

PEARLAND INDEPENDENT SCHOOL DISTRICT

SILVERLAKE ELEMENTARY



CAMPUS IMPROVEMENT PLAN

2018-2019

State Board of Education Mission, Goals, and Objectives

The mission of the Texas public education system is to ensure that all Texas children have access to a quality education that enables them to achieve their full potential and fully participate now and in the future in the social, economic, and educational opportunities in our state and nation. That mission is grounded on the conviction that a general diffusion of knowledge is essential for the welfare of Texas and for the preservation of the liberties and rights of Texas citizens. It is further grounded on the conviction that a successful public education system is directly related to a strong, dedicated, and supportive family and that parental involvement in the school is essential for the maximum educational achievement of a child. The objectives of public education are:

- OBJECTIVE 1: Parents will be full partners with educators in the education of their children.
- OBJECTIVE 2: Students will be encouraged and challenged to meet their full educational potential.
- OBJECTIVE 3: Through enhanced dropout prevention efforts, all students will remain in school until they obtain a diploma.
- OBJECTIVE 4: A well-balanced and appropriate curriculum will be provided to all students.
- OBJECTIVE 5: Qualified and highly effective personnel will be recruited, developed, and retained.
- OBJECTIVE 6: Texas students will demonstrate exemplary performance in comparison to national and international standards.
- OBJECTIVE 7: School campuses will maintain a safe and disciplined environment conducive to student learning.
- OBJECTIVE 8: Educators will keep abreast of the development of creative and innovative techniques in instruction and administration using those techniques as appropriate to improve student learning.
- OBJECTIVE 9: Technology will be implemented and used to increase the effectiveness of student learning, instructional management, staff development, and administration.

The academic goals of public education are to serve as a foundation for a well-balanced and appropriate education. The students in the public education system will demonstrate exemplary performance in the following:

- GOAL 1: The reading and writing of the English language
 - GOAL 2: The understanding of mathematics
 - GOAL 3: The understanding of science
 - GOAL 4: The understanding of social studies
- Education Code 4.002, 4.002*

Pearland ISD Performance Goals Set by the Board of Trustees

- GOAL 1: PISD will make academic achievement and student performance its priority.
- GOAL 2: PISD will maximize fiscal responsibility to provide for operational effectiveness and facility maintenance.
- GOAL 3: PISD will maintain a safe, disciplined environment conducive to learning.
- GOAL 4: PISD will recruit and retain high quality personnel reflective of and responsive to the district's diverse community.
- GOAL 5: PISD will actively promote a sense of community and shared direction.
- GOAL 6: PISD will value public support and earn community confidence.

Pearland ISD District Improvement Plan Goals

- GOAL 1: All students in PISD will demonstrate exemplary academic performance and will contribute positively to a global society
- GOAL 2: Parents, community members and educators at PISD will be active partners in the education of our students.
- GOAL 3: PISD will have a safe, orderly environment that promotes successful student learning.

Equal Educational Opportunity

No officer or employee of the District shall, when acting or purporting to act in an official capacity, refuse to permit any student to participate in any school program because of the student's race, religion, color, sex, or national origin. *42 U.S.C. 2000d; Civil Practice and Remedies Code 106.001*

Campus Education Improvement Committee

Shayla McGrew, Principal
Debbie Greenfield - Brown, Assistant Principal

Teacher Representatives

Additional Members

Member's Name	Teams/ Departments	Member's Name	Teams/ Departments
Sheryl Hunt	Kindergarten	Dawn Lyssy	Curriculum & Instruction
Diane Collings, Jessica Kendrick	First Grade	Becky Thompson	Parent Representative
Jennifer Ngo, Ashley Sandlin	Second Grade	Rachelle Chapman	Non-teaching Representative
Vanessa George-Sebro	Third Grade	Renee Rosenthal	Business Representative
Matthew Semanek	Fourth Grade	TBD	Community Representative
Debra Barton, Claudia Garza	PEAMS		
Heather Hicks	Special Programs		
Lisa Reynolds			

MISSION STATEMENT

District Mission Statement:

The District shall serve as a model of excellence with quality staff, high-achieving students, and a challenging curriculum in partnership with parents and the community.

Campus Mission Statement:

Silverlake Elementary provides a rigorous learning environment, where students learn to meet challenges in order to develop intellectually, emotionally, and socially.

