

Caddo Mills Independent School District

Griffis Elementary

2017-2018 Campus Improvement Plan

Accountability Rating: Met Standard

Distinction Designations:

Academic Achievement in Reading/English Language Arts

Academic Achievement in Mathematics

Academic Achievement in Science

Top 25% Closing Performance Gaps

Postsecondary Readiness

Board Approval Date: October 13, 2015

Mission Statement

The staff of Kathryn Griffis Elementary believes that ALL students can learn. We believe that our school's purpose is to educate all students to high levels of academic performance while fostering positive growth in social/emotional behaviors and attitudes. We accept the responsibility to teach all students.

Vision

"GO" Griffis!

"GO" noun: 1. a try at something; 2. a successful accomplishment; verb 1. to move or proceed; 2. to be known; 3. to belong; 4. to work; be in harmony; 5. to fit around or into; 6. to develop, progress or proceed; 7. to come into action; 8. to contribute to an end result

Comprehensive Needs Assessment

Demographics

Demographics Summary

- Continue to obtain 100% of staff ESL certified
- Continue RTI strategies and interventionists utilized to help increase student growth
- Maintain and enrich a full day PreK program (Grant money was utilized to provide materials, full curriculum, and educational experiences through on-site learning or field trips.)
- Increase growth of ESL, At Risk and SPED populations through curriculum alignment and professional development
- Continue to offer summer school and after school tutoring.

Demographics Strengths

- 5th Grade STAAR Scores, sub populations performed well (5th grade Eco Dis scores increased in Reading from 81% to 94%)

Problem Statements Identifying Demographics Needs

Problem Statement 1: Continue to increase SPED student STAAR Scores through curriculum alignment and data analysis,

Problem Statement 2: Obtain 100% of staff ESL certified through sending staff to beneficial trainings through Region 10

Student Achievement

Student Achievement Summary

- Utilize interventionists to continue to support small group intervention for both math and reading, continue the student CARE Team process to set goals for student achievement, and continue to utilize RTI effectively each day
- Continue ICU program to provide students with materials and opportunity for reteach from an interventionist
- Continue the follow programs:
 - Region 10 ESL Test Training
 - Maintain RWG Program for 504, Dyslexia, and SPED Students
 - Committees to meet to align writing and reading curriculum
 - Frog Street whole curriculum kit and Assessment for Pre-Kindergarten
 - Tango Program and Training
 - Tutoring
 - Summer School

Student Achievement Strengths

- ESL pullout is available for ESL Students
- Literacy Rotations K-2
- CARE Team
- Math and Reading intervention for small group instruction
- ESL Parent Classes on Campus

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: Increase dyslexia students' STAAR scores and growth through continued intervention

Problem Statement 2: Continue to increase student comprehension and rigor in Reading by utilizing interventionists and balanced literacy rotations

Problem Statement 3: Continue to increase and monitor student data on students in Pre-K with aligned curriculum, Full day Pre-K program, and assessments. Utilize instruments to enhance instruction that were purchased with the Pre-K Grant

Problem Statement 4: Continue to grow 4th Grade Writing and 5th Grade Science STAAR Scores

Problem Statement 5: At Risk students who met the standard on Reading STAAR were at 70% in 2015 - 2016; Reading interventionists will be utilized to increase passing percentage to 75%.

School Culture and Climate

School Culture and Climate Summary

- Continue to hold grade level parent meetings
- Continue to have various theme days throughout the year where parents can participate and attend
- Continue to hold literacy training for early intervention for reading and math
- Continue to recognize staff achievements throughout the school year

School Culture and Climate Strengths

- The school implements a yearly theme throughout the school at the beginning of each school year
- Continue to communicate with school community through newsletters, social media, and school web pages
- Continue to welcome parents and community members to attend various events

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: The first parent literacy (make and take) night was funded through the Pre-K grant. If the grant is not continued, the campus will need to determine how we can continue to hold parent literacy training to increase parental involvement at home.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Continue to utilize the different components of T-TESS to monitor and grow instructional practices which leads to an increase in student achievement.

