

**Spring Independent School District**  
**Anderson Elementary**  
**2021-2022 Campus Improvement Plan**

**Accountability Rating: Not Rated: Declared State of Disaster**



# **Mission Statement**

The mission of Anderson Elementary is to empower every child to contribute to our world as life-long learners, community leaders, and responsible citizens.

## **Vision**

Unlocking the greatness of every child through innovative, high quality instruction in a positive learning environment.

## **Core Beliefs**

We are committed to high student expectations for learning, behavior and citizenship.

We are committed to work collaboratively with colleagues, parents, students, and the community to advance the mission and vision of our school.

We are committed to modeling kindness, understanding, integrity, and respect.

We are committed to recognize and celebrate the cultural diversity of our student body and our community.

We are committed to providing a safe learning environment for all students and staff.

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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

Anderson Elementary is a 42 year old, PK-5th grade Title I campus in the northeastern corner of Spring ISD. When the school opened, the surrounding community was a suburban/rural area. Our school was named after George Anderson, who was a WWII veteran, and an engineer who worked in the oil and gas industry for many years before retiring in 1986. Mr. Anderson was a Spring ISD school board member for 10 years. His family has mostly left the Spring community, but his daughter Martha Baker attended Anderson's 40th anniversary celebration in February 2020 in honor of her father.

Our school community has changed since greatly over the last decade, and the community is now considered to be a suburban/urban area. Our student body reflects the diversity of the community. Anderson's ethnic distribution was as follows for the 2020-2021 school year: 24% African American, 53% Hispanic, 17% White. Asian students make up 1%, and 4% are listed as Two or More Races. Our enrollment last year was around 500 students, which was about 100 students less than our enrollment over the past several years. The 17% student mobility rate for Anderson Elementary is around the state average of 16% and below our district average of 21%. 85% of our students are classified as economically disadvantaged and 50% are At-Risk.

Last year our students attended school remotely from home for the first 4 weeks of the school year due to the Corona virus pandemic. When school opened up, students had a choice to continue remotely or attend in person. Anderson started the year with about 60% of our students in person, but by the end of the year, we had about 76% of students in person. Both staff and student attendance were impacted by the pandemic and the need to quarantine individuals who had been exposed to the virus. We dealt with at least 12 cases of Covid 19 on our campus between staff and students, with many many more exposures.

We were proud to serve our community during the pandemic by providing curbside meals for students, as well as laptop computers and wireless hot spots to help our students access their virtual classes. Despite these resources, we still had students in every grade level that required constant reminders and communication to stay caught up on their assignments.

### Demographics Strengths

Anderson Elementary has many strengths. Some of the most notable demographic strengths include:

- Fairly stable staff, with about 80% of our teachers having more than 3 years of teaching experience.
- Many campus and district employees choose to send their children to Anderson. Last year, approximately 30 students were children of district employees (approximately 6% of enrollment)
- Diverse student ethnic population
- 83% stability rate; 17% mobility rate
- Staff diversity increased from last year, moving towards a closer reflection of our community demographics

### Problem Statements Identifying Demographics Needs

**Problem Statement 1 (Prioritized):** Overall attendance percentage for 2020-2021 was 95.2%. Our goal each year is 97%. **Root Cause:** Campus attendance systems (daily calls, etc) did not effectively address attendance issues. Our attendance was also negatively impacted by the Covid 19 pandemic. Students and staff were encouraged (and often required) to stay home and quarantine if they were exposed or experienced symptoms of Covid.

**Problem Statement 2:** Anderson's needs a more diverse staff (male and minority). We have made improvements in this area, and hope to increase our diversity even more, particularly by recruiting and attracting qualified Hispanic teachers. **Root Cause:** We have not received many qualified Hispanic or male applicants to our posted positions, other than bilingual positions. We typically have a low turnover of current staff, so we are only able to bring in a few new staff members each year.

**Problem Statement 3:** Our student enrollment decreased by about 16% last year, from around 600 students to around 500 students. **Root Cause:** The Covid 19 pandemic had a profound impact on our student enrollment. Some families chose to withdraw their students from public school and enroll them in charter schools when we were only doing remote learning.

# Student Learning

## Student Learning Summary

Our STAAR scores this year showed a few areas of improvement, as well as several areas where growth is needed. Our passing (Approaching) rate was higher than the district average in all content areas for 3rd and 5th grades. We fell below the district average in all content areas for 4th grade.