Campus Vision Statement:

Silverlake Elementary will empower our students to become world class citizens who embrace challenges and will prepare them to be innovative forward thinkers in an ever-changing diverse society.

Campus Motto:

“What Starts Here, Changes The World!”

Comprehensive Needs Assessment

Reading - Need to close the achievement gap in reading skills between economically disadvantaged students in third grade. Need to close the achievement gap in reading skills between at-risk, special education, economically disadvantaged and LEP students in fourth grade reading.

Math - Need to close the achievement gap in math skills between at-risk and special education students in third grade. Need to close the achievement gap in math skills between at-risk, economically disadvantaged and special education students in fourth grade.

Writing - Need to close the achievement gap between at-risk, economically disadvantaged and special education students.

Science - Strive to strengthen the instructional focus in science through critical thinking and hands-on activities which enhance STEM education.

Social Studies - Strive to incorporate literature into social studies curriculum that is aligned with our grade-level TEKS & district scope and sequence.

School Climate - Strive to provide an atmosphere that is positive and productive that encourages risk-taking for all stakeholders.

Technology - Strive for optimal opportunities to learn and implement technology skills for all stakeholders in the learning environment.

Academic Diversity - Provide relevant instruction to meet the needs of our diverse student population.

Attendance - Strive to educate all stakeholders (parents, students, teachers & staff members) on the importance of daily attendance for educational success.

PEARLAND INDEPENDENT SCHOOL DISTRICT

CAMPUS IMPROVEMENT PLAN

Year: **2018-19**

Campus: **Silverlake Elementary**

I. Reading

Campus Goal:		Rationale/Evidence of Need:		
100% of all students taking the STAAR reading test in 3 rd and 4 th grade will achieve either meet standard or exceed standard. Improve exceeds standard performance by 5%.		Reading scores for 3 rd and 4 th grade at-risk, Hispanic, White, special education and economically-disadvantaged students will increase to at least 95% mastery on Met Standard passing criteria.		

Objective :

95% of all students in all student subgroups will master STAAR reading objectives at Met Standard or Met Standardl passing criteria.

Strategies/Activities	Person(s) Accountable	Resources	Timeline	Formative Evaluation of Strategy/Activity	Summative Evaluation of Strategy/Activity
(1) Conduct tutorials before, during and after school. (1b) Leveled Literacy Intervention will be offered for students reading below grade level. (K-2)	All Teachers (General Ed. Sp. Ed., ESL, LLI, GT & At-Risk) and Administrators	Certified Teachers and LLI Paraprofessional will serve as tutors	September - May	Benchmark tests, teacher observations, anecdotal and running records, grades, STAAR simulations and testing for all student groups	Grades, DRA and STAAR testing
(2) Begin small group reading instruction in Kindergarten - Fourth grade classes by the sixth week of school.	All Teachers	Administrators, District C&I Staff, Professional Development Opportunities	September - May	DRA levels, STAAR simulations and benchmarks	End-of-year DRA and STAAR testing
(3) Train new staff in accurate DRA testing. Refresher course offered for all returning teachers.	All Reading Teachers and Administrators	DRA Kits, District C&I Staff	August	9-week reports of students' DRA level	End-of-year DRA testing

Strategies/Activities	Person(s)	Resources	Timeline	Formative Evaluation of Strategy/Activity	Summative Evaluation of Strategy/Activity
	Accountable				
(4) Increase use of the Leveled Library to strengthen decoding, fluency and comprehension skills in reading.	Librarian, Teachers and parent volunteers	Leveled Books, District Coordinator	August - May	Staff check-out records, walkthrough observations and guided reading groups	End-of-year DRA and STAAR testing
(5a) Maintain Accelerated Reader program to increase comprehension skills in reading 1st - 4th. (5b) Maintain Kindergarten Reading Rewards Program. (5c) Designate total AR campus points to earn campus-wide Pajama Day. (5d) Continue AR before and after school hours for student and parent convenience to increase participation in the AR program and receive rewards.	Librarian, PTO and Administrators	Accelerated Reader Software, Dog Tags, AR Store, Pajama Day, Library Computers and PTO	September - May	Computer-generated reports detailing student and campus progress, kindergarten reading logs, parent attendance at AR pajama da and after school use of library computers for AR testing	End-of-year DRA and STAAR testing and AR usage reports
(6) Students will be given opportunities to meet the criteria for Caldecott (2 nd) and Bluebonnet (3 rd and 4 th) celebrations.	Classroom Teachers, Students and Librarian	Campus Library, Classroom Libraries, AR Tests and PTO	September - May	Teacher and student tracking sheets	AR test reports
(7) STAAR data will be disaggregated by content areas and mastery levels. The results will be presented to the faculty and staff with emphasis on mastery of all objectives through vertical alignment.	All Teachers (General Ed. Sp. Ed., ESL, GT & At-Risk) and Administrators	STAAR Data Reports generated at Campus and District Levels	August - May	Faculty meeting agendas, team meeting agendas and data reports	STAAR testing

