

SPRING HILL PRIMARY

Campus Improvement Plan

2018/2019

Proud Past-Promising Future



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SPRING HILL PRIMARY

Mission

A place to be loved, respected and educated.

Vision

Spring Hill Primary will provide a secure and loving environment that ensures all students will become problem solvers, lifelong learners, and productive members of society, positively impacting the future.

Nondiscrimination Notice

SPRING HILL PRIMARY 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 PRIMARY

- Goal 1.** Spring Hill Primary will encourage and challenge students to meet their full potential and be on or above grade level in math, writing, and reading by the end of the 2018-19 school year.
- Objective 1.** Spring Hill Primary will offer all students a challenging and high quality curriculum and will provide an effective delivery system to ensure 90% of all students are on grade level in math, writing, and reading by the end of each academic year.
 - Objective 2.** Staff development will be aligned with the learning needs of our students to increase achievement.
- Goal 2.** Spring Hill Primary will take necessary steps to improve student attendance.
- Objective 1.** Spring Hill Primary will strive for 97% attendance or above.
- Goal 3.** Spring Hill Primary will set well defined behavioral standards to create a safe learning environment based upon high expectations.
- Objective 1.** A safe, orderly environment will be provided for staff and students. Successful student behavior will be rewarded.
- Goal 4.** Spring Hill Primary will foster positive community, parent, teacher, and student communications and relationships.
- Objective 1.** Spring Hill Primary will provide a welcoming atmosphere for parents and community. All aspects of the school will be effectively communicated.
 - Objective 2.** Spring Hill Primary staff will keep parents informed about upcoming events throughout the school year.
 - Objective 3.** Opportunities will be provided throughout the year for parents to volunteer and be involved in activities at Spring Hill Primary.

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Objective 1. Spring Hill Primary will offer all students a challenging and high quality curriculum and will provide an effective delivery system to ensure 90% of all students are on grade level in math, writing, and reading by the end of each academic year.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>1. The site base team (composed of educators, parents, community members, and business representatives) will meet throughout the year to discuss needs using a comprehensive needs assessment based on teacher and community input and create the campus improvement plan to create a vision for schoolwide reform. (Title I SW: 1,6) (Target Group: All) (CSFs: 1,5)</p>	<p>Assistant Principal(s), Principal(s), Teacher(s)</p>	<p>August 2018-May 2019</p>		<p>Summative - CNA data and Campus Improvement Plan</p>
<p>2. Instructional leaders will continue to use the TEKS Resource System and PreK guidelines to ensure vertical/horizontal alignment, research-based instructional strategies and aligned assessment to monitor student progress, including higher order thinking skills. (Title I SW: 1,3,7,8) (Target Group: All) (Strategic Priorities: 1,2) (CSFs: 1,2,4)</p>	<p>Core Subject Teachers, Dyslexia Teacher, ESL Coordinator, G/T Coordinator, Principal(s), Special Ed Teachers, Title I Teacher(s)</p>	<p>Aug 2018-May 2019</p>	<p>(F)IDEA Special Education, (F)Title I, (F)Title III Bilingual / ESL, (L)Activity Funds, (L)DMAC Reports, (L)TEKScore, (S)Istation, (S)Local Funds, (S)Region VII, (S)Released STAAR/EOC Tests, (S)TEKS Clarifications, (S)TEKS Resource System</p>	<p>Summative - Lesson plans PLC meetings T-TESS Walkthroughs T-TESS Evaluations Oral Language Tests TELPAS Results</p>
<p>3. Teachers will utilize available data to develop strategies to improve student achievement. (Title I SW: 8) (Target Group: All) (Strategic Priorities: 2) (CSFs: 1,2)</p>	<p>Assistant Principal(s), Counselor(s), Curriculum Director, Dyslexia Teacher, ESL Coordinator, Principal(s), Special Ed Teachers, Teacher(s), Title I Teacher(s)</p>	<p>August 2018-May 2019</p>	<p>(L)Common Assessments, (L)Student Academic Records, (L)TEKScore, (S)Released STAAR/EOC Tests</p>	<p>Summative - Assessment Data STAR tests Running Records DMAC reports I-Station Data Oral Language Tests TEPLAS results</p>
<p>4. Grade level teachers will continue using the RTI process and participate in RTI meetings to support students at risk. Teachers, counselor, and parents will meet when needed to support students referred by the student support team. (Title I SW: 9) (Target Group: All, AtRisk) (Strategic Priorities: 2) (CSFs: 1,2,4)</p>	<p>Assistant Principal(s), Counselor(s), Diagnostician(s), Dyslexia Teacher, ESL Coordinator, Principal(s), Professional Learning Communities, Special Ed Teachers, Speech Therapist(s), Student Support Team(s), Teacher(s), Title I Teacher(s)</p>	<p>End of each 9 weeks</p>	<p>(F)Title I, (L)Common Assessments, (L)DMAC Reports, (L)Dyslexia Materials, (L)Student Academic Records, (L)Student Support Teams, (L)TEKScore, (L)TPRI Reports</p>	<p>Summative - Student Academic records Teacher documentation Student Data Work samples Oral Language Tests TELPAS results</p>