All Subjects - 53% Approaches

3rd Reading - 66% Approaches (SISD 49%), 34% Meets (SISD 17%), 14% Masters (SISD 5%) - increased from 2019

3rd Math - 53% Approaches (SISD 49%), 22% Meets (SISD 17%), 9% Masters (SISD 7%) - decreased from 2019

4th Reading - 41% Approaches (SISD 47%), 25% Meets (SISD 23%), 7% Masters (SISD 10%) - decreased from 2019

4th Math - 37% Approaches (SISD 41%), 11% Meets (SISD 19%), 7% Masters (SISD 10%) - decreased from 2019

4th Writing - 36% Approaches (SISD 39%), 14% Meets (SISD 16%), 4% Masters (SISD 3%) - decreased from 2019

5th Reading - 59% Approaches (SISD 56%), 28% Meets (SISD 29%), 16% Masters (SISD 16%) - decreased from 2019

5th Math - 76% Approaches (SISD 56%), 41% Meets (SISD 30%), 24% Masters (SISD 14%) - decreased from 2019

5th Science - 58% Approaches (SISD 43%), 23% Meets (SISD 14%), 6% Masters (SISD 4%) - decreased from 2019

Due to the Covid 19 pandemic, the STAAR test was not given in 2020, so the only comparative data we have is from 2019. Almost all content areas and grade levels decreased from 2019. We believe that remote instruction and frequent student and staff absences during the 2020-2021 school year took a toll on our student achievement. We are proud of our 3rd grade reading and 5th grade math scores, which were above or very close to where we were in 2019.

**MAP Reading Data** reflects increases from BOY to EOY as follows:

3rd grade increased from 70% at BOY to 77%

4th grade decreased from 74% to 66%

5th grade decreased from 81% to 71%

**MAP Math Data** reflects the following from BOY to EOY:

Kinder decreased from 75% to 68%

1st grade decreased from 66% to 61%.

2nd grade increased from 56% to 82%.

3rd grade increased from 63% to 74%.

4th grade decreased 69% to 64%

5th grade increased from 70% to 79%.

**TPRI/Tejas Lee** data shows Kinder increasing from 38% at BOY to 86% at EOY.

TPRI/Tejas Lee data shows 1st grade increased from 54% at BOY to 85% at EOY.

TPRI/Tejas Lee data shows 2nd increased from 58% at BOY to 89% at EOY.

TPRI/Tejas Lee data shows 3rd increased from 58% at BOY to 89% at EOY.

CIRCLE test data shows that pre-k students improved from BOY to EOY in the following categories:

Rapid Letter Naming 46.7% to 91.7%

Letter Sound Correspondence 0% to 83.3%

Phonological Awareness 13.3% to 66.7%

Overall Math 78.6% to 100%

TELPAS student growth from 2019 to 2021 (no data from 2020):

current 2nd graders grew an avg. of 2 years

current 3rd graders grew an avg. of .5 year

current 4th graders grew an avg. 1 of year

current 5th graders grew an avg. of .5 year

\*no growth data on K-1 students because they did not take TELPAS in 2019 or 2020.

### **Student Learning Strengths**

Our 3rd grade reading Approaches rate is 8 points higher than it was in 2019, and our Meets rate is 1 point higher than 2019. Our third graders scored well above the district average in reading.

Our 5th grade students scored well above the district average in math and science at both the Approaches and Meets level. Our 5th graders also scored slightly above the district average in Reading.

In 5th grade, the percentage of students scoring at least Approaches is very similar in all demographic groups (Hispanic, Black, White, Eco Dis, and LEP).

### **Problem Statements Identifying Student Learning Needs**

**Problem Statement 1 (Prioritized):** Overall Index 1 Approaches rate was 53%, a 17 point decrease from 2019. **Root Cause:** The campus was not able to ensure consistent and/or effective Tier 1 instruction in every classroom and/or processes to ensure students in need of make-up instruction were not implemented/effective.

**Problem Statement 2 (Prioritized):** 4th grade scores in reading and math were much lower than other grade levels. **Root Cause:** Campus leadership did not develop or implement effective monitoring processes to ensure T1 instruction was delivered with the necessary depth and complexity and that action plans were effective

**Problem Statement 3 (Prioritized):** Our African American student population is scoring significantly below other student groups in both reading and math in 3rd and 4th grades. (In 5th grade, all groups had similar scores.) **Root Cause:** The campus needs to provide additional training and/or support to ensure appropriate differentiation, 'just in time feedback', and implicit bias awareness training

**Problem Statement 4:** We do not have a high enough percentage of students reaching "Meets" or "Masters" level in any content area. **Root Cause:** The campus needs to ensure students have frequent opportunities for higher order thinking and activities and that high expectations are communicated often to students, teachers, and parents.



# School Processes & Programs

## School Processes & Programs Summary

Anderson Elementary is a Title I school that provides extensive support and programs for students and staff. Staff are supported through professional development opportunities and campus and district coaches that provide opportunities for growth through observations and coaching. Teachers are also provided support and assistance by administrators through PLC coaching cycles and T-TESS walk-throughs. In addition to professional development, the weekly PLC meetings reinforce what they are learning by analyzing data, discussing trainings, discussing implementation and sharing articles, etc. Teachers practice strategies, and receive feedback from their team.

We are a Leader in Me school. This was an initiative that we implemented 4 years ago, and has great support from our community. Our teachers teach and discuss the 7 habits of happy kids daily. Leadership opportunities are provided to students throughout the year, and students are encouraged to "apply" for various jobs that interest them.