Strategies/Activities	Person(s)	Resources	Timeline	Formative Evaluation of Strategy/Activity	Summative Evaluation of Strategy/Activity
	Accountable				
(8) Provide staff development to address objectives in reading.	Administrators, Classroom Teachers and District Reading Specialists	R/LA Vertical Team, District Training	August - May	Meeting agendas, lesson plans, sign-in sheets and presentation materials	DRA and STAAR testing
(9) Maintain vertical alignment with grade levels.	All Teachers (General Ed. Sp. Ed., ESL, GT & At-Risk) and Administrators	R/LA Vertical Team	September - May	Meeting agendas, sign-in sheets, lesson plans and meeting minutes	End-of-year DRA and STAAR testing
(10) Conduct team meetings to monitor student performance on reading objectives.	All Teachers (General Ed. Sp. Ed., ESL, GT & At-Risk) and Administrators	STAAR and Benchmark Data, District Staff Development Sessions	September - May	Agendas, meeting minutes and lesson plans	Grades, DRA and STAAR testing
(11) Provide multi-sensory phonics program for students that are part of the dyslexia program.	Dyslexia Teacher and Administrators	Dyslexia Teacher	September - June	Lesson plans, walkthroughs and observations	Results of DRA and STAAR Reading testing, RTI and grades
(12) Implement RLA Word Walls to help students with common vocabulary and Anchor Lessons.	Classroom Teachers, Vertical Team, Administrators	Campus Budget and Forethought	August- May	Classroom observations, lesson plans and word walls	PDAS, STAAR testing, benchmark testing, class assessment and grades
(13) Family Night	All Teachers and Administrators	Teachers, Admin, Campus Budget	Annually	Attendance at Family Night	STAAR Reading Results, EOY math assessments

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II. Math

Campus Goal:		Rationale/Evidence of Need:			
100% of all students taking the STAAR math test in 3 rd and 4 th grade will achieve either met standard or exceeds standard. Improve exceeds standard performance by 5%.		The math scores for 3 rd and 4 th grade White economically-disadvantaged and special education students will improve to at least 95% mastery rate for the Met Standard passing standard.			
Objective :					
95% of all students in all student subgroups will master STAAR math objectives at the Met Standard or Met Standardl criteria.					
Strategies/Activities	Person(s) Accountable	Resources	Timeline	Formative Evaluation of Strategy/Activity	Summative Evaluation of Strategy/Activity
(1) Conduct tutorials before, during and after school.	Classroom Teachers, STAAR Tutors, and Administrators	FASTT Math, teachers and Tutors	September - May	Benchmark tests, progress monitoring, STAAR simulations and testing in all student groupings	STAAR Math results, grades and SMI reports
(2) Maintain small group instruction in all grade level classes.	All Teachers and Administrators	Teachers, STAAR Tutors	September - May	Benchmarks tests, STAAR simulations and testing for all student groups	STAAR Math results, end-of-year math assessments and grades
(3) Continue vertical alignment by grade level.	All Teachers & Administrators	Math Committee Members	September - May	Benchmark tests, STAAR simulations and incremental testing for all student groups	STAAR math results and end-of-year math assessments

