

# SPRING HILL INTERMEDIATE

## Campus Improvement Plan

2016/2017

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



Amy Doron, Principal  
3211 Spring Hill Rd Longview, Texas 75605  
903-323-7701  
adoron@shisd.net

# SPRING HILL INTERMEDIATE

## **Mission**

*Spring Hill Intermediate provides a place for learning where all students can 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 2016-2017 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 2016-2017 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 2017, increase student compliance with code of conduct as measured by a 5% decrease in the number of discipline referrals and provide training for restorative discipline techniques.
  - Objective 3.** During the 2016-2017 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, TEKS Resource System, and Renaissance Learning STAR Test Reading and Math Reports for individual students.
- Goal 4.** During the 2016-2017 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.

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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
1. 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) (NCLB: 1)	Content Mastery Teachers, Curriculum Director, Director of Technology, Principal(s), Special Ed Teachers, Teacher(s), Title I Teacher(s)	August-May	(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, (S)Technology equipment/software	Formative - PLC meetings, Observations, STAAR, Benchmarks, Common Assessments, RTI meetings, Lesson Plans
2. 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) (NCLB: 1,2)	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.
3. Support vertical and horizontal alignment in all subjects. (Title I SW: 1,4,8,10) (Target Group: All) (NCLB: 5)	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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Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
4. Align the K-12 Math curriculum and train staff in research based activities to use in math classrooms that implement the TEKS standards. (Title I SW: 3,4) (Target Group: All) (NCLB: 1,3)	Curriculum Director, Principal(s), Professional Learning Communities, Special Ed Teachers, Teacher(s)	August-May	(L)Curriculum Management Plan, (L)Lead Your School Training/Materials, (L)PLC "Learning By Doing", (L)PLC Staff Development , (L)Solution Tree Training/Materials, (L)Spring Hill Education Foundation Funds, (L)Supplemental Materials, (L)Technology staff development, (S)Local Funds, (S)State Compensatory	Summative - STAAR Math Results, Benchmark data, report cards, local assessments
5. 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) (NCLB: 1,2)	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)	May-November	(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	Formative - STAAR, Benchmarks, tutorial lesson plans, RTI meetings.
6. 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	Formative - Local Assessments
7. 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) (NCLB: 1)	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)Istation, (S)Local Funds, (S)Technology equipment/software	Formative - RTI meetings, ARD meetings, ISIP and STAR by Renaissance learning, STAAR test and local assessments

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Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
8. 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) (NCLB: 1)	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	Formative - Local assessment data, STAAR data, DMAC reports
9. 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, (S)TEKS Clarifications	Formative - PLC Science Planning team, teacher and parent surveys
10. 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) (NCLB: 2)	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
11. 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) (Target Group: ESL, Migrant, LEP) (NCLB: 2)	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	Formative - Parent Surveys
12. Provide instruction for identified dyslexic students. (Title I SW: 3,9,10) (Target Group: Dys) (NCLB: 1,5)	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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Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
13. 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) (NCLB: 1)	Content Mastery Teachers, Core Subject Teachers, Principal(s), Professional Learning Communities, Student Support Team(s), Teacher(s), Title I Teacher(s)	August-May; every 8 weeks	(L)DMAC Reports, (L)Education software, (L)Leveled readers, (L)Master schedules, (L)Student Support Teams, (L)Supplemental Materials, (S)Istation, (S)Local Funds, (S)Region VII, (S)State Compensatory	Formative - RTI, PLC teams, parent input, Progress Monitoring in intervention
14. 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) (NCLB: 1)	Principal(s), Professional Learning Communities, Teacher(s), Title I Teacher(s)	August-May	(F)Title I, (L)Education software, (L)ELA/Writing Teachers, (L)Leveled readers, (L)Literacy library, (L)Student Support Teams, (O)Internet sites, (S)Istation, (S)Local Funds, (S)State Compensatory	Formative - Intervention plans, RTI, Lesson plans, progress monitoring
15. Provide research based instructional strategies for supplement in reading and writing for all students. (Title I SW: 1,2) (Target Group: All)	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	Formative - Lesson plans, Local assessments, local writing contests, UIL, STAAR writing