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Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
5. Professional Learning Communities will continue to enable educators to work collaboratively to horizontally align curriculum to achieve the best results for students. (Target Group: All) (Strategic Priorities: 1,2) (CSFs: 1,2,3,4,6,7)	Assistant Principal(s), Counselor(s), Principal(s), Special Ed Teachers, Teacher(s), Title I Teacher(s)	August 2018-May 2019	(L)Curriculum Management Plan, (L)DMAC Reports, (L)PEIMS Reports, (L)PLC Building a Professional Learning Community , (L)Student Academic Records	Summative - Assessment Data PLC Effectiveness Teacher Survey in Spring 2018
6. Intervention classes will be provided to students who are below grade level. (Target Group: All) (Strategic Priorities: 2) (CSFs: 1,2,4)	Assistant Principal(s), Content Mastery Teachers, Core Subject Teachers, Counselor(s), Paraprofessional(s), Principal(s), Title I Teacher(s)	August 2018-May 2019	(F)Title I, (L)Benchmark Tests, (L)Leveled readers, (L)Literacy library, (L)Student Support Teams, (S)Istation, (S)Local Funds, (S)TEKS Resource System	Summative - Participation records Assessment Data
7. Campus administrators will provide professional development opportunities for teachers to improve the academic performance of at-risk students. (Target Group: All, AtRisk, K, 1st, 2nd) (Strategic Priorities: 2) (CSFs: 1,2)	Curriculum Director, Principal(s), Professional Learning Communities, Teacher(s)	August 2018-May 2019	(L)PLC Staff Development , (L)PTA, (L)Spring Hill Education Foundation Funds, (L)Technology staff development, (S)Local Funds, (S)Region VII	Summative - Workshop certificates, T-Tess, Student academic records
8. All teachers are encouraged to obtain ESL certification. (Title I SW: 3) (Target Group: H, ESL, LEP, M, F, PRE K, K, 1st, 2nd) (Strategic Priorities: 1,2) (CSFs: 7)	ESL Coordinator, LPAC Committee, Principal(s), Teacher(s)	August 2018-August 2019	(S)Local Funds, (S)Region VII	Summative - Certification on file
9. LEP students will be identified and supported with certified ESL teachers. (Title I SW: 3,9) (Target Group: All, H, ESL, LEP, PRE K, K, 1st, 2nd) (Strategic Priorities: 1) (CSFs: 1,7)	Core Subject Teachers, ESL Coordinator, LPAC Committee, Principal(s)	August 2018-May 2019	(F)Title III Bilingual / ESL, (S)Language survey	Summative - Teacher certification reports Student assessment data Oral Language Tests
10. Administrators will observe instruction and student engagement through regular walk-throughs and T-TESS Evaluations. (Title I SW: 3) (Target Group: All)	Assistant Principal(s), Principal(s)	September 2018-April 2019	(L)DMAC Reports	Summative - Walk-through documentation DMAC reports T-Tess
11. IStation will be used to identify and serve students who are at risk for having reading difficulties. (Title I SW: 9) (Target Group: All)	Core Subject Teachers	Monthly	(S)Istation, (S)Local Funds	Summative - DMAC reports