Strategies/Activities	Person(s) Accountable	Resources	Timeline	Formative Evaluation of Strategy/Activity	Summative Evaluation of Strategy/Activity
(4) STAAR data will be disaggregated by content areas and mastery levels. The results will be presented to the faculty and staff with emphasis on mastery of all objectives.	All Teachers (General Ed. Sp. Ed., ESL, GT & At-Risk) and Administrators	STAAR Data Reports generated at Campus and District Levels	August - May	Faculty and team meeting agendas	STAAR results and grades
(5) Provide staff development to address objectives in math.	Administrators and District Math Specialist(s)	Math Vertical Team, District Math In-service and Eduphoria	August - May	Agendas, lesson plans, sign-in sheets and presentation materials	STAAR Math results and end-of-year math assessments
(6) Host a Family Math Night for parents and students to display math games that support TEKS/STAAR objectives at all grade levels.	All Teachers (General Ed. Sp. Ed., ESL, GT & At-Risk) and Administrators	Teachers, Admin, Campus Budget	Annually	Attendance at Family Math Night	STAAR Math results and end-of-year math assessments
(7) STAAR workbooks will be used as a supplement to help students in 3 rd and 4 th grades master TEKS/STAAR objectives.	3 rd and 4 th Grade Teachers	Campus Budget	September - May	STAAR release test reports in all student groupings, benchmark testing and grade level assessments	STAAR Math results and end-of-year math assessments and grades
(8) Conduct meetings with teachers to analyze benchmark and STAAR simulation data and monitor student progress.	1 st - 4 th Grade Teachers, Administrators and District Math Specialist(s)	Benchmark/ STAAR Data, Individual Student Profiles, District Release Days and Campus Budget	September - May	Agenda, meeting minutes and lesson plans	STAAR, grades and end-of-year math assessments

Strategies/Activities	Person(s) Accountable	Resources	Timeline	Formative Evaluation of Strategy/Activity	Summative Evaluation of Strategy/Activity
(9) Scholastic Math Inventory will be used for all students in grades 2 through 4 to assess current math levels.	All Teachers and Administrators	Curriculum Specialists, Staff Development and Classroom Teachers	September-May	SMI reports, student grades and benchmark scores	STAAR results, end-of-year math assessments and grades
(10) Scholastic FASTT Math program will be used to help students with rote memorization of math facts.	2 nd – 4 th Grade Teachers	C&I Staff, Technology Department and Classroom Teachers	September-May	FASTT Math reports, certificates and benchmark scores	STAAR math results, end-of-year math assessment, grades and final benchmark assessments
(11) Implement Math Word Walls to help students with common vocabulary and mental models.	Classroom Teachers, Math Vertical Team, Administrators	Campus Budget and Forethought	August- May	Classroom observations, lesson plans and word walls	PDAS, benchmark and STAAR testing, class assessments and grades

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III. Writing

Campus Goal:		Rationale/Evidence of Need:			
100% of all students taking the STAAR writing test will achieve either met standard or exceeds standard. Improve exceeds standard performance by 5%.		The writing scores for all 4th grade students will improve to at least 95% on the met standard passing standard.			
Objective :					
95% of all students in all student subgroups will master STAAR writing objectives at the met standard or exceeds standard criteria.					
Strategies/Activities	Person(s) Accountable	Resources	Timeline	Formative Evaluation of Strategy/Activity	Summative Evaluation of Strategy/Activity
(1) Conduct tutorials for writing before during and after school.	Kinder - 4th Grade Teachers, Tutors and Administrators	Classroom Materials	September - May	Benchmark tests, STAAR simulations and incremental testing in all student groupings	STAAR Writing results, writing portfolios and Six Trait writing scoring
(2) Maintain vertical alignment by grade level.	All Teachers (General Ed., Sp.Ed., ESL, GT and Administrators	Writing Vertical Team and Forethought	August - June	Agendas, sign-in sheets, and writing plans integrated with Six Traits.	STAAR Writing results, writing portfolios and Six Trait writing scoring
(3) Continue writing portfolios in grades K-4 for vertical alignment. Student works will be collected each 9 weeks.	All Teachers (General Ed. Sp. Ed., ESL, GT & At-Risk) Administrators, and R/LA Vertical Team	Curriculum Specialists, Forethought, R/LA Vertical Team	Sept - June	Lesson plans, student work samples, Writer's Notebooks, district writing criteria for each grade level per 9 weeks	STAAR Writing results, writing portfolios and Six Trait writing scoring

Strategies/Activities	Person(s) Accountable	Resources	Timeline	Formative Evaluation of Strategy/Activity	Summative Evaluation of Strategy/Activity
(4) STAAR data will be disaggregated by content areas and mastery levels. The results will be presented to the faculty and staff with emphasis on mastery of all objectives.	All Teachers (General Ed. Sp. Ed., ESL, GT & At-Risk) and Administrators	STAAR Data Reports generated at Campus and District Level	August - May	Faculty meeting agendas, team meeting agendas	STAAR Writing results, writing portfolios and Six Trait writing scoring
(5) Use Six Traits Writing Kits of Study to implement in K-4 th grade.	Kinder - 4th Grade Teachers, Administrators	Curriculum Specialists and Campus Budget Funds	Sept - June	Scored writing samples, Writing portfolios and benchmark tests,	STAAR Writing results and writing portfolios
(6) Continue Writing Gallery, with pieces to be displayed each month	All Teachers, Students, R/LA Vertical Teams	Student Writings, Writing TEKS, Six Traits Kit	Sept - June	Writing Portfolios	Writing Rubric