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**Objective 2.** During the 2016-2017 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) (NCLB: 1)	Principal(s), Teacher(s)	August-May	(L)DMAC Reports, (L)Dr. Eric Cupp - Staff development students at-risk, (L)PLC Building a Professional Learning Community , (L)PLC Staff Development , (L)Poverty Staff Development Dr. Donna Beegle, (L)Supplemental Materials	STAAR results, parent night involvement, lesson plans, staff development records
2. Provide training for teachers regarding the instruction for students in poverty and culturally diverse student groups. (Title I SW: 4) (Target Group: All) (NCLB: 3)	Curriculum Director, ESL Coordinator, Principal(s), Region VII	August-May	(S)Region VII	Formative - Teacher input, staff development records
3. 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) (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	PBMAS, PEIMS data, local audits
4. 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: 5) (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, (S)Special Education Funds	lesson plans, local and state assessments
5. Provide ongoing staff development for teachers in the areas of higher level thinking skills and differentiated instruction. (Title I TA: 6) (Target Group: All)	Core Subject Teachers, Curriculum Director, Principal(s)	August-May	(L)Activity Funds, (L)Curriculum Management Plan, (L)Supplemental Materials	Lesson planning, staff development record
6. Provide staff development to strengthen the capacity of teachers to insure student growth in all core subject TEKS. (Title I SW: 4) (Title I TA: 6) (Target Group: All) (NCLB: 3)	Curriculum Director, Principal(s), Professional Learning Communities, Region VII	August-May	(L)PLC Staff Development , (L)Student Academic Records, (L)TEKScore, (O)Local Budget Data, (S)TEA STAAR Questions, (S)TEKS, (S)TEKS Clarifications	Formative - STAAR results, DMAC reports



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Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
8. Provide training to teachers in the use of RTI and differentiated instruction for specific student populations. (Title I SW: 4) (Target Group: All, SPED) (NCLB: 3)	Curriculum Director, Principal(s), Professional Learning Communities, Region VII, Teacher(s)	August-May	(L)Gregg County Shared Services Arrangement, (L)PLC Staff Development , (L)Supplemental Materials, (L)Technology staff development, (L)The Writing Academy, (O)Designated Funds	Formative - walkthroughs, Power Walks, T-Tess, and goal planning meetings

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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) (Target Group: All, SPED, AtRisk) (NCLB: 1)	Content Mastery Teachers, Core Subject Teachers, Paraprofessional(s), Teacher(s), Title I Teacher(s)	Daily, Weekly	(F)Title I, (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	Formative - 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) (NCLB: 4)	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 Writing Academy 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) (NCLB: 1)	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, (S)TEKS Clarifications	Formative - Writing Samples, Benchmarks, STAAR Results and Study Guides.
5. Support special learning needs with technology, including iPads, chromebooks, EdMark, Istation, IXL, and internet education websites such as Discovery Education, Brain Pop and Reading A-Z leveled readers Lone Star Learning, Accelerated Reader. (Title I SW: 10) (Target Group: ECD, ESL, LEP, SPED, GT, AtRisk, Dys, 504) (NCLB: 1,2)	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	Formative - 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: 4) (Target Group: SPED) (NCLB: 4)	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	Formative - 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) (NCLB: 5)	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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**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

# SPRING HILL INTERMEDIATE

**Goal 2.** During the 2016-2017 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) (NCLB: 4)	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) (NCLB: 4)	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) (NCLB: 4)	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. (Title I SW: 6) (Target Group: All) (NCLB: 4)	Assistant Principal(s), Counselor(s), Principal(s), Teacher(s)	Daily and ongoing	(L)Activity Funds, (L)Attendance awards	Formative - 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) (NCLB: 4)	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) (NCLB: 4)	Assistant Principal(s), Counselor(s)	Annually	(S)Student Code of Conduct	decreased discipline referrals, PEIMS discipline data, student survey