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Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
12. Summer school will be provided as needed for students recommended by teachers. (Title I SW: 9) (Target Group: AtRisk)	Counselor(s), Principal(s), Teacher(s)	Summer 2019	(F)Title I, (F)Title III Bilingual / ESL	Summative - Attendance records Teacher observation
13. Student performance will be showcased during Fabulous Friday. (Title I SW: 6) (Target Group: All)	Assistant Principal(s), Counselor(s), Principal(s), Teacher(s)	Fall 2018-Spring 2019	(S)Local Funds	Summative - Teacher and parent feedback

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- Objective 2.** Staff development will be aligned with the learning needs of our students to increase achievement.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Teachers will be provided staff development through Region VII, District Staff Development days, and weekly PLCs. (Target Group: All) (Strategic Priorities: 1,2,3,4) (CSFs: 1,2,3,4,5,6,7)	Curriculum Director, Director of Technology, District Testing Coordinator, Principal(s), Professional Learning Communities, Region VII, Teacher(s)	2018-19	(L)PLC Building a Professional Learning Community , (L)PLC Staff Development , (L)Technology staff development, (L)The Fundamental 5 Formula for Quality Instruction , (S)Region VII, (S)TEKS Resource System	Summative - Teacher Feedback Region VII evaluations
2. Our Campus Needs Assessment will be based on STAAR Ready Expectations from vertical alignment data with 3rd grade. (Title I SW: 8) (Target Group: All, AtRisk) (Strategic Priorities: 2) (CSFs: 1,2)	Principal(s), Teacher(s)	August 2018-May 2019		Summative - EOY assessment data from 2nd Grade and 3rd Grade
3. Analyze individual student work to determine appropriate intervention and timely assistance through the RTI process. (Title I SW: 9) (Target Group: AtRisk, Dys, 504) (Strategic Priorities: 2) (CSFs: 1)	Counselor(s), Dyslexia Teacher, Principal(s), Teacher(s), Title I Teacher(s)	August 2018-May 2019	(F)Title I, (L)Dyslexia Materials	Summative - RTI documentation

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Goal 2. Spring Hill Primary will take necessary steps to improve student attendance.

Objective 1. Spring Hill Primary will strive for 97% attendance or above.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. All staff will motivate students to work toward a campus attendance goal of 97%. Parents will be called when students are absent. (Title I SW: 6) (Target Group: All) (Strategic Priorities: 3) (CSFs: 1,5,6)	Assistant Principal(s), Counselor(s), Principal(s), Teacher(s)	Aug. 2018-May 2019	(L)Attendance awards, (L)Attendance reports, (L)Attendance trophies, (L)Skyward Program, (L)Student Support Teams	Summative - Attendance Records
2. Classes with highest attendance percentages will be presented with a trophy each week at Fabulous Friday. (Title I SW: 6) (Target Group: All) (CSFs: 1,5,6)	Assistant Principal(s), Principal(s), Teacher(s)	Sept. 2018-May 2019	(L)Activity Funds, (L)Attendance awards, (L)Attendance reports, (L)Attendance trophies, (O)Donations	Summative - Attendance Reports

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Goal 3. Spring Hill Primary will set well defined behavioral standards to create a safe learning environment based upon high expectations.