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IV. Science

Campus Goal:		Rationale/Evidence of Need:			
Provide opportunities for academic challenge through hands-on scientific activities.		Exposure to the scientific method will help students develop thought processes necessary for critical thinking on the 5th grade science STAAR test. Vertically align vocabulary and introduce more hands on experiments to all student populations and grade levels.			
Objective :					
Students will improve critical thinking skills and knowledge of the scientific method.					
Strategies/Activities	Person(s) Accountable	Resources	Timeline	Formative Evaluation of Strategy/Activity	Summative Evaluation of Strategy/Activity
(1) Provide staff development to address objectives in science.	District Science Specialist, Teachers (General Ed., Sp. Ed., ESL, GT & At-Risk), Science Vertical Team and Administrators	District Specialists and District Science Curriculum	August - May	Training agendas and lesson plans	Classroom observations, benchmark scores and grades
(2) Administration of district benchmark test.	Science Vertical Team, Teachers, Administrators and District Science Specialist	District Science Specialist	September - May	Benchmark data	benchmark data analysis
(3) Re-evaluate TEKS to ensure curriculum is vertically aligned.	All Teachers (General Ed., Sp.Ed., ESL, GT) and Administrators	Science Vertical Team Members	August – June	Agendas, sign-in sheets and grade level plans	Benchmark data analysis and grades
(4) Implement science word wall to help students with common vocabulary and scientific procedure.	All teachers	TEKS and district scope and sequence	August - May	Lesson plans	Classroom observations

Strategies/Activities	Person(s) Accountable	Resources	Timeline	Formative Evaluation of Strategy/Activity	Summative Evaluation of Strategy/Activity
(5) Increase use of campus science materials	Teachers (General Ed., Sp. Ed., ESL, GT & At-Risk) Administrators, and Science Vertical Team	Science Vertical Team, STEM Scopes	August - May	Use of science lab materials	Lesson plans and classroom observations
(6) Using the outdoor learning and butterfly gardens, students will learn about the life cycle of plants and insects, components of habitats, and other relevant science TEKS.	Teachers, Volunteers, and Students	Science Vertical Team, Learning and Butterfly Gardens and Classroom Teachers	All Year	Productivity of garden, lesson plans, observations and science grades	Productivity of garden and science grades
(7) Students will have the opportunity to gain knowledge by participating in a campus-wide curriculum night.	Administrators, Science Vertical Team, Community Volunteers and Classroom Teachers	Science Vertical Team, District Science Specialist, Volunteers and Campus Website	All Year	Interactive presentations and posters	Interactive presentations and posters
(8) Students will have the opportunity to apply scientific theories.	Administrators, Science Vertical Team, Community Volunteers and Classroom Teachers	Science Vertical Team, District Science Specialist, Volunteers and Campus Website	4 th 9 Weeks	Interactive presentations and posters	Interactive presentations and posters

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V. Social Studies

Campus Goal:		Rationale/Evidence of Need:			
Provide opportunities for academic challenge through social studies activities.		Establish academic strength in TEKS social studies skills and at each grade level necessary for critical thinking on the social studies 8th grade STAAR test.			
Objective :					
Students will be provided the opportunity to improve social studies knowledge and skills.					
Strategies/Activities	Person(s) Accountable	Resources	Timeline	Formative Evaluation of Strategy/Activity	Summative Evaluation of Strategy/Activity
(1) Train teachers to integrate the social studies TEKS into other subject areas.	District Social Studies Specialist	District Social Studies Specialist and District Social Studies Curriculum	August - May	Training agendas	Classroom observations
(2) Maintain vertical alignment.	All Teachers (General Ed. Sp.Ed. ESL,GT) and Administrators	Social Studies Committee	August - May	Agendas, sign-in sheet and teaming plans	Grades
(3) Opportunity to participate in the Living Wax Museum.	Teachers and Parents	Teachers	Jan - Feb	Grade for biography	Participation
(4) Integrate literature into teaching social studies curriculum.	All Teachers	TEKS and District Scope and Sequence	August - May	Lesson plans	Classroom observations