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**Goal 2.** During the 2016-2017 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 2017, increase student compliance with code of conduct as measured by a 5% decrease in the number of discipline referrals and provide training for restorative 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) (NCLB: 4)	Assistant Principal(s), Counselor(s), Principal(s), Teacher(s)	August-May	(L)Teacher Newsletters, (O)Internet sites, (S)Student Code of Conduct	website viewing
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) (NCLB: 4)	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 CHAMPs program. (Target Group: All) (NCLB: 4)	Assistant Principal(s), Counselor(s), Principal(s), Teacher(s)	Annually	(S)Local Funds, (S)Student Code of Conduct	decreased behavior referrals
4. Provide incentives for students who are on behavior intervention plans. (Target Group: All) (NCLB: 4)	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 "Cub Clubs" program to create student confidence in special hobbies. (Target Group: All)	Assistant Principal(s), Principal(s), Teacher(s)	Weekly	(L)Activity Funds, (S)Student Code of Conduct	Formative - decreased discipline referrals
6. Monitor, address, and modify inappropriate behavior. Use CPI and PBIS teams. (Target Group: All) (NCLB: 4)	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.

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**Goal 2.** During the 2016-2017 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 2016-2017 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 Semester	(L)Activity Funds, (L)Attendance awards, (L)Attendance reports, (S)Local Funds	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 Week and 6 Weeks	(L)Activity Funds, (L)Attendance awards, (L)Attendance reports	Formative - Increased Attendance Rates

# SPRING HILL INTERMEDIATE

**Goal 2.** During the 2016-2017 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	Staff call logs and documentation



# 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
1. Provide staff with access to technology for instructional preparation, instructional delivery, documentation of student progress, and increased productivity. (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	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)Technology staff development, (S)Interactive whiteboards, (S)Technology equipment/software	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. (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	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)Google Calendar, (L)School Announcement automated program, (L)Supplemental Materials, (L)Teacher Newsletters, (L)Technology staff development, (O)Internet sites	Staff development record, lesson plans
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, 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 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	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 IXL to identify student academic levels for interventions. (Title I SW: 9) (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	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

# SPRING HILL INTERMEDIATE

**Goal 4.** During the 2016-2017 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 and monitor visitor sign-in. (Target Group: All) (NCLB: 4)	Assistant Principal(s), Campus Secretaries, Principal(s)	August-May	(L)Attendance reports, (L)School Resource Officer, (S)Technology equipment/software	Locsl data from "Raptor" sign in system.
2. Provide parents with weekly classroom newsletters and updated web pages. Use Skylert Call-out system to inform parents. (Title I SW: 6) (Target Group: All)	Teacher(s)	Auguat-May	(L)School Announcement automated program, (L)Teacher Newsletters, (O)Internet sites	Increased Parent involvement, parent surveys
3. Send daily planners or use programs similar to Class Dojo, Bloomz, Remind 101 to enhance parent-school communication regarding work and conduct habits. (Title I SW: 6) (Title I TA: 7) (Target Group: All)	Teacher(s)	Daily, August-May	(L)Activity Funds	Formative - Increased parent communication
4. Provide book fairs and literacy involvement events to promote literacy in the home. (Title I SW: 6) (Target Group: All) (NCLB: 1,2)	Librarian(s), Principal(s)	Fall and Spring	(L)Activity Funds, (L)PTA	Formative - Calendar and Parent Night (Book Fair usually happens with Parent Night)
5. 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	Formative - Increased parent involvement, parent surveys
6. 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	Formative - Psrent survey, teacher documentation
7. 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

