Title 1 classes taught Writing Curriculum to 3rd grade writers for Writing prep for next year
- Parents Greeting student for May Admin of STAAR

The following Strategies have been used in 4th to raise scores:

- Title planning in Summer for 3rd day of school Title Program Start
- Summer school for students who failed STAAR
- 3 week common grades to gather data for re-teaching
- Guaranteed Curriculum (all title classes teaching the same grade level skill each week)
- Power Hour (Wednesdays 60 minutes of instruction based on classroom and testing data as well as past STAAR Data)
- 30 minutes built into schedule for intervention (2:40-3:10 4 days a week)
- Vertical Alignment meetings with 3rd

Comprehensive Needs Assessment

Student Achievement Summary (Continued)

- Vertical alignment throughout the school for testing strategies
- Kagan small group strategies discussed each week in PLC (September-Nov.)
- Writing Training with The Writing Academy and Corresponding Camps for students
- Daily CAFE and Small Group Reading Training with Angela Venters
- Subscription to Reading A-Z for access to thousands of leveled reading texts for small group reading
- Forde Ferrier RTI workbook for classroom Tier 1 intervention
- Camp Writes-a-lot Week before STAAR
- Parents Greeting student for May Admin of STAAR

The following Strategies have been used in 5th to raise scores:

- STAAR while in 4th grade in Spring of 2016)
- Summer school for students who failed STAAR
- Title planning in Summer for 3rd day of school Title Program Start
- 3 week common grades to gather data for re-teaching
- Guaranteed Curriculum (all title classes teaching the same grade level skill each week)
- Power Hour (Wednesdays 60 minutes of instruction based on classroom and testing data as well as past STAAR Data)
- 30 minutes built into schedule for intervention (2:40-3:10 4 days a week)
- Vertical Alignment meetings with 4th and coming in January, Sixth Grade Teachers
- Vertical alignment throughout the school for testing strategies
- Kagan small group strategies discussed each week in PLC (September-Nov.)
- Daily CAFE and Small Group Reading Training with Angela Venters
- Subscription to Reading A-Z for access to thousands of leveled reading texts for small group reading
- Math- Target the Question Subscription from Lone Star Learning for "bell to bell" instruction and review purposes
- Science-Mentoring Minds Science Supplemental Curriculum
- Science- Alignment with other 5th grade teachers for cross curricular connections in ELA
- Smaller Class Sizes (22 to a class compared to 25 or 26 last year)
- Forde Ferrier RTI workbook for classroom Tier 1 intervention
- Science Curriculum for Title 1 classes from March 30-May5
- Parents Greeting students for May Admin of STAAR

School Culture and Climate

School Culture and Climate Strengths

Comprehensive Needs Assessment

School Culture and Climate Strengths (Continued)

- Students are greeted by adults each day as they enter the building.
- Teachers focus on building strong relationships to address discipline and academics.
- In May of 2017 our campus continued to show a large increase in teacher retention, thus helping to strengthen the overall campus program.

School Culture and Climate Weaknesses

Our staff is learning more and more about the changing demographics of our school. Our students do not go home to a situation like many of us create for our own families. This requires a new outlook on our presentation in class.

School Culture and Climate Needs

By Continuing to train on researched based instructional practices such as Fundamental Five or Kagan, staff are able to get "the most bang for their buck." Students do not get assistance at home with homework therefore class time must be used to the best extent possible.

School Culture and Climate Summary

Although our student demographics are changing, the staff has reached a point where turnover is decreasing and training that carries over several years is becoming more and more effective. Staff continue to focus on classroom instructional practices that produce high yield for their classrooms and benefit students coming from backgrounds unlike their personal homes.

Family and Community Involvement

Family and Community Involvement Strengths

We have several opportunities for families to visit our School:

Comprehensive Needs Assessment

Family and Community Involvement Strengths (Continued)

Our goal this year is to have one event per month to involve parents...here are a few of the events we coordinate!

- Annual book fair
- Parent Involvement Events at various times (Morning and Evening) Doughnuts with Daughters (September), Bagels with Boys (September), Red Ribbon Week Event (October), Reading Under the Stars (November), and Math night (December)
- The music program also hosts 3 performances each year: 5th Grade Christmas Program, 4th Grade Texas Program, and 3rd Grade Character Education Program.
- Christmas Parties for all classes each December
- Annual Parent Information Meetings: STAAR, Title 1/Intervention, Dyslexia, SSI and SBDM
- Reading Under the Stars
- Donuts with Dad and Muffins with Mom

Parent Survey Comments:

Each year the campus conducts a survey for parents to share their thoughts. This survey is also given in conjunction with a campus presentation on HB5. Parent Survey comments comprised of compliments regarding the accessibility of the school website, the online calendar, the use of the "Skylert" call-out system, and the online Skyward parent access. 38 Parents participated in the online version of the survey with all ratings being between 87%-97% satisfaction.