Objective 1. A safe, orderly environment will be provided for staff and students. Successful student behavior will be rewarded.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. The Student Code of Conduct and Handbook will be assessed, revised, and enforced consistently. (Target Group: All)	Assistant Principal(s), Counselor(s), Principal(s), Teacher(s)	Summer 2018-Spring 2019	(S)Student Code of Conduct, (S)Texas Association of School Boards	Summative - Administrative review of drafts and board adoptions
2. All campus emergency procedures and drills will be practiced and reviewed. (Target Group: All)	Assistant Principal(s), Principal(s), Teacher(s)	Monthly/2018-2019 School Year	(S)Local Funds	Summative - Texas Fire Drill Annual Report
3. All instructors will communicate and implement the OLWEUS Bullying policy. Procedures will be sent home with each child in the fall. (Title I SW: 6) (Target Group: All) (CSFs: 5,6)	Assistant Principal(s), Counselor(s), Principal(s), Teacher(s)	Fall 2018-Spring 2019	(L)Law Officials, (S)Local Funds	Summative - Bullying referrals Parent sign-off
4. Background checks will be required for all volunteers, including field trip sponsors. (Target Group: All) (CSFs: 5)	Assistant Principal(s), Principal(s), Secretary, Teacher(s)	August 2018-May 2019	(S)Local Funds	Summative - Deterrent for potential offenders, continuous report
5. Students will develop positive character traits through the Character Education program. (Target Group: All) (CSFs: 6)	Assistant Principal(s), Counselor(s), Principal(s), Teacher(s)	August 2018-May 2019	(L)Activity Funds, (O)Donations	Summative - Counselor observations Teacher Feedback Proud Panther Tickets
6. Students who use appropriate character traits will be recognized with Friday drawings of Panther Pride Tickets. (Title I SW: 6) (Target Group: All) (CSFs: 6)	Assistant Principal(s), Counselor(s), Principal(s), Teacher(s)	August 2018-May 2019	(L)Activity Funds	Summative - List of students recognized at Fabulous Friday
7. Discipline data will be used to identify problem areas, and the campus discipline plan will be used to address these areas. (Target Group: All) (CSFs: 6)	Assistant Principal(s), Counselor(s), Paraprofessional(s), Principal(s), Teacher(s)	August 2018-May 2019	(L)Activity Funds, (L)Skyward Program	Summative - Evaluation of discipline data
8. Appropriate staff will be trained in Crisis Prevention Intervention. (Title I SW: 4) (Target Group: All, SPED) (CSFs: 6)	Assistant Principal(s), Core Subject Teachers, Counselor(s), Paraprofessional(s), Principal(s), Special Ed Teachers, Teacher(s)	September 19, 2018 & October 3, 2018	(F)IDEA Special Education, (L)Gregg County Shared Services Arrangement	Summative - CPI Certification Cards
9. A Student of the Month will be recognized at the board meeting for outstanding performance. (Title I SW: 6) (Target Group: All) (CSFs: 5,6)	Assistant Principal(s), Principal(s), Superintendent, Teacher(s)	Monthly/August 2018-May 2019	(L)Activity Funds	Summative - List of students recognized for 2017-18

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Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
10. Implement Restorative Discipline Practices. (Target Group: All) (CSFs: 4,6)	Assistant Principal(s), Counselor(s), Teacher(s)	August 2018-May 2019		Formative - Discipline referrals
11. Junior High Leadership students will mentor Spring Hill Primary students. (Target Group: All) (CSFs: 5,6)	Assistant Principal(s), Teacher(s)	September 2018-May 2019	(L)Activity Funds	Formative - Feedback by students throughout the year after each visit.

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Goal 4. Spring Hill Primary will foster positive community, parent, teacher, and student communications and relationships.