# SPRING HILL INTERMEDIATE

**Goal 4.** During the 2016-2017 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
8. Promote Red Ribbon Week to increase awareness of drug prevention in the community. (Target Group: All) (NCLB: 4)	Assistant Principal(s), Counselor(s), Principal(s)	October	(S)Local Funds	Positive feedback about Red Ribbon Week in Parent Surveys

# SPRING HILL INTERMEDIATE

**Goal 4.** During the 2016-2017 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: Cub Clubs, 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	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 2016-2017 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. 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	Formative - website viewing
2. 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	STAAR results and Local Assessments
3. 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) (NCLB: 5)	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
4. 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)	Counselor(s), Parent Volunteers, Principal(s), Teacher(s)	Annually and Ongoing	(L)Activity Funds, (L)Junior Achievement, (L)School Resource Officer, (S)Local Funds	Formative - Increased involvements for Career Day and Junior Achievement
5. 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. (Title I SW: 6) (Title I TA: 7) (Target Group: All)	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	Formative - Increased attendance at Parent Night events

# SPRING HILL INTERMEDIATE

- Goal 4.** During the 2016-2017 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
6. Spring Hill Intermediate will keep parents informed of all school activities and campus policies using the campus website as a main hub of information. (Title I SW: 6,10) (Target Group: All) (NCLB: 4)	Assistant Principal(s), Campus Secretaries, Core Subject Teachers, Counselor(s), Principal(s), Superintendent, Teacher(s)	August-May	(L)All In Learning, (L)Attendance reports, (L)Benchmark Tests, (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)School Announcement automated program, (L)Skyward Parent Portal, (L)Skyward Program, (O)Internet sites	Summative - Parent Surveys

# No Child Left Behind Performance Goals

*(These goals have not been updated by the U.S. Department of Education as of the 2016/2017 school year.)*

- Goal 1.** By 2013-2014, all students will reach high standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.
- Goal 2.** All limited English proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.
- Goal 3.** By 2005-2006, all students will be taught by highly qualified teachers.
- Goal 4.** All students will be educated in learning environments that are safe, drug-free, and conducive to learning.
- Goal 5.** All students will graduate from high school.



# SPRING HILL INTERMEDIATE Site Base

Name	Position
Alexander, Odette	Counselor
Bartell, Neely	3rd Grade Teacher
Doron, Amy	Principal
Florzykowski, Angela	Parent
Gibbons, Meagan	5th Grade Teacher
Jones, Karla	Intervention Paraprofessional
Linthicum, Kristi	Intervention Teacher
Mercer, Natalie	Assistant 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.

- Our 2016-2017 enrollment at the Intermediate has increased. Our largest grade level is 3rd Grade 174 students. Our total enrollment is 474 students as of September 12, 2016. This is 9 more students than we had at this time last year.
- 16.8 of our students are African American
- 19.8 of our students are Hispanic
- 77.2% of our students are White
- 7.8% of our students are American Indian
- 2.8 % of our students are Asian
- Very few students are part of a disciplinary placement. (no more than 1 per year)

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

- We have added additional sections in 3rd and 5th grades to keep class sizes at 22.
- We have purchased supplemental resources for reading
- We have provided additional training for ELA teachers in Writing Academy and Region VII small group instruction training

### 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.

- 39.4% (185 students) are considered "At-Risk"
- 47.02% (221 students) are considered "Economically Disadvantaged"

# Comprehensive Needs Assessment

## Demographics Weaknesses (Continued)

- 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.

## 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
- "Super 7 Days" beginning of the year camp was held for the first time this year. This camp was geared towards 3rd and 4th grade STAAR failures to help them acquire

# Comprehensive Needs Assessment

## Student Achievement Strengths (Continued)

missing skills prior to the new school year.

- Increase in 4th grade Writing scores on STAAR
- 5th grade Math and Reading scores in the 90's

## 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.
- 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.

## 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.

# Comprehensive Needs Assessment

## Student Achievement Summary (Continued)

We will 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.