Staff Quality, Recruitment, and Retention Strengths

- 32 out of 33 staff members are ESL certified, attend Region 10 test training for those not certified
- All teachers met the district technology training requirement
- 28 teachers exceeded the district technology training requirement
- Sharon Wells Math and Staff Development
- Continue using iStation/Think Through Math to monitor student growth
- Send 4 teachers to the CAMT training to improve math instruction
- TCEA Tech Conference
- Utilize Region 10 for Staff Development
- TMEA Conference
- CAST Conference
- New Teacher Mentor Program
- TAPHERD Conference
- Hunt County Tech Camp
- STEM Conference
- Revolutionizing Learning
- TEPSA Convention

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: Continue to meet the district expectations for professional development and create trainings to share new material

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Continue to utilize:

- Study Island (5th Grade Science and 4th Grade Language Arts)
- Sharon Wells Math, grades 2 - 5
- Go Math, grades K and 1
- STAAR Practice Materials
- iStation
- Accelerated Reader
- Elementary Curriculum Director
- Think Through Math
- Frog Street Curriculum (PK)
- Library to enhance skills taught in the classroom

Curriculum, Instruction, and Assessment Strengths

- STAAR 5th Math 98%
- STAAR 5th Reading 93%
- TPRI and DRA data to monitor student growth in K-3
- ICU

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1: 12% of students in Kindergarten, 13% of students in 1st grade, and 13% of students in 2nd grade did not meet the district reading level expectations. Continue to increase on or above grade level reading and comprehension in K - 2 by utilizing interventionists, TPRI data and website tools.

Problem Statement 2: Continue to improve instruction by aligning ELAR curriculum

Problem Statement 3: Continue to enhance instruction and lesson plans by implementing a weekly focus, lesson plan expectations and question to refer to throughout the lesson, daily objectives posted

Problem Statement 4: Continue to use of Read, Write, Gold, integrate STEM activities, and continue to implement VEX into the technology and GT department to enhance student learning

Family and Community Involvement

Family and Community Involvement Summary

- Continue the parent training nights for early literacy
- Continue the ESL family connection take home games
- Continue the ESL parent class which increases parental involvement at home and at school
- Continue to increase the number of parent volunteers
- Continue to increase the number of active PTO members

Family and Community Involvement Strengths

- Active PTO
- Grade level parent meetings
- Clothing Caddo's Kids
- Boosterthon Fun Run and family attendance
- Appetite for Reading (summer reading program)
- Partner with local food pantry
- Campus-wide events (Music programs, Veteran's program, Volunteer Lunch, Senior Citizen Luncheon)

Problem Statements Identifying Family and Community Involvement Needs

Problem Statement 1: To increase the number of community members/parents to present various careers to students which increases student awareness

School Context and Organization

School Context and Organization Summary

- Continue to consistently plan and utilize curriculum between the two campuses to target all students
- Continue to hold Care Team meetings to set goals for struggling students
- Continue to align lesson plan expectations including: "I Can" statements and Big Questions to increase rigor
- Continue to work between elementary campuses to ensure all required TEKS are covered
- Continue to disaggregate data
- Continue to set goals for classroom instruction and alignment to increase student performance
- Continue to utilize all components of Eduphoria

School Context and Organization Strengths

- PLC planning between both elementary campuses
- Elementary Director continues to enhance alignment both vertically and horizontally

Problem Statements Identifying School Context and Organization Needs

Problem Statement 1: To improve writing alignment across the district

Technology

Technology Summary

- Continue to use Chrome Book Lab, 2 labs added during the last year
- Continue to utilize Integrate Team
- TCEA Convention
- Hunt County Tech Camp and District Tech Training
- Hunt County STEM Conference
- Revolutionizing Learning
- Code.org Training for Teachers

We will continue to implement STEM and Hour of Code into classes by adding the full time Technology Position to the campus to support both students and staff members.

Technology Strengths

The district continues to enhance instruction through the use of technology. New technology devices, applications and programs are sought to continuously improve daily instruction. The district continues to encourage teachers to learn how to skillfully implement technology through Professional Development and the Teachers Training Teachers model.

The following technology devices are utilized:

Promethean Boards

Short Throw Projectors

iPads

Student Computers

Projectors

Document Cameras

Integrate Team

Chrome books

Problem Statements Identifying Technology Needs

Problem Statement 1: Continue to maintain staff development and training for new ways to implement technology

Problem Statement 2: Many of the student computers are outdated and need repairs, continue to replace student computers with chrome books to increase availability for student use

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

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

Accountability Data

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

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- Progress of prior year STAAR failures
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student Success Initiative (SSI) data for Grades 5 and 8
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- SSI: Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Local benchmark or common assessments data
- Student failure and/or retention rates

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Number of students assigned to each special program, including analysis of academic achievement, race, ethnicity, gender, etc.
- Economically Disadvantaged / Non-economically disadvantaged performance and participation data

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

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Class size averages by grade and subject

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Highly qualified staff data
- Teacher/Student Ratio
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- PDAS and/or T-TESS

Parent/Community Data

- Parent surveys and/or other feedback
- Community surveys and/or other feedback

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Budgets/entitlements and expenditures data

Goals

Goal 1: The students in Caddo Mills ISD will demonstrate exemplary performance in English Language Arts, Reading, Mathematics, Science, Social Studies.