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**VI. Attendance &
School Climate**

Campus Goal:		Rationale/Evidence of Need:			
Students and staff will strive for excellence in education.		A positive school climate will provide an educational learning environment that will help to instill a positive attitude in all students and staff. Campus-wide discipline practices will continue to be used to maintain a safe, productive, and orderly school climate.			
Objective :					
Students and staff at Silverlake Elementary will exhibit positive behaviors and meet school expectations to provide a safe, productive and orderly school climate.					
Strategies/Activities	Person(s) Accountable	Resources	Timeline	Formative Evaluation of Strategy/Activity	Summative Evaluation of Strategy/Activity
(1) Identify campus crisis team and provide non-violent crisis intervention technique training.	Special education staff, administration and regular education staff	District Special Education Personnel	Sept - June	Training agenda, sign-in sheets and non-violent intervention documentation	Non-violent intervention documentation summary
(2) Maintain Starlight Café expectations with increased administrator time in the café.	Administrators, Classroom Teachers, Cafeteria Monitors, Volunteers	Signs, Reminders During Morning Announcements	August - June	Observation of students, rewards given	Discipline referral summaries
(3) Continue "All-Star Birthday Bash" to acknowledge every student once a year.	PTO Hospitality Committee	PTO Volunteers and Resources, Admin, Office Staff	August - June	Observation of student cafeteria behavior and team meeting input	Teacher input in team meeting minutes and parent comments
(4) Maintain "Student of the Week" program.	Counselor	Admin and counselor	August - June	Observation of student forms	Teacher input

Strategies/Activities	Person(s) Accountable	Resources	Timeline	Formative Evaluation of Strategy/Activity	Summative Evaluation of Strategy/Activity
(5) Continue No Place for Hate guidance lessons and initiate True Grit for the student body through programs such as Silver Dollars, morning announcements/affirmation and Friday drawings.	Character Education Committee, Teachers, Counselor and Administrators	Campus Budget	August - May	Positive teacher acknowledgment of student behavior and Silver Dollar Awards	Discipline Referrals and teacher input in team meeting minutes
(6) Maintain support from the PTO to sponsor Field Day.	PTO Officers, PTO Volunteers, Administrators, PE Teachers and Classroom Teachers	PTO Volunteers	May	Observation of students	Teacher input in team meeting minutes
(7) Continue positive referral to recognize students, such as Shining Stars.	Administrators and Classroom Teachers	Admin and Staff	August - May	Student, teacher, parent response	Positive Referrals, teacher input and communication in team meetings
(8) Continue to implement Spirit Days to enhance our staff morale and school climate.	Administrators, Counselor, Classroom Teachers and Leadership Interns	None	August - May	Student, teacher, parent response	Teacher input in team meeting minutes
(9) Implement PBIS throughout the school focusing on being safe, respectful and responsible.	Administrators, Classroom Teachers, and Paras	C&I Dept Emergent Tree	August - May	Student, teacher, parent response	Decrease in student conduct marks/Referrals
(10) Students have opportunities to participate in community service projects	Administrators and Classroom Teachers	Parent and Student Donations	August - June	Student and recipient responses	Counselor feedback from students and recipients

(11) Support our students academically, socially, and emotionally through mentoring. The district's RISE program.	Administrators, Counselor, Teachers and Parents	None	August - May	Student, teacher, parent responses	Mentor Survey through Survey Monkey, participation
(12) PBIS Rewards	Administrators, Counselor, Teachers and Parents	Admin and Staff	August - May	Student, teacher, parent response	Decrease in student conduct marks/Referrals