We are currently implementing our summer ELA training and Fundamental Five instructional strategies, teachers and staff will help to lead students into success by formulating their instruction to be accessible for all. Furthermore, the campus schedule has time allotted each day for teacher directed tutorial time focused on academic growth for all students.

Subject: Mathematics Curriculum: Grade 03 Language: English Source: Admin Test Version: STAAR  
 Checkpoint 1 Criteria: Type: STAAR Tests: 4/14 MA 03 E Demographics: All Students Student Count: 148  
 Checkpoint 2 Criteria: Type: STAAR Tests: 4/15 MA 03 E Demographics: All Students Student Count: 156  
 Checkpoint 3 Criteria: Type: STAAR Tests: 5/16 MA 03 E Demographics: All Students Student Count: 137

Readiness Standards			
SE	Checkpoint		
	1	2	3
3.2(A)		72	72
3.2(D)		82	77
3.3(F)		63	60
3.3(H)		63	73
3.4(A)		66	57
3.4(K)		66	62
3.5(A)		63	55
3.5(B)		53	39
3.5(E)		60	55
3.6(A)		71	78
3.6(C)		52	63
3.7(B)		73	57
3.8(A)		80	73

Supporting Standards			
SE	Checkpoint		
	1	2	3
3.2(B)		37	43
3.2(C)			
3.3(A)		94	93
3.3(B)			
3.3(C)			
3.3(D)			
3.3(E)		56	65
3.3(G)			
3.4(B)		70	66
3.4(C)		83	77
3.4(D)			
3.4(E)		57	57
3.4(F)			
3.4(G)		68	66
3.4(H)		83	75
3.4(I)		67	63
3.4(J)		87	75
3.5(C)			
3.5(D)		90	89
3.6(B)			77
3.6(D)		38	55
3.6(E)			
3.7(A)			
3.7(C)		57	48
3.7(D)		76	80
3.7(E)			
3.8(B)		47	55
3.9(A)		57	55
3.9(B)			
3.9(D)		59	72
3.9(E)			

Process Standards			
SE	Checkpoint		
	1	2	3
3.1(A)		66	63
3.1(B)		66	64
3.1(C)		75	74
3.1(D)		68	63
3.1(E)		67	68
3.1(F)		67	64
3.1(G)		63	67

Non-Tested Standards			
SE	Checkpoint		
	1	2	3
3.9(C)			
3.9(F)			

**bolded** Process SEs - highly tested on STAAR™

# Heat Map by Standard Type and Genre for SPRING HILL INTERMEDIATE

Subject: Reading/ELA Curriculum: Grade 03 Language: English Source: Admin Test Version: STAAR  
 Checkpoint 1 Criteria: Type: STAAR Tests: 4/14 RE 03 E Demographics: All Students Student Count: 147  
 Checkpoint 2 Criteria: Type: STAAR Tests: 4/15 RE 03 E Demographics: All Students Student Count: 156  
 Checkpoint 3 Criteria: Type: STAAR Tests: 5/16 RE 03 E Demographics: All Students Student Count: 137

Genre	Readiness Standards				Supporting Standards			
	SE	Checkpoint			SE	Checkpoint		
		1	2	3		1	2	3
Across Genres	3.4(A)	N/T	55	80	3.4(C)	80	94	72
	3.4(B)	80	70	68				
Fiction	3.8(A)	83	72	66				
	3.8(B)	83	71	84				
Expository	3.13(A)	70	70	72				
	3.13(B)	65	76	66				
	3.13(C)	80	82	72				
	3.13(D)	80	72	54				
Poetry					3.6(A)	16	78	45
Drama								
Literary Nonfiction					3.9 [2]	N/T	N/T	N/T
Literary Media								
Across Literary					3.2(B)	84	90	73
					3.5(A)	N/T	44	94
					3.10(A)	58	60	71
					3.16	N/T	N/T	80
Persuasive								
Procedural								
Informational Media								
Across Informational					3.15(B)	80	N/T	N/T