Performance Objective 1: Encourage and challenge all students to meet their full educational potential in the Gifted and Talented Program.

Evaluation Data Source(s) 1: Progress Reports

Report Cards

Benchmarks

STAAR Tests

Summative Evaluation 1:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>Critical Success Factors CSF 1</p> <p>1) - Plan and teach rigorous instruction which includes various STEM activities.</p>		GT Teacher	To increase all GT students educational performance (grades, STAAR results)				
Funding Sources: State GT 21 - 0.00							







Goal 1: The students in Caddo Mills ISD will demonstrate exemplary performance in English Language Arts, Reading, Mathematics, Science, Social Studies.

Performance Objective 2: Encourage Special Education students to reach their full educational potential through small group instruction and increase passing rates in all subjects.

Evaluation Data Source(s) 2: Progress Reports

- Report Cards
- Benchmark scores
- STAAR Scores
- IEP Goals
- ARD Meetings

Summative Evaluation 2:







Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>Critical Success Factors CSF 1 CSF 2</p> <p>1) Provide STAAR blueprints and TRS question STEMS to teachers, and provide students with rigorous, grade level instruction. Monitor student growth to further drive instruction.</p>	2, 9	SPED teachers, General Education teachers,	Increased nine week grades and Increased STAAR performance goals.				
<p>  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

Goal 1: The students in Caddo Mills ISD will demonstrate exemplary performance in English Language Arts, Reading, Mathematics, Science, Social Studies.

Performance Objective 3: Continue to provide a full day Pre-K instructional program for those who qualify

Evaluation Data Source(s) 3: Number of students enrolled, Pre-K and Kindergarten readiness tests, Frog Street data, Pre-K Parent Make and Take Night

Summative Evaluation 3:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>Critical Success Factors CSF 1</p> <p>1) Use aligned Frog Street curriculum and other resources to provide students with a strong educational foundation. Student progress will be monitored through a variety of resources.</p>	7, 10	Pre-Kindergarten staff and administrators.	Students who attend pre-k classes will be prepared for the Kindergarten with a well rounded educational foundation. Students will be exposed to and gain knowledge in all subject areas.				
<p>  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

Goal 1: The students in Caddo Mills ISD will demonstrate exemplary performance in English Language Arts, Reading, Mathematics, Science, Social Studies.

Performance Objective 4: Continue to monitor ESL student progress through a variety of formative and summative assessments to ensure all students' needs are being met through diverse instructional strategies and intervention programs.

Evaluation Data Source(s) 4: Progress reports

- 9 Weeks Grades
- Checkpoints
- Benchmarks
- STAAR Results

Summative Evaluation 4:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>Critical Success Factors CSF 1 CSF 4</p> <p>1) Provide extended year and summer school opportunities as well as after school tutoring as needed.</p>	1, 9	ESL Teacher General Education Teacher Administrators	For all ESL students to show growth and meet grade level requirements (report cards, STAAR Results, TELPAS)				
Funding Sources: State ESL 25 - 0.00							

Goal 1: The students in Caddo Mills ISD will demonstrate exemplary performance in English Language Arts, Reading, Mathematics, Science, Social Studies.

Performance Objective 5: Use instructional strategies through math and reading interventionists to work with struggling students to best meet their needs and increase passing standards.

Evaluation Data Source(s) 5: STAAR progress and performance standards, Benchmarks, classroom data and tests, RTI schedule

Summative Evaluation 5:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>Critical Success Factors CSF 1</p> <p>1) Utilize the campus schedule to provide rich instruction to struggling learners from support of Title 1 Interventionists.</p>	2, 9	Teachers and Administrators	Increase STAAR scores reaching Met and Masters Performance Level.				
Funding Sources: Federal TITLE 1 6100 - 0.00							
<p>Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>2) Utilize RtI schedule, tutoring, and summer school as appropriate to further support student growth.</p>	2, 9	Teachers and administrators	Support student learning and increase student DRA, TPRI, and Math scores. Decrease the number of students who regress over the summer.				