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VII. Technology

Campus Goal:		Rationale/Evidence of Need:			
Utilize technology to improve student learning and facilitate staff communication.		The communication of campus activities, accomplishments, and information is important for community support and staff awareness. The use of technology will increase individual student performance.			
Objective :					
The use of technological instruments will be used to assess student learning, increase performance, disseminate information throughout the campus and community; to build community support through public awareness, shared information, and collaboration					
Strategies/Activities	Person(s) Accountable	Resources	Timeline	Formative Evaluation of Strategy/Activity	Summative Evaluation of Strategy/Activity
(1) Students and/or teachers will be trained to use multi-media software, content related software, projectors, document cameras, Promethean boards, and Active Slate to strive toward high achievement standards.	Staff, Administrators, Volunteers and Technology Specialist	Technology Specialist and Software	August - June	Staff walkthroughs, lesson plans, and equipment check-out	Staff summative appraisal reports, lesson plans, and equipment check-out
(2) Maintain teacher websites and Skyward messaging to enhance communication between home and school.	Technology Specialist, Admin, Counselor and Classroom Teachers	Tech Specialist, Webpage Templates, Internet Access	September - June	Technology specialist, administrator and staff update of the website.	Staff and parent input on website
(3) Maintain Skyward usage to track attendance and grading program.	K-4 Teachers, Instructional Technology Specialist, Administrators and Librarian	Software	August - June	Agenda and training sign-in	Summarization report of grading and attendance record

Strategies/Activities	Person(s) Accountable	Resources	Timeline	Formative Evaluation of Strategy/Activity	Summative Evaluation of Strategy/Activity
(4) Teachers will enhance instruction with the use of the media carts.	Classroom Teachers	Laptop Computers, Projectors, Student Devices and Document Cameras	August - June	Staff walk-throughs, lesson plans, or equipment check-out log	Staff summative appraisal reports, lesson plans, and equipment check-out
(5) Teachers will enhance instruction with the use of the computer labs.	Vertical Science and Technology Committee, Classroom Teachers and Administrators	Laptops, Projectors, Computers, District Budget, Campus Budget	August - June	Staff walk-throughs, lesson plans, and computer lab usage log	Staff summative appraisal reports, lesson plans, or computer lab usage log
(6) Continue training and support for the continued implementation of lesson plans through Eduphoria.	C&I and Technology Specialist	District Resources	September - June	Agenda and training sign-in sheets	Implementation of lesson plans posted on Eduphoria
(7) Provide training to utilize Family Access and Skyward in grades K - 4.	Technology Specialist, Administrators and Classroom Teachers	District Resources	August - June	Student grades accessible by parents on-line	Use of Skyward and parent input

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VIII. Academic Diversity

Campus Goal:		Rationale/Evidence of Need:	
Campus staff will work to meet the needs of all special populations.		Identify students in special populations and give them the needed the opportunity to have access to curriculum that will develop their unique abilities and skills.	

Objective :			
To ensure that the campus addresses the unique abilities of students in special populations and communicates the goals and objectives with teachers and parents.			

Strategies/Activities	Person(s) Accountable	Resources	Timeline	Formative Evaluation of Strategy/Activity	Summative Evaluation of Strategy/Activity
(1) Train teachers to use questioning techniques that promote higher level thinking skills.	Teachers, Advanced Academics Specialist and Administrators	Curriculum & Instruction and GT Curriculum, Framework Cadre	August - June	Agenda, sign-in rosters and walkthrough documentation	Summative appraisal reports
(2) Use of authentic assessment techniques will be used to identify gifted and talented students.	Teachers, Advanced Academics Specialist and Administrators	Advanced Academics Specialist	August - May	Copies of assessments and classroom observations	Lesson plan record
(3) Annual 6 hour update of G/T training for classroom teachers. New G/T cluster teachers are to receive the mandatory 30 hours of awareness for G/T training, which needs to be completed by the end of the first semester.	Administrators and Teachers	Advanced Academics Specialist	August - June	Training sign-in roster	Certification for all teachers

Strategies/Activities	Person(s) Accountable	Resources	Timeline	Formative Evaluation of Strategy/Activity	Summative Evaluation of Strategy/Activity
(4) Disseminate G/T information to students, parents, and community through newsletter format and GT information night.	Administrators and GT Specialist(s)	Advanced Academics Specialist	August - June	Copies of newsletter	Copies of all newsletters, parent input and Parent Needs Assessment
(5) Provide classroom extensions to promote critical thinking skills and enhance student performance.	Classroom Teachers, Administrators and Advanced Academic Specialist(s)	Campus and District Curriculum Materials	August - June	Faculty meeting presentations, lesson plans, progress report sheets, walkthroughs and observations	Lesson plan records
(6) Arts in Education programs and adult role model speakers added to the instructional program.	Classroom Teachers, Administrators, PTO Arts in Education Committee	Campus Budget and PTO Budget	September - June	Number of programs and speakers provided students	Program attendance
(7) Provide training to all staff on classroom instructional and environmental modifications to enhance student performance (as applicable to specific content areas and specific teacher/student needs).	Administrators, Special Program Staff	District Special Education Specialist, Region IV specialist, Advanced Academics Specialist(s)	September - May	Agendas and sign-in rosters	Agendas and sign-in rosters
(8) Identify and support Special Education students.	Special Education Teachers, Classroom Teachers, Administration	Inclusion and Resource Classroom, and RTI	August - June	Walkthroughs, observations, progress reports and parent input at ARD meetings	Summative appraisals, STAAR & STAAR Acc scores on reading, math, and writing tests, results of DRA testing, benchmark and CogAT scores