Our commitment is to keep students at the center of all actions and decisions. In past years, Anderson students were provided opportunities through after-school programs such as choir, drama, athletics, cheer, dance, Spanish Club and other clubs. We strive to find ways to allow children to develop their talents and explore new challenges. During 2020 and 2021, we were not able to offer these opportunities. We look forward to bringing them back this school year.

## School Processes & Programs Strengths

- Leader in me School - staff, students, and community are highly supportive of this program
- Highly qualified staff
- Strong loyalty to the school and the history of the school with high expectations set for all
- Strong bilingual staff
- Instructional coaches to lead professional development and administrators to provide timely feedback
- Curriculum planning times for teams and with opportunities for collaboration
- Strong co-teaching partnerships

## Problem Statements Identifying School Processes & Programs Needs

**Problem Statement 1:** Data tracking and goal setting has not been implemented with fidelity. **Root Cause:** Campus leaders have not developed/implemented/communicated or monitored (not sure which area) a comprehensive data tracking system for students.

**Problem Statement 2:** Level of training for Leader in Me is varied across staff. **Root Cause:** Some new staff members have not attended year 1 training.

**Problem Statement 3 (Prioritized):** Students are not achieving at the highest levels of their potential. **Root Cause:** Teachers are not teaching TEKS to the depth and level of rigor that is necessary to move students beyond the "Approaches" grade level on STAAR.

# Perceptions

## Perceptions Summary

A core strength of Anderson Elementary is that we foster a sense of community with our students, parents, and staff. We often have visitors tell us that our campus has a warm and inviting feeling from the moment they walk in the door. This is a perception we are proud of, and one that we work to maintain. Last year, we were not able to welcome visitors to our school events, but we look forward to seeing our families and working more closely with our community in the coming year.

Anderson has a presence on social media through Twitter and Facebook. We use both forums to share our monthly newsletters, important announcements, and student pictures and "brags" several times a week. Maintaining our social media sites is a responsibility that is shared between the principal, assistant principal, counselor, and Digital Learning Coach.

## Perceptions Strengths

- Our Title I Parent Survey revealed that parents feel welcomed here at Anderson
- Our Leader in Me Parent Surveys indicate that our parents are appreciative of the experiences their children receive at Anderson
- We have an active & supportive PTO that provide engaging and enjoyable opportunities for students, parents and staff
- We translate all materials into Spanish because it is our 2nd largest language represented
- Discipline referrals decreased slightly this year, with very few referrals resulting in out of school suspensions.
- We received very strong positive feedback (both oral and written) from parents thanking us for having an in-person 5th grade graduation, despite the limitations that Covid 19 placed on us.

## Problem Statements Identifying Perceptions Needs

**Problem Statement 1:** There is a parental perception that they are not invited to attend/participate in campus events. **Root Cause:** The campus PTO needed additional support to ensure timely and/or effective communication was in place.

**Problem Statement 2:** A small group of students have repeated discipline incidents. **Root Cause:** The campus hasn't identified the most effective interventions to mitigate student discipline infractions.

**Problem Statement 3 (Prioritized):** The parental events and activities with a great academic focus have a lower turnout than activities perceived as "fun". **Root Cause:** The campus needs to incorporate and/or communicate the "fun" aspects of academic events.

# Priority Problem Statements

**Problem Statement 1:** 4th grade scores in reading and math were much lower than other grade levels.

**Root Cause 1:** Campus leadership did not develop or implement effective monitoring processes to ensure T1 instruction was delivered with the necessary depth and complexity and that action plans were effective

**Problem Statement 1 Areas:** Student Learning

**Problem Statement 2:** Overall Index 1 Approaches rate was 53%, a 17 point decrease from 2019.

**Root Cause 2:** The campus was not able to ensure consistent and/or effective Tier 1 instruction in every classroom and/or processes to ensure students in need of make-up instruction were not implemented/effective.

**Problem Statement 2 Areas:** Student Learning

**Problem Statement 3:** Our African American student population is scoring significantly below other student groups in both reading and math in 3rd and 4th grades. (In 5th grade, all groups had similar scores.)

**Root Cause 3:** The campus needs to provide additional training and/or support to ensure appropriate differentiation, 'just in time feedback', and implicit bias awareness training

**Problem Statement 3 Areas:** Student Learning

**Problem Statement 4:** Overall attendance percentage for 2020-2021 was 95.2%. Our goal each year is 97%.

**Root Cause 4:** Campus attendance systems (daily calls, etc) did not effectively address attendance issues. Our attendance was also negatively impacted by the Covid 19 pandemic. Students and staff were encouraged (and often required) to stay home and quarantine if they were exposed or experienced symptoms of Covid.

**Problem Statement 4 Areas:** Demographics

**Problem Statement 5:** Students are not achieving at the highest levels of their potential.

**Root Cause 5:** Teachers are not teaching TEKS to the depth and level of rigor that is necessary to move students beyond the "Approaches" grade level on STAAR.