Figure 19				
SE	Genre	Checkpoint		
		1	2	3
3.8.Fig19(D)	Fiction	75	72	72
3.13.Fig19(D)	Expository	N/T	N/T	N/T
3.6.Fig19(D)	Poetry	88	75	75
3.9.Fig19(D)	Literary Nonfiction	82	68	59
3.5.Fig19(D)	Across Literary	83	74	60
3.10.Fig19(D)	Across Literary	N/T	74	77
3.12.Fig19(D)	Across Informational	56	76	66
3.15.Fig19(D)	Across Informational	N/T	78	N/T
3.16.Fig19(D)	Across Informational	76	64	67
Across All Fig19D		76	72	68
3.8.Fig19(E)	Fiction	43	58	N/T
3.13.Fig19(E)	Expository	64	40	61
3.6.Fig19(E)	Poetry	74	N/T	N/T
3.9.Fig19(E)	Literary Nonfiction	N/T	N/T	N/T
3.5.Fig19(E)	Across Literary	N/T	N/T	N/T
3.10.Fig19(E)	Across Literary	N/T	N/T	N/T
3.16.Fig19(E)	Across Literary	N/T	N/T	N/T
Across All Fig19E		60	49	61

No Standard			
SE	Checkpoint		
	1	2	3

KEY Level of Concern		
Student Performance		
Moderate	% correct <=	65
High	% correct <=	55

Subject: Mathematics Curriculum: Grade 04 Language: English Source: Admin Test Version: STAAR  
 Checkpoint 1 Criteria: Type: STAAR Tests: 4/14 MA 04 E Demographics: All Students Student Count: 139  
 Checkpoint 2 Criteria: Type: STAAR Tests: 4/15 MA 04 E Demographics: All Students Student Count: 149  
 Checkpoint 3 Criteria: Type: STAAR Tests: 5/16 MA 04 E Demographics: All Students Student Count: 152

Readiness Standards			
SE	Checkpoint		
	1	2	3
4.2(B)		74	88
4.2(G)		84	76
4.3(D)		83	86
4.3(E)		57	60
4.4(A)		56	60
4.4(H)		44	50
4.5(A)		55	61
4.5(B)		76	79
4.5(D)		45	51
4.6(D)		52	49
4.7(C)		42	73
4.8(C)		32	34
4.9(A)		89	89

Supporting Standards			
SE	Checkpoint		
	1	2	3
4.2(A)			
4.2(C)		88	89
4.2(D)			
4.2(E)		64	57
4.2(F)		59	63
4.2(H)		84	86
4.3(A)		67	71
4.3(B)			
4.3(C)			
4.3(F)			
4.3(G)			
4.4(B)		82	84
4.4(C)			
4.4(D)		74	79
4.4(E)			
4.4(F)		79	82
4.4(G)		81	75
4.6(A)		34	40
4.6(B)		86	78
4.6(C)		72	84
4.7(D)			
4.7(E)		54	70
4.8(A)		72	74
4.8(B)		31	49
4.9(B)		13	23
4.10(A)		48	55
4.10(B)		41	49
4.10(E)			

Process Standards			
SE	Checkpoint		
	1	2	3
4.1(A)		59	63
4.1(B)		61	66
4.1(C)		46	56
4.1(D)		72	75
4.1(E)		62	67
4.1(F)		61	65
4.1(G)		65	71

Non-Tested Standards			
SE	Checkpoint		
	1	2	3
4.5(C)			
4.7(A)			
4.7(B)			
4.10(C)			
4.10(D)			