Strategies/Activities	Person(s) Accountable	Resources	Timeline	Formative Evaluation of Strategy/Activity	Summative Evaluation of Strategy/Activity
(9) Provide ESL instruction for students that qualify for the program.	ESL Teachers, Administrators	ESL teacher	August - June	Lesson plans, progress report sheets, walkthroughs and observations	LPAC summary forms, 90% passing rate for ESL students on STAAR, DRA levels, and benchmark scores
(10) Provide training opportunities for Special Education teachers.	District Special Programs Director, Principal	District Special Programs Director, Consultant(s)	February	Agenda, sign-in rosters, and walkthrough documentation	90% passing rate for all student groups on the 2016 STAAR test
(11) Provide in-school tutorials for At-Risk students.	All teachers (Sp. Ed., ESL, GT & At-Risk) and Administrators	Certified teachers or paras will serve as tutors for STAAR tutorials using State Comp Ed funds	February - May	STAAR/release test/benchmark reports in all student groupings	90% passing rate for all at-risk students on all STAAR tests
(12) Provide multi-sensory phonics program for students that are part of the dyslexia program.	Dyslexia Teacher and Administrators	Dyslexia Teacher	August - June	Lesson plans, progress report sheets, walkthroughs and observations	90% passing rate for all dyslexic students on STAAR, DRA levels and benchmark scores
(13) Provide opportunities for students in the BSI program to be successful in academics & behavior.	General Ed Teachers, Special Ed Teachers, Administrators	BSI Teachers	June – June	Lesson plans, progress report sheets, walkthroughs, observations	Incident reports, discipline referrals

**PEARLAND INDEPENDENT SCHOOL DISTRICT
CAMPUS IMPROVEMENT PLAN**

Year: **2018-19**

Campus: **Silverlake Elementary**

IX. Attendance

Campus Goal:		Rationale/Evidence of Need:			
97% or above attendance rate for all students.		Continue to encourage attendance habits to improve education for all student groups			
Objective :					
To obtain a 97% or above attendance rate for all student groups					
Strategies/Activities	Person(s) Accountable	Resources	Timeline	Formative Evaluation of Strategy/Activity	Summative Evaluation of Strategy/Activity
(1) Recognize student attendance with individual awards	Teachers (General Ed., Sp. Ed., ESL, GT & At-Risk), Attendance Clerk, Counselors and Administrators	Certificates at Awards Ceremonies	August - June	End-of-year award ceremonies	TAPR Attendance Reports
(2) Recognize students with perfect attendance at the end of every 9 weeks.	Teachers (General Ed., Sp. Ed., ESL, GT & At-Risk), Attendance Clerk, Counselors and Administrators	Toe Tokens	End of every nine-week period	Number of students meeting criteria	Number of students meeting criteria, increased attendance rate
(3) Written notification of 3 or more absences to parents each nine weeks to encourage high attendance.	Attendance Clerk, Administrators	Attendance Records, Attendance Letters	August - June	Nine weeks attendance records	TAPR Attendance Reports
(4) Follow up with parents on students who have 3 or more tardies per nine weeks.	Attendance Clerk, Teachers, Administrators	Attendance Records, Attendance Letters	August - June	Nine weeks tardy records	Decreased number of student tardies
(5) Continue to work with Student Outreach Department to assist with attendance interventions	Administrators, Attendance Clerk and Teachers	Attendance Records, Attendance Letters	August – June	Nine Weeks attendance/tardy reports	TAPR Attendance Report, Nine Weeks Attendance Reports, Legal Documentation (i.e.- Court Dockets)

(6) Teacher Awards for Attendance to ensure quality instruction	Teachers, Counselors, Administrators	August – June	9 Weeks Awards	Awards for each grading period	Decreased number of staff absences
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