Objective 1. Spring Hill Primary will provide a welcoming atmosphere for parents and community. All aspects of the school will be effectively communicated.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Daily folders, newsletters, e-mails, webpages and DOJO will be used for frequent communication with parents. (Title I SW: 6) (Target Group: All) (CSFs: 6)	Core Subject Teachers, Principal(s), Special Ed Teachers, Teacher(s)	August 2018 - May 2019	(L)District Facebook, (L)District Twitter, (L)District Website, (L)Google Calendar, (L)Principals' Messages/Updates, (L)Teacher Newsletters, (O)Internet sites	Summative - Teacher/campus documentation
2. Local media will be contacted about events on campus. (Title I SW: 6) (Target Group: All) (CSFs: 5)	Assistant Principal(s), Campus Secretaries, Counselor(s), Principal(s), Teacher(s)	August 2018-May 2019	(L)Local newspapers, (L)TV Stations	Summative - Newspaper clippings, Record of television reports
3. Parent/teacher conferences will be held at least twice a year. Parent/teacher/counselor conferences will be held as needed. (Title I SW: 6) (Target Group: All) (CSFs: 1,3,5)	Core Subject Teachers, Counselor(s)	August 2018 - May 2019	(F)Title I, (L)Benchmark Tests, (L)Common Assessments, (L)DMAC Reports, (L)Student Academic Records, (L)TEKScore	Summative - Sign-in sheets Conference Documentation
4. The SHISD Education Foundation and PTA will be utilized to fund campus/teacher grants to enhance instructional programs. (Title I SW: 10) (Target Group: All)	Principal(s), PTA, Teacher(s)	August 2018-May 2019	(L)PTA, (L)Spring Hill Education Foundation Funds	Summative - Report of grants received
5. Staff will encourage PTA participation from parents and faculty. (Title I SW: 6) (Target Group: All) (CSFs: 5)	Parent Volunteers, Principal(s), PTA, Teacher(s)	August 2018-May 2019	(L)PTA	Summative - Membership data
6. Spring Hill Primary Title I Compact will be distributed to all parents at the beginning of the year. (Title I SW: 6) (Target Group: All, AtRisk) (Strategic Priorities: 2) (CSFs: 1,2,4)	Curriculum Director, Principal(s), Teacher(s), Title I Teacher(s)	Fall 2018	(F)Title I	Summative - Parent feedback Sign In Sheets from Open House Sign In Sheets from Title Parent Meeting 9/21/2017
7. Parents will be invited to attend an intervention class to observe their child's instruction. Parents will also be invited to attend an informational parent meeting. (Title I SW: 6) (Target Group: All, AtRisk) (Strategic Priorities: 2) (CSFs: 1,5)	Curriculum Director, Principal(s), Title I Teacher(s)	Fall 2018/Spring 2019	(F)Title I	Summative - Sign-in sheets

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Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
8. A local school health advisory council (SHAC) will ensure local community values are reflected in the district's health education instruction. (Title I SW: 6,10) (Target Group: All) (CSFs: 5)	Counselor(s), Curriculum Director, Parent Volunteers, Principal(s), Superintendent, Teacher(s)	August 2018-May 2019	(F)Title IV Safe and Drug Free	Summative - SHAC Committee Meeting Minutes and Agendas
9. Opportunities will be provided for parents to visit the school during Public School week. (Title I SW: 6) (Target Group: All) (CSFs: 5)	Assistant Principal(s), Counselor(s), Principal(s), Teacher(s)	March 2019	(L)Activity Funds	Summative - Parent feedback
10. Awards programs will be presented at the end of the year to celebrate student successes. (Target Group: All) (CSFs: 5)	Assistant Principal(s), Core Subject Teachers, Counselor(s), Principal(s)	May 2019	(L)Activity Funds, (S)Local Funds	Summative - Teacher observation and parent feedback
11. Parents will be notified of student progress for Pre-K every 18 weeks and for Kindergarten, First Grade and Second Grade every 9 weeks. (Title I SW: 6) (Target Group: All) (Strategic Priorities: 2) (CSFs: 1,2)	Assistant Principal(s), Campus Secretaries, Principal(s), Teacher(s)	August 2018-May 2019	(L)Skyward Program	Summative - Progress Reports and Report Cards
12. Students will take part in Red Ribbon Week activities to increase awareness of the dangers of drug use. An anti-bullying campaign will also be promoted during Red Ribbon Week. (Target Group: All) (CSFs: 5,6)	Counselor(s), Principal(s), Teacher(s)	October 2018	(L)Activity Funds, (L)SafeSchools Training Program	Summative - Teacher observation, student feedback, parent feedback

SPRING HILL PRIMARY

Goal 4. Spring Hill Primary will foster positive community, parent, teacher, and student communications and relationships.

Objective 2. Spring Hill Primary staff will keep parents informed about upcoming events throughout the school year.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Class Dojo will be used by all staff members to communicate with parents. (Title I SW: 6) (Target Group: All) (CSFs: 5,6)	Teacher(s)	2018-19	(L)Technology staff development	Summative - Class Dojo Summative Report for the year
2. Primary will participate in sharing events on the campus website, teacher websites, class newsletters, district calendar, principal's Smore, and notes home to notify parents in a variety of ways. (Title I SW: 6) (Target Group: All) (CSFs: 5)	Assistant Principal(s), Counselor(s), Principal(s), Teacher(s)	August 2018-May 2019	(L)Principals' Messages/Updates, (L)PTA, (L)Teacher Newsletters	Summative - Check websites throughout the year Copies of notes sent out

SPRING HILL PRIMARY

Goal 4. Spring Hill Primary will foster positive community, parent, teacher, and student communications and relationships.