**bolded** Process SEs - highly tested on STAAR™



# Heat Map by Standard Type and Genre for SPRING HILL INTERMEDIATE

Subject: Reading/ELA Curriculum: Grade 04 Language: English Source: Admin Test Version: STAAR  
 Checkpoint 1 Criteria: Type: STAAR Tests: 4/14 RE 04 E Demographics: All Students Student Count: 139  
 Checkpoint 2 Criteria: Type: STAAR Tests: 4/15 RE 04 E Demographics: All Students Student Count: 149  
 Checkpoint 3 Criteria: Type: STAAR Tests: 5/16 RE 04 E Demographics: All Students Student Count: 151

Genre	Readiness Standards				Supporting Standards			
	SE	Checkpoint			SE	Checkpoint		
		1	2	3		1	2	3
Across Genres	4.2(A)	78	78	87				
	4.2(B)	76	68	82				
	4.2(E)	94	N/T	82				
Fiction	4.6(A)	68	63	72	4.6(C)	N/T	79	N/T
	4.6(B)	80	83	60				
Expository	4.11(A)	63	62	72	4.11(B)	N/T	93	85
	4.11(C)	86	69	74				
	4.11(D)	85	66	79				
Poetry					4.4(A)	78	N/T	69
Drama					4.5(A)	N/T	N/T	56
Literary Nonfiction					4.7(A)	N/T	N/T	N/T
Literary Media								
Across Literary					4.3(A)	N/T	N/T	N/T
					4.3(B)	N/T	N/T	N/T
					4.8(A)	N/T	N/T	66
					4.14 [2]	N/T	N/T	N/T
Persuasive								
Procedural								
Informational Media								
Across Informational					4.14 [3]	N/T	N/T	N/T
					4.13(A)	N/T	N/T	N/T
					4.13(B)	N/T	N/T	N/T

Figure 19				
SE	Genre	Checkpoint		
		1	2	3
4.6.Fig19(D)	Fiction	66	79	N/T
4.11.Fig19(D)	Expository	72	70	66
4.14.Fig19(D)	Expository	66	69	N/T
4.4.Fig19(D)	Poetry	64	72	76
4.5.Fig19(D)	Drama	74	N/T	71
4.7.Fig19(D)	Literary Nonfiction	N/T	65	N/T
4.3.Fig19(D)	Across Literary	78	62	74
4.8.Fig19(D)	Across Literary	N/T	68	N/T
4.10.Fig19(D)	Across Informational	62	69	49
Across All Fig19D		69	69	67
4.6.Fig19(E)	Fiction	N/T	83	67
4.11.Fig19(E)	Expository	61	54	62
4.14.Fig19(E)	Expository	N/T	N/T	N/T
4.4.Fig19(E)	Poetry	N/T	N/T	N/T
4.5.Fig19(E)	Drama	69	N/T	N/T
4.7.Fig19(E)	Literary Nonfiction	N/T	N/T	N/T
4.3.Fig19(E)	Across Literary	N/T	N/T	N/T
4.8.Fig19(E)	Across Literary	N/T	N/T	N/T
Across All Fig19E		65	68	65
4.Fig19(F)	Across Genres	64	59	77
Across All Fig19F		64	59	77

No Standard				
SE	Checkpoint			
	1	2	3	

KEY Level of Concern		
Student Performance		
Moderate	% correct <=	65
High	% correct <=	55

Subject: Writing Curriculum: Grade 04 Language: English Source: Admin Test Version: STAAR  
 Checkpoint 1 Criteria: Type: STAAR Tests: 4/14 WR 04 E Demographics: All Students Student Count: 142  
 Checkpoint 2 Criteria: Type: STAAR Tests: 4/15 WR 04 E Demographics: All Students Student Count: 152  
 Checkpoint 3 Criteria: Type: STAAR Tests: 5/16 WR 04 E Demographics: All Students Student Count: 156