**Problem Statement 5 Areas:** School Processes & Programs

**Problem Statement 6:** The parental events and activities with a great academic focus have a lower turnout than activities perceived as "fun".

**Root Cause 6:** The campus needs to incorporate and/or communicate the "fun" aspects of academic events.

**Problem Statement 6 Areas:** Perceptions

# Goals

**Goal 1: STUDENT OUTCOMES**-Achieve excellent, equitable outcomes for all students

**Performance Objective 1:** By June 2022, 80% of students will reach at least Meets on the Spring 2022 STAAR Reading (3rd-5th grade) assessment. Additionally, by June 2022, 40% of GT students will reach the Masters level on the Spring 2022 STAAR Reading (3rd-5th) assessment. By June 2022, the achievement gap between student groups will decrease.





**Targeted or ESF High Priority**

**Evaluation Data Sources:** STAAR reading  
student grades  
Interim tests  
Benchmark tests

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Implement weekly instructional PLCs for learning, planning, practice, and data analysis.</p> <p><b>Strategy's Expected Result/Impact:</b> Q1: 40% of all students will reach Meets and 20% of GT students will reach Masters Q2: 60% of all students will reach Meets and 30% of all GT students will reach Masters Q3: 75% of all students will reach Meets and 40 % of all GT students will reach Masters Q4: 80% of all students will reach Meets and 40% of all GT students will reach Masters</p> <p><b>Staff Responsible for Monitoring:</b> Administration, PLC leaders, Team leaders</p> <p><b>Title I Schoolwide Elements:</b> 2.4 - <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction - <b>Targeted Support Strategy</b></p> <p><b>Problem Statements:</b> Student Learning 1, 2, 3</p>	Formative			Summative
	Oct	Dec	Mar	June

Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Daily intervention for Tier 2 and Tier 3 students provided by Reading interventionists.</p> <p><b>Strategy's Expected Result/Impact:</b> Students are expected to show 1.5 years of growth through targeted daily interventions.</p> <p>Q1: 40% of all students will reach Meets and 20% of GT students will reach Masters</p> <p>Q2: 60% of all students will reach Meets and 30% of all GT students will reach Masters</p> <p>Q3: 75% of all students will reach Meets and 40 % of all GT students will reach Masters</p> <p>Q4: 80% of all students will reach Meets and 40% of all GT students will reach Masters</p> <p><b>Staff Responsible for Monitoring:</b> Administration, Reading Interventionists, Academic Coach</p> <p><b>Title I Schoolwide Elements:</b> 2.4 - <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 5: Effective Instruction - <b>Targeted Support Strategy</b></p> <p><b>Problem Statements:</b> Student Learning 1, 3</p> <p><b>Funding Sources:</b> Title interventionist - 211 Title I, Part A - \$39,000</p>	Formative			Summative
	Oct	Dec	Mar	June
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Grades 3-5 will implement 100% of the Amplify curriculum daily for 120 minutes in third grade and 90 minutes in fourth and fifth grades.</p> <p><b>Strategy's Expected Result/Impact:</b> Q1: 40% of all students will reach Meets and 20% of GT students will reach Masters</p> <p>Q2: 60% of all students will reach Meets and 30% of all GT students will reach Masters</p> <p>Q3: 75% of all students will reach Meets and 40 % of all GT students will reach Masters</p> <p>Q4: 80% of all students will reach Meets and 40% of all GT students will reach Masters</p> <p><b>Staff Responsible for Monitoring:</b> Administration, Reading Interventionists, Academic Coach</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - <b>Targeted Support Strategy</b></p> <p><b>Problem Statements:</b> Student Learning 1</p>	Formative			Summative
	Oct	Dec	Mar	June

Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Add an additional 5th grade teacher to reduce class size in 5th grade, allowing more focus on small group and individual learning needs of students.</p> <p><b>Strategy's Expected Result/Impact:</b> Q1: 40% of all students will reach Meets and 20% of GT students will reach Masters  Q2: 60% of all students will reach Meets and 30% of all GT students will reach Masters  Q3: 75% of all students will reach Meets and 40 % of all GT students will reach Masters  Q4: 80% of all students will reach Meets and 40% of all GT students will reach Masters</p> <p><b>Staff Responsible for Monitoring:</b> administration, 5th grade team</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p> <p><b>Problem Statements:</b> Student Learning 1, 2</p> <p><b>Funding Sources:</b> teacher - 211 Title I, Part A - \$70,000</p>	Formative			Summative
	Oct	Dec	Mar	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