Family and Community Involvement Weaknesses

- Our campus has an increasing number of ESL students and our HB5 input meeting results indicated that we can use more opportunities specifically for ESL families to be more involved.
- Volunteer sign-up is reported as confusing and their could be clarification for parents in the area.
- Parents also commented that they wanted more events to volunteer for at Intermediate. (This has been addressed by adding an opportunity both Tuesday and Wednesday afternoons for parents to volunteer)

Family and Community Involvement Needs

In the 2016-2017 school year we created a "clubs" program for students this year beginning in the 2nd six weeks to continue through the end of the year. This program is to address the need for parents to be more involved and for students to learn about interests they may have that are not always addressed at school. There is very little funding for these clubs, and most funds will be generated from donations or student council funds to be used by students.

For this school year (2017-2018) we will address this need for engagement through classroom programs that encourage positive relationships between teachers and students.

Comprehensive Needs Assessment

Family and Community Involvement Summary

The intermediate has begun sending their parent newsletter (Intermediate Insights) via email using the "skylert" system, facebook, and the shisd.net website.

Technology

Technology Strengths

The Intermediate campus has added ipads and chromebooks to the list of resources that teachers may use to engage their students. These resources are maintained by our Instructional Technologist who provides both ideas, support, teaching, and training in the classrooms.

The intermediate campus is quickly finding new ways to apply the use of ipads in the classroom.

This school year we are adding two new chrome book carts and an additional ipad cart for the campus. The teachers are working closely with the instructional technologist to plan products for students to create within their classes using technology.

Technology Weaknesses

For the upcoming year we will have 60 ipads and 90 Chromebooks on campus. Our check-out system tracks that both are checked out each day which is about once a week in 5 classes. We are looking for funding options to increase the number of ipads or Chromebooks on campus.

Technology Needs

Funding is the first hurdle in incorporating technology.

Technology Summary

Through the use of our instructional technologist we are quickly learning how to incorporate the ipads and Chromebooks into everyday lessons. This flows easily with the resources available with today's textbooks, etc. Funding is the first hurdle to acquiring more technology, but that won't slow us down...they are currently checked out and reserved each day!

Comprehensive Needs Assessment Data Sources

Community Demographics
Community Input
Disaggregated STAAR Data
Discipline Referrals
District Policies
Istation
PEIMS Reports
Special Programs Evaluations
State Assessment Reports
Summary of Student Progress (not taking STAAR)
Survey and Interviews of Students/Staff/Parents

Overview of School Wide Title 1 Program

Spring Hill Intermediate Student Intervention Eligibility Criteria:

Purpose: Intervene for students who are failing, or most at-risk of failing, to meet the state's student performance standards. The following criteria are used in the Title I program at the Intermediate campus

- Third Grade Criteria:

- Second grade benchmark scores – 69 or below in reading and math.
- ESL if student has scored below average academically
- Running Records – Level 18 or below
- Retained students from previous school year.

- Fourth Grade Criteria

- STAAR failures (third grade STAAR scores) are automatically placed in Title
- Math Benchmark 69 or below
- DRA level 24 or below
- STAR (Renaissance Learning) Math at 2.9 or below
- STAR (Renaissance Learning) Reading at 2.6 or below
- Retained students from the previous school year.

-Fifth Grade Criteria

- STAAR failures (fourth grade STAAR scores) are automatically placed in Title
- Math Benchmark 69 or below
- DRA level 38 or below
- STAR (Renaissance Learning) Math at 3.9 or below
- STAR (Renaissance Learning) Reading at 3.6 or below
- Retained students from the previous school year.

Our School Wide Title I program implements the following ten components:

- Use Title I, Part A resources to help participating students meet the State's challenging student academic achievement standards expected for all children
- Ensure that planning for students served under Title I, Part A is incorporated into existing school planning using information from recent test data to create a comprehensive needs assessment to highlight needs of all students on the campus
- Use effective methods and instructional strategies that are based on scientifically based research that strengthens the core academic program of the campus and that give primary consideration to providing extended learning time, such as extended school year, before-and after-school, and summer programs and opportunities; that help provide an accelerated, high-quality curriculum, including applied learning; and that minimize removing students from the regular classroom during regular school hours for instruction provided under Title I, Part A;

- Provide instruction by highly effective teachers and paraprofessionals according to Section 1119 of ESEA, employ strategies to attract highly effective applicants
- In accordance with P.L. 107-110, Sections 1115(e)(3) and 1119, provide opportunities for professional development with resources provided under Title I, Part A, and to the extent practicable, from other sources, for teachers, principals, and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff, who work with participating students in targeted assistance programs or in the regular education programs;
 - Provide strategies to increase parental involvement in accordance with section 1118, such as family literacy services
 - Coordinate with and support the regular education program which may include services to assist preschool children in the transition from early childhood programs such as Head Start, Even Start, Early Reading First or State-run preschool programs to elementary programs;
 - Teachers and staff will use formal and informal assessment data to make decisions for meeting the needs of students and determine ways to positively affect student achievement based on that data.
 - Monitor students closely through the Response to Intervention process in order to assist students in an effective and timely manner.
 - Coordinate and integrate Federal, State, and local services and programs, including programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training (P.L. 107-110, Section 1115(c)(1)).