Goal 1: The students in Caddo Mills ISD will demonstrate exemplary performance in English Language Arts, Reading, Mathematics, Science, Social Studies.

Performance Objective 6: Increase students reaching the passing standard in 4th Grade Writing STAAR to 80% or more.

Evaluation Data Source(s) 6: STAAR scores, benchmarks, classroom tests and data

Summative Evaluation 6:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>Critical Success Factors CSF 1 CSF 2 CSF 7</p> <p>1) Improve writing alignment across the campus to improve student achievement. Implement strategies from the Writing Academy to support students writing foundation.</p>	2, 9	Teachers and administrators	Improvement in writing scores and benchmarks.				
<p>Critical Success Factors CSF 1 CSF 2</p> <p>2) Frequent benchmarks to monitor student growth.</p>		Teachers Administrators	Improvement in writing scores and benchmarks				

 = Accomplished
  = Continue/Modify
  = Considerable
  = Some Progress
  = No Progress
  = Discontinue

Goal 1: The students in Caddo Mills ISD will demonstrate exemplary performance in English Language Arts, Reading, Mathematics, Science, Social Studies.

Performance Objective 7: Increase students reaching the passing standard in 4th Grade Reading STAAR to 85% or more.

Evaluation Data Source(s) 7: STAAR scores, benchmarks, classroom tests and data, DRA, STAR Reading data

Summative Evaluation 7:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>Critical Success Factors CSF 1 CSF 2</p> <p>1) 1) Improve reading alignment across the campus to improve student achievement. Continue to use strategies and question stems from TRS. Frequent benchmarks to monitor student growth.</p>	2, 9	Teachers, Interventionists, and Administrators	Improvement in reading scores in all performance level areas.				
Funding Sources: Federal TITLE 1 6100 - 0.00, Federal TITLE 2 6200 - 0.00							


Goal 1: The students in Caddo Mills ISD will demonstrate exemplary performance in English Language Arts, Reading, Mathematics, Science, Social Studies.

Performance Objective 8: Increase percentage of students reaching the passing standard on 5th grade Science STAAR to 90% or more.

Evaluation Data Source(s) 8: STAAR scores, benchmarks, classroom tests and data, DRA, STAR Reading Reading data

Summative Evaluation 8:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>Critical Success Factors CSF 1 CSF 2</p> <p>1) Improve science alignment across the campus to improve student achievement.</p>	2, 9	Administrators, teachers	Increase in student performance on EOY Science Tests Increase performance on 5th Grade Science STAAR				
<p>Critical Success Factors CSF 1</p> <p>2) Continue to use strategies and question stems from TRS.</p>	2, 9	Administrators Teachers	Improvement in Science STAAR scores in all performance level areas				
<p>Critical Success Factors CSF 1 CSF 2</p> <p>3) Use unit tests and frequent benchmarks to monitor student growth.</p>	2, 9	Administrators Teachers	Target low performing TEKS, and ultimately raise 5th Grade STAAR scores				
<p>Critical Success Factors CSF 1 CSF 2 CSF 7</p> <p>4) Teacher attends frequent PLC meetings with other district 5th grade Science teacher.</p> <p>They have also attended several professional development training opportunities by Region 10 and is attending the CAST conference this school year.</p>		Administrators	To increase student performance on benchmarks and 5th Grade Science Test.				



✔ = Accomplished
 ➔ = Continue/Modify
 ● = Considerable
 ● = Some Progress
 ● = No Progress
 ✘ = Discontinue

Goal 2: Caddo Mills ISD will partner with parents and the community in the education and social development of students in order to maintain a positive school culture and educational environment.







Performance Objective 1: Maintain positive communication of teacher expectations, critical information, involvement opportunities, and district initiatives in a clear and consistent manner.