**Performance Objective 1 Problem Statements:**

Student Learning
<p><b>Problem Statement 1:</b> Overall Index 1 Approaches rate was 53%, a 17 point decrease from 2019. <b>Root Cause:</b> The campus was not able to ensure consistent and/or effective Tier 1 instruction in every classroom and/or processes to ensure students in need of make-up instruction were not implemented/effective.</p>
<p><b>Problem Statement 2:</b> 4th grade scores in reading and math were much lower than other grade levels. <b>Root Cause:</b> Campus leadership did not develop or implement effective monitoring processes to ensure T1 instruction was delivered with the necessary depth and complexity and that action plans were effective</p>
<p><b>Problem Statement 3:</b> Our African American student population is scoring significantly below other student groups in both reading and math in 3rd and 4th grades. (In 5th grade, all groups had similar scores.) <b>Root Cause:</b> The campus needs to provide additional training and/or support to ensure appropriate differentiation, 'just in time feedback', and implicit bias awareness training</p>





**Goal 1: STUDENT OUTCOMES**-Achieve excellent, equitable outcomes for all students

**Performance Objective 2:** By June 2022, 80% of students will reach at least Meets on the Spring 2022 STAAR Math (3rd-5th grade) assessment. Additionally, by June 2022, 40% of GT students will reach the Masters level on the Spring 2022 STAAR Math (3rd-5th) assessment. By June 2022, the achievement gap between student groups will decrease

**Targeted or ESF High Priority**

**Evaluation Data Sources:** STAAR math  
student grades  
Interim tests  
Benchmark tests

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Implement weekly instructional PLCs for learning, planning, practice, and data analysis.</p> <p><b>Strategy's Expected Result/Impact:</b> Q1: 40% of all students will reach Meets and 20% of GT students will reach Masters Q2: 60% of all students will reach Meets and 30% of all GT students will reach Masters Q3: 75% of all students will reach Meets and 40 % of all GT students will reach Masters Q4: 80% of all students will reach Meets and 40% of all GT students will reach Masters</p> <p><b>Staff Responsible for Monitoring:</b> Administration, PLC leaders, Team leaders</p> <p><b>Title I Schoolwide Elements:</b> 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction - <b>Targeted Support Strategy</b></p> <p><b>Problem Statements:</b> Student Learning 1, 2, 3</p>	Formative			Summative
	Oct	Dec	Mar	June
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Daily intervention for Tier 2 and Tier 3 students provided by Math interventionist.</p> <p><b>Strategy's Expected Result/Impact:</b> Q1: 40% of all students will reach Meets and 20% of GT students will reach Masters Q2: 60% of all students will reach Meets and 30% of all GT students will reach Masters Q3: 75% of all students will reach Meets and 40 % of all GT students will reach Masters Q4: 80% of all students will reach Meets and 40% of all GT students will reach Masters</p> <p><b>Staff Responsible for Monitoring:</b> Administration, PLC leaders, Team leaders</p> <p><b>Title I Schoolwide Elements:</b> 2.4 - <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 5: Effective Instruction - <b>Targeted Support Strategy</b></p> <p><b>Problem Statements:</b> Student Learning 1, 3</p>	Formative			Summative
	Oct	Dec	Mar	June

Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Grades 3-5 will implement 100% of the Eureka curriculum for 60 minutes daily.</p> <p><b>Strategy's Expected Result/Impact:</b> Q1: 40% of all students will reach Meets and 20% of GT students will reach Masters            Q2: 60% of all students will reach Meets and 30% of all GT students will reach Masters            Q3: 75% of all students will reach Meets and 40 % of all GT students will reach Masters            Q4: 80% of all students will reach Meets and 40% of all GT students will reach Masters</p> <p><b>Staff Responsible for Monitoring:</b> Administration, PLC leaders, Team leaders</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - <b>Targeted Support Strategy</b></p> <p><b>Problem Statements:</b> Student Learning 1</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Dec</b>	<b>Mar</b>	<b>June</b>
Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> After school tutoring program for grades 2-5 reading and math</p> <p><b>Strategy's Expected Result/Impact:</b> Q1: 40% of all students will reach Meets and 20% of GT students will reach Masters            Q2: 60% of all students will reach Meets and 30% of all GT students will reach Masters            Q3: 75% of all students will reach Meets and 40 % of all GT students will reach Masters            Q4: 80% of all students will reach Meets and 40% of all GT students will reach Masters</p> <p><b>Staff Responsible for Monitoring:</b> administration, SSS</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p> <p><b>Problem Statements:</b> Student Learning 1, 2, 3</p> <p><b>Funding Sources:</b> salaries for tutors - 199 State SCE - State Compensatory Education (PIC - \$11,455</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Dec</b>	<b>Mar</b>	<b>June</b>
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**Performance Objective 2 Problem Statements:**

<b>Student Learning</b>
<p><b>Problem Statement 1:</b> Overall Index 1 Approaches rate was 53%, a 17 point decrease from 2019. <b>Root Cause:</b> The campus was not able to ensure consistent and/or effective Tier 1 instruction in every classroom and/or processes to ensure students in need of make-up instruction were not implemented/effective.</p>
<p><b>Problem Statement 2:</b> 4th grade scores in reading and math were much lower than other grade levels. <b>Root Cause:</b> Campus leadership did not develop or implement effective monitoring processes to ensure T1 instruction was delivered with the necessary depth and complexity and that action plans were effective</p>
<p><b>Problem Statement 3:</b> Our African American student population is scoring significantly below other student groups in both reading and math in 3rd and 4th grades. (In 5th grade, all groups had similar scores.) <b>Root Cause:</b> The campus needs to provide additional training and/or support to ensure appropriate differentiation, 'just in time feedback', and implicit bias awareness training</p>