Reporting Category	Readiness Standards				Supporting Standards			
	SE	Checkpoint			SE	Checkpoint		
		1	2	3		1	2	3
RC1 - Composition	4.15(B)	Embedded Writing Processes						
	4.17(A)							
	4.17(A)-PN*	41	34	15				
	4.18(A)-EX*	28	26	0				
RC2 - Revision	4.15(C)	73	65	71				
	4.18(A)	50	68	N/T				
RC3 - Editing	4.15(D)	62	68	83	4.20(C)	85	N/T	N/T
	4.20(A)	N/T	60	87	4.22(B)	N/T	60	N/T
	4.20(B)	66	68	46	4.22(C)	65	57	78
	4.21(B)	N/T	N/T	N/T	4.22(D)	N/T	N/T	78
	4.21(C)	56	82	78				
	4.22(A)	90	N/T	80				

\* EX-Expository, PN-Personal Narrative, PE-Persuasive

KEY Level of Concern		
Student Performance		
Moderate	% correct <=	65
High	% correct <=	55

Subject: Science Curriculum: Grade 05 Language: English Source: Admin Test Version: STAAR  
 Checkpoint 1 Criteria: Type: STAAR Tests: 4/14 SC 05 E Demographics: All Students Student Count: 119  
 Checkpoint 2 Criteria: Type: STAAR Tests: 4/15 SC 05 E Demographics: All Students Student Count: 146  
 Checkpoint 3 Criteria: Type: STAAR Tests: 5/16 SC 05 E Demographics: All Students Student Count: 145

Readiness Standards			
SE	Checkpoint		
	1	2	3
5.5(A)	73	67	66
5.6(A)	77	72	69
5.6(B)	82	71	70
5.6(C)	79	75	68
5.7(A)	67	76	71
5.7(B)	49	66	49
5.7(C)	86	74	66
5.8(C)	77	65	83
5.9(A)	76	66	69
5.9(B)	72	69	60
5.10(A)	69	74	73
5.10(B)	83	66	65

Supporting Standards			
SE	Checkpoint		
	1	2	3
3.5(C)	87	80	82
3.6(B)	81	82	72
3.7(B)		51	79
3.8(D)	80		65
3.9(A)	57	80	82
3.10(C)		70	91
4.7(A)	55		
4.7(C)		68	39
4.8(A)		68	
4.8(B)			66
4.8(C)			
5.5(B)	92	85	83
5.5(C)	74	71	
5.5(D)	66	72	70
5.6(D)	70	44	85
5.7(D)			
5.8(A)	78		68
5.8(B)	73		82
5.8(D)		57	
5.9(C)	83	60	70
5.9(D)	90	88	62
5.10(C)	55	66	55

Process Standards			
SE	Checkpoint		
	1	2	3
5.1(A)	69		
5.1(B)			
<b>5.2(A)</b>	53	44	85
5.2(B)	74	72	82
5.2(C)	68	74	58
<b>5.2(D)</b>	76	67	71
5.2(E)			
5.2(F)	77		
5.2(G)		54	76
5.3(A)		76	91
5.3(B)			67
<b>5.3(C)</b>	88	73	62
5.3(D)			
<b>5.4(A)</b>	72	68	55
5.4(B)			

**bolded** Process SEs - highly tested on STAAR™

# Comprehensive Needs Assessment

## School Culture and Climate

### School Culture and Climate Strengths

- 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 2016 our campus showed a large increase in teacher retention, thus helping to strengthen the overall campus program.
- Inception of the "Cub Clubs" program is designed to help students build healthy relationships with each other and staff. When confidence is fostered among students the effort put forth on academics increases.

### 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

# Comprehensive Needs Assessment

## Family and Community Involvement Strengths

We have several opportunities for families to visit our School:

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
- New for 2016: Clubs for students to learn about their interests

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.

## 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

We have 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.

## Family and Community Involvement Summary

# Comprehensive Needs Assessment

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.

### Technology Weaknesses

There are currently only 30 ipads and 30 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!

# 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)).