Evaluation Data Source(s) 1: Relay district expectations and critical information during faculty meetings

- Use email and Remind101
- Weekly newsletters
- Feedback from T-TESS walkthroughs
- Feedback during T-TESS conferences
- Feedback from T-TESS formal observation/summative

Summative Evaluation 1:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>Critical Success Factors CSF 3 CSF 5</p> <p>1) Provide state assessment data to parents in a language they can understand.</p>		Administrators Counselor	Parents receive and understand reports of assessment results.				
<p>Critical Success Factors CSF 3 CSF 5</p> <p>2) Send campus newsletter home to parents as well as use various social media pages from the office and general education teachers to relay information. (Facebook, Campus/Teacher Web pages)</p>		Administrators Teachers	Response to newsletter and student participation				
<p>Critical Success Factors CSF 3 CSF 5</p> <p>3) Use the campus' digital sign and district newsletter to convey information to parents. (School Messenger)</p>		Administrators Central Office Staff	Response to newsletter and student participation				
<p>Critical Success Factors CSF 5</p> <p>4) Will use TxEIS grade book access for parents to review daily grades, tests, and averages.</p>		Teachers, Administrators, PEIMS Coordinator	Positive End of Year responses on parent survey				


<p>Critical Success Factors CSF 3 CSF 5</p> <p>5) Grade levels will conduct parent meetings to discuss classroom procedures, expectations. (Title I)</p>	1	Campus staff, Counselor	Parents to be more informed of grade level expectations End of Year survey results				
<p>  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

Goal 3: Caddo Mills ISD will recruit develop and retain highly qualified and highly effective personnel.

Performance Objective 1: Continue to meet requirements for 100% Highly Qualified Teachers and Paraprofessionals

Evaluation Data Source(s) 1: Teacher certification

Summative Evaluation 1:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>Critical Success Factors CSF 7</p> <p>1) Continue to recruit highly qualified teachers, professionals, and paraprofessionals</p>	5	Principal and district level administrators	Continue to offer rigorous instruction to all students by highly qualified staff.				
<p>Critical Success Factors CSF 7</p> <p>2) Provide first year teachers with assistance and support from the district mentoring program, and provide new to the district teachers training and support as they transition to CMISD</p>	3	Principal, mentors, and district administrators	Teacher success and longevity within the teacher career				
<p>Critical Success Factors CSF 7</p> <p>3) Provide meaningful, scientific, research - based professional development, training for district curriculum, and technology training for all teachers and paraprofessionals</p>	3, 4	Campus and district administrators,	Improvement instruction and student performance				
Funding Sources: Federal TITLE 2 6200 - 0.00, Federal TITLE 1 6100 - 0.00							
<p>Critical Success Factors CSF 7</p> <p>4) To continue to get 100% of the campus teaching staff be ESL certified. Attend Region 10 training for teacher support.</p>	4	Teachers, administrators	Continue to provide ELL learners with high quality instruction				
Funding Sources: Federal TITLE 2 6200 - 0.00							
							

Goal 4: Caddo Mills ISD school campuses will maintain a safe, disciplined, and drug free environment conducive to student learning.







Performance Objective 1: Promote a safe and secure school environment for all students, parents, and staff by providing programs and resources to ensure appropriate physical, behavioral, and emotional development.

Evaluation Data Source(s) 1: District bullying expectations

- Quote of the Day
- Daily counselor messages on announcements
- Region 10

Summative Evaluation 1:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>Critical Success Factors CSF 6</p> <p>1) Provide staff with bully/harassment prevention training, and implement a discipline management program concerning aggression, sexual harassment, and other forms of bullying.</p> <p>Entire campus staff was trained on established bullying procedures as well as harassment and reporting process.</p>		Principal Counselor Teachers	Reduction in the number of bullying incidents and office referrals				
<p>Critical Success Factors CSF 6</p> <p>2) Provide a weekly "Caring" message during morning announcements. Each message will have tips to help students recognize and avoid bullying. We will also have a "Bullying" Awareness week.</p>		Principal Counselor	Reduction in the number of bullying incidents and office referrals.				
<p>Critical Success Factors CSF 6</p> <p>3) Character recognition tickets will be implemented weekly for students. These stand for promoting and recognizing individuals for demonstrating excellent behavior.</p>		Entire Griffis staff	Reduction of discipline referrals Positive contribution to school environment				







<p align="center">Critical Success Factors CSF 5 CSF 6</p> <p>4) All visitors will be screened in the office before they are allowed access into the building through on designated door.</p> <p>PTO and volunteers will agree to a background check before being able to volunteer.</p>		Administrators Front office staff counselor	Reduction in the number of risks and reported incidents				
<p align="center">Critical Success Factors CSF 6</p> <p>5) Conduct fire drills, evacuations, building lock downs, and safety practices</p>		Administrators All staff SRO Local Safety Officials	Safety Audit				
<p align="center">Critical Success Factors CSF 6</p> <p>6) Fitness Gram</p>		PE Staff	Increase students' overall health and welfare awareness				
<p align="center">Critical Success Factors CSF 6</p> <p>7) Caddo Mills ISD will host SHAC with parent volunteers from each campus to follow School Health Advisory Committee guidelines.</p>		District Nurse	End of Year Survey				
<p align="center">  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

Goal 4: Caddo Mills ISD school campuses will maintain a safe, disciplined, and drug free environment conducive to student learning.