**Goal 1: STUDENT OUTCOMES**-Achieve excellent, equitable outcomes for all students





**Performance Objective 3:** By June 2022, 80% of students will reach at least Meets on the Spring 2022 STAAR Science (5th grade) assessment. Additionally, by June 2022, 40% of GT students will reach the Masters level on the Spring 2022 STAAR Science (5th grade) assessment. By June 2022, the achievement gap between student groups will decrease.

**Targeted or ESF High Priority**

**Evaluation Data Sources:** STAAR Science  
 student grades  
 Interim tests  
 Benchmark tests

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Implement weekly instructional PLCs for learning, planning, practice, and data analysis.</p> <p><b>Strategy's Expected Result/Impact:</b> Q1: 40% of all students will reach Meets and 20% of GT students will reach Meets            Q2: 60% of all students will reach Meets and 30% of all GT students will reach Meets            Q3: 75% of all students will reach Meets and 40 % of all GT students will reach Meets            Q4: 80% of all students will reach Meets and 40% of all GT students will reach Meets</p> <p><b>Staff Responsible for Monitoring:</b> Administration, PLC leaders, Team leaders</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.6 - <b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction - <b>Targeted Support Strategy</b></p> <p><b>Problem Statements:</b> Student Learning 1</p>	Formative			Summative
	Oct	Dec	Mar	June
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Check for Understanding - Exit Tickets            Fifth grade students will complete and discuss a STAAR formatted exit ticket following every science lab.</p> <p><b>Strategy's Expected Result/Impact:</b> Q1: 40% of all students will reach Meets and 20% of GT students will</p>	Formative			Summative
	Oct	Dec	Mar	June

<p>reach Meets  Q2: 60% of all students will reach Meets  and 30% of all GT students will reach Meets  Q3: 75% of all students will reach Meets and 40 % of all GT students will reach Meets  Q4: 80% of all students will reach Meets  and 40% of all GT students will reach Meets  <b>Staff Responsible for Monitoring:</b> Science teachers, administration  <b>Title I Schoolwide Elements:</b> 2.4 - <b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - <b>Targeted Support Strategy</b>  <b>Problem Statements:</b> Student Learning 1</p>				
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 No Progress	 Accomplished	 Continue/Modify	 Discontinue
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**Performance Objective 3 Problem Statements:**

<p><b>Student Learning</b></p>
<p><b>Problem Statement 1:</b> Overall Index 1 Approaches rate was 53%, a 17 point decrease from 2019. <b>Root Cause:</b> The campus was not able to ensure consistent and/or effective Tier 1 instruction in every classroom and/or processes to ensure students in need of make-up instruction were not implemented/effective.</p>





**Goal 1: STUDENT OUTCOMES**-Achieve excellent, equitable outcomes for all students

**Performance Objective 4:** By June 2022 (Wave 3), 90% of PK students will reach On Target on CLI Engage/CIRCLE in the areas of Phonological Awareness, Letter-Sound Correspondence, and Early Writing. By June 2022, the achievement gap between student groups will decrease.

**Targeted or ESF High Priority**

**HB3 Goal**

**Evaluation Data Sources:** CIRCLE test or CLI Engage teacher made assessments

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Daily Word Study/Phonics Instruction - Pre-K students will have a dedicated daily phonics time using FrogStreet, Neuhaus or ZooPhonics.</p> <p><b>Strategy's Expected Result/Impact:</b> Wave 1 - 50% of PK students will reach On Target on CLI Engage/CIRCLE in the areas of Phonological Awareness, Letter-Sound Correspondence, and Early Writing Wave 2 - 70% of PK students will reach On Target on CLI Engage/CIRCLE in the areas of Phonological Awareness, Letter-Sound Correspondence, and Early Writing Wave 3 - 90% of PK students will reach On Target on CLI Engage/CIRCLE in the areas of Phonological Awareness, Letter-Sound Correspondence, and Early Writing</p> <p><b>Staff Responsible for Monitoring:</b> Administration, Pre-K teachers</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - <b>Targeted Support Strategy</b></p> <p><b>Problem Statements:</b> Student Learning 1</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Dec</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Pre-K teachers will provide small group, targeted instruction to students struggling to learn letters and sounds based on BOY and MOY Circle testing.</p> <p><b>Strategy's Expected Result/Impact:</b> Wave 1 - 50% of PK students will reach On Target on CLI Engage/CIRCLE in the areas of Phonological Awareness, Letter-Sound Correspondence, and Early Writing Wave 2 - 70% of PK students will reach On Target on CLI Engage/CIRCLE in the areas of Phonological Awareness, Letter-Sound Correspondence, and Early Writing Wave 3 - 90% of PK students will reach On Target on CLI Engage/CIRCLE in the areas of Phonological Awareness, Letter-Sound Correspondence, and Early Writing</p> <p><b>Staff Responsible for Monitoring:</b> Administration, Pre-K teachers</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - <b>Targeted Support Strategy</b></p> <p><b>Problem Statements:</b> Student Learning 1</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Dec</b>	<b>Mar</b>	<b>June</b>
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				