Objective 3. Opportunities will be provided throughout the year for parents to volunteer and be involved in activities at Spring Hill Primary.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Volunteers will present the Junior Achievement program to second grade classes. (Title I SW: 6) (Target Group: 2nd) (Strategic Priorities: 3) (CSFs: 5)	Parent Volunteers, Principal(s), Teacher(s)	Spring 2019	(L)Junior Achievement, (O)Donations	Summative - Teacher observation Junior Achievement records
2. Parent/community involvement in school activities/events will be promoted. (Title I SW: 6) (Target Group: All) (CSFs: 5)	Core Subject Teachers, Instructional Technologist, Principal(s), Secretary	August 2018-May 2019	(L)District Facebook, (L)District Website, (L)Local newspapers, (L)Panther Night Out, (L)Principals' Messages/Updates, (L)Student Programs/Open House, (L)Teacher Newsletters, (O)Internet sites	Summative - Sign-in sheets Volunteer Applications HB 5 Survey
3. Spring Hill Primary will coordinate resources such as human, organizational, funding, facility, etc. to positively impact the learning experience for all students. (Title I SW: 10) (Target Group: All) (CSFs: 1)	Assistant Principal(s), Business Manager, Counselor(s), Principal(s), Special Ed Teachers, Teacher(s), Title I Teacher(s)	August 2018-May 2019	(F)IDEA Special Education, (F)Title I, (F)Title III Bilingual / ESL, (L)Dyslexia Materials, (L)G/T Funds	Summative - End of Year evaluation of programs offered at Spring Hill Primary

SPRING HILL PRIMARY Site Base

Name	Position
Beall, Linsey 2017-2020	Parent
Bolt, Sherry 2016-2019	Non-grade level professional
Burrows, Lupita 2016-2019	First grade
Cameron, Autumn 2017-2020	Kindergarten
Chapman, Renee 2016-2019	Kindergarten
Colbert, Francine 2017-2020	Paraprofessional
Doron, Amy	Counselor
Fiscus, Torrie 2017-2020	Title I
Korando, Kandie 2017-2020	Parent
Mccutcheon, Andrea 2018-2021	Second grade
Orms, Stacy 2018-2021	First grade
Procell, Phillip 2017-2020	Community member
Smith, Christy 2016-2019	Second grade
Stanley, Kymberli 2017-2020	Parent
Turner, Deanna	Principal
Williams, Rianna	Assistant Principal

Comprehensive Needs Assessment

Demographics

Demographics Strengths

- Spring Hill ISD has a reputation of being family-oriented and for providing high quality opportunities for its students.
- Students are celebrated each Friday during our Fabulous Friday Assembly.
- Attendance rewards are given each week to the classes with the best attendance.
- Phone calls are made to those who are absent each day.
- Truancy Prevention Meetings are held with parents.

Demographics Weaknesses

- Mobility is still an issue with our families
- Our economically disadvantaged population is increasing each year

Demographics Needs

Recruit more male staff members.

Demographics Summary

Spring Hill Primary is an EE through 2nd grade campus in Spring Hill ISD. This campus improvement plan will focus on the 2018-2019 school year. The demographic information comes from of the 2016-17 TAPR Report. Enrollment data showed the following:

Student Demographics

Total Students: 513

Students by Grade:

Early Childhood Education: 4

Pre-Kindergarten: 49

Kindergarten: 157

Grade 1: 151

Comprehensive Needs Assessment

Demographics Summary (Continued)

Grade 2: 152

Ethnic Distribution:

African American: 82 16.0%

Hispanic: 91 17.7%

White: 296 57.7%

American Indian: 6 1.2%

Asian: 8 1.6%

Pacific Islander: 1 0.2%

Two or More Races: 29 5.7%

Mobility Rate(2015-16) 13.5%

Economically Disadvantaged: 275 53.6%

Non-Educationally Disadvantaged: 238 46.4%

English Language Learners (ELL):47 9.2%

Students w/ Disciplinary Placements (2015-2016):0

At-Risk: 147 28.7%

Comprehensive Needs Assessment

Demographics Summary (Continued)

Student Achievement

Student Achievement Strengths

Student achievement is reviewed by teachers and principals at Primary and Intermediate Campuses. We look at areas of strengths and weaknesses, so we can improve teaching methods in grades PreK-5.

Student Achievement Weaknesses

Finding time to meet with the Intermediate to discuss data and align curriculum standards is sometimes difficult.

Student Achievement Needs

We will continue to work with the Intermediate to gain a better understanding of strengths and weaknesses on STAAR.

School Culture and Climate

Comprehensive Needs Assessment

School Culture and Climate Strengths

Campus culture is a high priority at Spring Hill Primary. We strive to create a culture of respect and high expectations. Our campus has high expectations for academic achievement, behavior, and attendance.

Our attendance rate for 2015-16: 96.8%

School Culture and Climate Weaknesses

We have several students who are tardy or absent.

School Culture and Climate Needs

Teachers and staff will communicate the importance of attendance to students and parents.

School Culture and Climate Summary

We have a strong campus culture. We will continue to work on communicating with parents about the importance of attendance.

Staff Quality, Recruitment and Retention

Staff Quality, Recruitment and Retention Strengths

All teachers at Spring Hill Primary are highly qualified.

Paraprofessionals are certified through college hours or training through Region 7.

Out of 34 teachers, 5 hold their Masters.

Teachers by Ethnicity and Sex:

Comprehensive Needs Assessment

Staff Quality, Recruitment and Retention Strengths (Continued)

African American: 0.0
Hispanic: 1.0
White: 30.7
American Indian: 0.0
Asian: 0.0
Pacific Islander: 0.0
Two or More Races:0.0

Males: 0.0
Females: 30.7

Teachers by Years of Experience:

Beginning Teachers: 0.0
1-5 Years Experience: 7.0
6-10 Years Experience: 3.5
11-20 Years Experience: 14.2
Over 20 Years Experience: 7.0

Average Years Experience of Teachers: 14.4

Staff Quality, Recruitment and Retention Weaknesses

We need to recruit more minority and male teachers.

Comprehensive Needs Assessment

Staff Quality, Recruitment and Retention Needs

Recruit more minority, and male teachers and staff.

Staff Quality, Recruitment and Retention Summary

Overall, we have a strong, experienced staff.

Curriculum, Instruction and Assessment

Curriculum, Instruction and Assessment Strengths

Spring Hill Primary uses the TEKS Resource System as our curriculum.

Curriculum, Instruction and Assessment Weaknesses

We need to make sure that we are teaching with rigor and depth.

Curriculum, Instruction and Assessment Needs

We need to provide differentiation for all students.
We continue to look for an Academic Interventionist to strengthen our curriculum and teaching.

Curriculum, Instruction and Assessment Summary

We are teaching the state mandated curriculum and seeing success with our students achievement.

Comprehensive Needs Assessment

Family and Community Involvement

Family and Community Involvement Strengths

- What evidence exists that families and community members are involved in meaningful activities that support students' learning? What are the activities? Which parents and community members are involved? What trends and patterns do we observe? PTA, volunteers, Open House, Meet the Teacher, Hobby Day, Field Trips, lunch with your child
- How are families and the community members involved in school decisions? Site Base Committee, SHAC Committee, Clp Committee, DIP Committee
- What types of services are available to support families, community members, and students to encourage healthy family relationships? PTA, SHAC Committee
- What types of services are available to support students in special programs? What are the results? RTI, GT, dyslexia, ESL, Title I
- What types of community partnerships exist to support families and students? Junior Achievement, SRO, Education Foundation, PTA

Family and Community Involvement Weaknesses

- If families speak languages other than English, what are these languages? How does the school communicate in those languages? This is an area of weakness that we are working to address. We send letters translated in Spanish and provide translators when needed.