Performance Objective 2: Continue to emphasize the importance of regular attendance to students and parents and continue to maintain the overall attendance percentage average of no less than 97%.

Evaluation Data Source(s) 2: Funds

Summative Evaluation 2:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>Critical Success Factors CSF 6</p> <p>1) Provide perfect attendance incentives for students that achieve perfect attendance at the end of each 9 week grading period.</p>		<p>Teachers Administrators PTO Attendance Committee</p>	Increase attendance rate on EOY reports				
<p>  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

Goal 5: Caddo Mills ISD students will be well prepared for post-secondary opportunities and remain in school until they obtain a high school diploma.

Performance Objective 1: Identify and serve At-Risk students based on state guidelines.

Evaluation Data Source(s) 1: At-Risk lists, benchmark data, STAAR data

Summative Evaluation 1:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>Critical Success Factors CSF 1 CSF 5</p> <p>1) Hold grade level parent meetings where early literacy, Sharon Wells, and STAAR training are provided to parents.</p>	2, 6	Teachers and administrators	Continue to support student achievement by educating and providing training to parents				
Funding Sources: Federal TITLE 1 6100 - 0.00, Federal TITLE 2 6200 - 0.00							

Goal 5: Caddo Mills ISD students will be well prepared for post-secondary opportunities and remain in school until they obtain a high school diploma.

Performance Objective 2: Continue to promote and prepare students for college readiness standards.

Evaluation Data Source(s) 2: Attendance and the number of students receiving Masters on two or more subject areas on the STAAR test.

Summative Evaluation 2:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Critical Success Factors CSF 1 CSF 5 CSF 6 1) Students are engaged with visitors from different careers, exposing them to different career paths or STEMS.		Teacher Counselor	Increased awareness of various careers shown during career dress up day				
Critical Success Factors CSF 1 CSF 5 CSF 6 2) College Awareness		Counselor Administrators	Increased awareness of different colleges and the opportunities they have to offer.				

= Accomplished
 = Continue/Modify
 = Considerable
 = Some Progress
 = No Progress
 = Discontinue

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Jennifer Kramer	Interventionist		
Laurie Johnson	Interventionist		
Michelle Colwell	Interventionist		

Campus Improvement Team

Committee Role	Name	Position
Administrator	Jennifer Bruton	Asst. Principal
Classroom Teacher	Laurie Johnson	Reading Literacy
Classroom Teacher	Kelli Blackwell	Kinder Teacher
Administrator	Kendra Mosher	Principal
Classroom Teacher	Lindsey Jenkins	Pre-K Teacher
Administrator	Jaime Wygal	Counselor
Classroom Teacher	Emily Bailey	2nd Grade Teacher
Classroom Teacher	Tia McKee	1st Grade Teacher
Classroom Teacher	Heather Humphrey	4th Grade
Classroom Teacher	Misty Dennison	3rd Grade Teacher
Classroom Teacher	Edie Milton	5th Grade Teacher
Community Representative	Laura Wade	Community Member
Parent	Chance Donaghe	Business Representative
Parent	Christina Padillo	Parent
Classroom Teacher	Michelle Colwell	Interventionist

Sheet1

Griffis Elem
2017-18

	GT	Special Ed	Comp Ed	ESL
	PIC 21	PIC 23	PIC 24,28	PIC 25
Teachers	0.14	2.20	2.09	1.00
Teacher Aides		3.00	0.00	
Counselor				
TOTAL FTE	0.14	5.20	2.09	1.00
6100	\$6,756.00	\$167,419.00	\$117,935.00	\$61,533.00
6200	\$375.00		\$0.00	
6300	\$500.00	\$700.00	\$3,338.00	\$115.00
6400		\$500.00	\$375.00	
Total	\$7,631.00	\$168,619.00	\$121,648.00	\$61,648.00