**Performance Objective 4 Problem Statements:**

**Student Learning**

**Problem Statement 1:** Overall Index 1 Approaches rate was 53%, a 17 point decrease from 2019. **Root Cause:** The campus was not able to ensure consistent and/or effective Tier 1 instruction in every classroom and/or processes to ensure students in need of make-up instruction were not implemented/effective.





**Goal 1: STUDENT OUTCOMES**-Achieve excellent, equitable outcomes for all students

**Performance Objective 5:** By June 2022 (Wave 3), 90% of PK students will reach On Target on CLI Engage/CIRCLE in the area of Overall Math. By June 2022, the achievement gap between student groups will decrease.

**Targeted or ESF High Priority**

**HB3 Goal**

**Evaluation Data Sources:** CIRCLE test or CLI Engage teacher made assessments

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Guided Practice - Calendar Math Pre-K will have a daily calendar routine to focus on number sense skills such as counting (1-30), place value (tens and ones), patterns, addition and subtraction, and graphing.</p> <p><b>Strategy's Expected Result/Impact:</b> Wave 1 - 50% of PK students will reach On Target on CLI Engage/CIRCLE in the area of Overall Math Wave 2 - 70% of PK students will reach On Target on CLI Engage/CIRCLE in the area of Overall Math Wave 3 - 90% of PK students will reach On Target on CLI Engage/CIRCLE in the area of Overall Math</p> <p><b>Staff Responsible for Monitoring:</b> Administration, Pre-K teachers</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - <b>Targeted Support Strategy</b></p> <p><b>Problem Statements:</b> Student Learning 1</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Dec</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Pre-K teachers will provide small group, targeted instruction to students struggling to recognize numbers and learn one to one correlation, based on BOY and MOY Circle testing.</p> <p><b>Strategy's Expected Result/Impact:</b> Wave 1 - 50% of PK students will reach On Target on CLI Engage/CIRCLE in the area of Overall Math Wave 2 - 70% of PK students will reach On Target on CLI Engage/CIRCLE in the area of Overall Math Wave 3 - 90% of PK students will reach On Target on CLI Engage/CIRCLE in the area of Overall Math</p> <p><b>Staff Responsible for Monitoring:</b> Administration, Pre-K teachers</p> <p><b>Title I Schoolwide Elements:</b> 2.6, 3.2 - <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - <b>Targeted Support Strategy</b></p> <p><b>Problem Statements:</b> Student Learning 1</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Dec</b>	<b>Mar</b>	<b>June</b>
<p style="text-align: center;">  No Progress                           Accomplished                           Continue/Modify                           Discontinue                 </p>				

**Performance Objective 5 Problem Statements:**

## Student Learning





**Problem Statement 1:** Overall Index 1 Approaches rate was 53%, a 17 point decrease from 2019. **Root Cause:** The campus was not able to ensure consistent and/or effective Tier 1 instruction in every classroom and/or processes to ensure students in need of make-up instruction were not implemented/effective.

**Goal 1: STUDENT OUTCOMES**-Achieve excellent, equitable outcomes for all students

**Performance Objective 6:** By June 2022 (EOY), 65% of 3rd-5th grade students will exceed their growth expectations on MAP Reading. By June 2022, the achievement gap between student groups will decrease.

**Targeted or ESF High Priority**

**Evaluation Data Sources:** MAP Reading BOY, MOY, EOY

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Implement weekly instructional PLCs for learning, planning, practice, and data analysis.</p> <p><b>Strategy's Expected Result/Impact:</b> BOY - 35% of 3rd-5th grade students will exceed their growth expectations on MAP Reading                      MOY - 55% of 3rd-5th grade students will exceed their growth expectations on MAP Reading                      EOY - 65% of 3rd-5th grade students will exceed their growth expectations on MAP Reading</p> <p><b>Staff Responsible for Monitoring:</b> Administration, PLC leaders, Team leaders</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction - <b>Targeted Support Strategy</b></p> <p><b>Problem Statements:</b> Student Learning 1, 2, 3</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Dec</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Daily intervention for Tier 2 and Tier 3 students provided by Reading interventionist.</p> <p><b>Strategy's Expected Result/Impact:</b> Students are expected to show 1.5 years of growth through targeted daily interventions.                      BOY - 35% of 3rd-5th grade students will exceed their growth expectations on MAP Reading                      MOY - 55% of 3rd-5th grade students will exceed their growth expectations on MAP Reading                      EOY - 55% of 3rd-5th grade students will exceed their growth expectations on MAP Reading</p> <p><b>Staff Responsible for Monitoring:</b> Administration, PLC leaders, Team leaders</p> <p><b>Title I Schoolwide Elements:</b> 2.6, 3.2 - <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 5: Effective Instruction - <b>Targeted Support Strategy</b></p> <p><b>Problem Statements:</b> Student Learning 1, 2, 3</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Dec</b>	<b>Mar</b>	<b>June</b>
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**Performance Objective 6 Problem Statements:**