Family and Community Involvement Needs

We need to communicate more effectively with our ESL parents.

Family and Community Involvement Summary

Overall, Spring Hill Primary has a high level of family involvement.

School Context and Organization

School Context and Organization Strengths

Comprehensive Needs Assessment

Staff development is provided during the summer and prior to each new school year. We also provide on going staff development throughout the school year.

PLCs meet every Tuesday to plan and align curriculum.

School Context and Organization Weaknesses

Sometimes the staff development options at Region 7 are limited.

School Context and Organization Summary

Spring Hill Primary strives to help every child reach their full potential.

Technology

Technology Strengths

- We have 2 computer labs
- We have 3 iPad Carts.
- Each teacher has 1 mini iPad.
- Each class has an Elmo and projects.
- Each teacher has a laptop.
- We now have 4 Chromebook carts for 2nd grade.

We have a full time instructional technologist for Primary and Intermediate.

Technology Weaknesses

Our laptops for teachers are old and outdated.

Technology Needs

Comprehensive Needs Assessment

We need updated laptops for all teachers.

Technology Summary

Technology is improving at Spring Hill Primary. We will continue to make improvements.

Comprehensive Needs Assessment Data Sources

Community Demographics
Community Input
Disaggregated STAAR Data
Discipline Referrals
District Policies
Highly Qualified Staff
Istation
PEIMS Reports
Promotion/Retention Rates
Report Card Grades
Special Programs Evaluations
Staff Development
Summary of Student Progress (not taking STAAR)
Survey and Interviews of Students/Staff/Parents

Spring Hill Primary Schoolwide Title I Program

Schoolwide Program Plan

The Title I Schoolwide Program at Spring Hill Primary is designed to upgrade the Title I program on our campus. The primary goal is to ensure that all students, particularly those who are low-achieving, demonstrate proficient and advanced levels of achievement of the TEKS for their grade level. The emphasis of our schoolwide Title I program is on serving all students, improving all structures that support student learning, and combining resources, as allowed, to achieve a common goal.

Ten Schoolwide Components

1: Comprehensive Needs Assessment

A Comprehensive Needs Assessment has been developed for Spring Hill Primary which identifies the educational strengths and weaknesses in student performance, staff and curriculum objectives, parent and community involvement, and campus facilities.

2: Reform Strategies

Spring Hill Primary's Campus Needs Assessment indicates that we need to provide opportunities for all students to receive interventions in reading and math when needed to be successful on grade level TEKS.

3: Instruction by Highly Qualified Teachers

Spring Hill Primary hires only highly qualified teachers to serve our students in grades PreK-2nd.

4: High-Quality Professional Development

The needs identified in the Campus Needs Assessment have been analyzed, and professional development is planned as needed.

5: Strategies to Attract HQ Teachers

Spring Hill ISD attends college and ESC 7 job fairs to recruit highly qualified teachers.

6: Strategies to Increase Parental Involvement

Spring Hill Primary encourages parents to be part of PTA and our parent volunteer program. Parents are invited several times during the year to attend parent conferences, Title I meetings, open houses, and school activities.

7: Transition

In order to provide a seamless transition from PreK to Kindergarten, Spring Hill Primary's PreK teachers and Kindergarten teachers work together to align curriculum and goals. Our PreK teachers work closely with parents and help them understand the value and importance of our PreK program and experiences.

8: Teacher Decision-Making Regarding Assessments

Opportunities for teachers to plan together and create assessments are provided in the summer and on a weekly basis during PLCs and conference periods. Teachers use DMAC to input data and analyze reports in order to plan for future assessments and instruction.

9: Effective and Timely Assistance to Students

DMAC data and BOY, MOY, and EOY assessments are analyzed in order to determine which students need to receive intervention in reading and math. Parent conferences are held to discuss students progress.

10: Coordination and Integration of Federal, State, and Local Services and Programs

Title I funds are used to ensure the success of all of our students schoolwide. Leveled literacy libraries have been built as well as intervention resources available for use by all students and teachers.