<b>Student Learning</b>
<p><b>Problem Statement 1:</b> Overall Index 1 Approaches rate was 53%, a 17 point decrease from 2019. <b>Root Cause:</b> The campus was not able to ensure consistent and/or effective Tier 1 instruction in every classroom and/or processes to ensure students in need of make-up instruction were not implemented/effective.</p>

## Student Learning

**Problem Statement 2:** 4th grade scores in reading and math were much lower than other grade levels. **Root Cause:** Campus leadership did not develop or implement effective monitoring processes to ensure T1 instruction was delivered with the necessary depth and complexity and that action plans were effective

**Problem Statement 3:** Our African American student population is scoring significantly below other student groups in both reading and math in 3rd and 4th grades. (In 5th grade, all groups had similar scores.) **Root Cause:** The campus needs to provide additional training and/or support to ensure appropriate differentiation, 'just in time feedback', and implicit bias awareness training







**Goal 1: STUDENT OUTCOMES**-Achieve excellent, equitable outcomes for all students

**Performance Objective 7:** By June 2022 (EOY), 65% of KG-5th grade students will exceed their growth expectations on MAP Math. By June 2022, the achievement gap between student groups will decrease.

**Targeted or ESF High Priority**

**HB3 Goal**

**Evaluation Data Sources:** MAP Math BOY, MOY, EOY

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Implement weekly instructional PLCs for learning, planning, practice, and data analysis.  <b>Strategy's Expected Result/Impact:</b> BOY - 35% of 3rd-5th grade students will exceed their growth expectations on MAP Math                      MOY - 55% of 3rd-5th grade students will exceed their growth expectations on MAP Math                      EOY - 55% of 3rd-5th grade students will exceed their growth expectations on MAP Math  <b>Staff Responsible for Monitoring:</b> Administration, PLC leaders, Team leaders  <b>Title I Schoolwide Elements:</b> 2.4, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction - <b>Targeted Support Strategy</b>  <b>Problem Statements:</b> Student Learning 1, 2, 3</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Dec</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Daily intervention for Tier 2 and Tier 3 students provided by Math interventionist.  <b>Strategy's Expected Result/Impact:</b> BOY - 35% of 3rd-5th grade students will exceed their growth expectations on MAP Math                      MOY - 55% of 3rd-5th grade students will exceed their growth expectations on MAP Math                      EOY - 55% of 3rd-5th grade students will exceed their growth expectations on MAP Math  <b>Staff Responsible for Monitoring:</b> Administration, PLC leaders, Team leaders  <b>Title I Schoolwide Elements:</b> 2.4, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - <b>Targeted Support Strategy</b>  <b>Problem Statements:</b> Student Learning 1, 2, 3</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Dec</b>	<b>Mar</b>	<b>June</b>
<p style="text-align: center;">  No Progress                           Accomplished                           Continue/Modify                           Discontinue                 </p>				

**Performance Objective 7 Problem Statements:**

<b>Student Learning</b>
<p><b>Problem Statement 1:</b> Overall Index 1 Approaches rate was 53%, a 17 point decrease from 2019. <b>Root Cause:</b> The campus was not able to ensure consistent and/or effective Tier 1 instruction in every classroom and/or processes to ensure students in need of make-up instruction were not implemented/effective.</p>

## Student Learning

**Problem Statement 2:** 4th grade scores in reading and math were much lower than other grade levels. **Root Cause:** Campus leadership did not develop or implement effective monitoring processes to ensure T1 instruction was delivered with the necessary depth and complexity and that action plans were effective

**Problem Statement 3:** Our African American student population is scoring significantly below other student groups in both reading and math in 3rd and 4th grades. (In 5th grade, all groups had similar scores.) **Root Cause:** The campus needs to provide additional training and/or support to ensure appropriate differentiation, 'just in time feedback', and implicit bias awareness training





**Goal 1: STUDENT OUTCOMES**-Achieve excellent, equitable outcomes for all students

**Performance Objective 8:** By June 2022 (EOY), 65% of KG-2nd grade students will be "on grade level" as measured by mCLASS (may be adjusted following review of baseline data). By June 2022, the achievement gap between student groups will decrease.

**Targeted or ESF High Priority**

**HB3 Goal**

**Evaluation Data Sources:** mCLASS BOY, MOY, EOY

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Implement weekly instructional PLCs for learning, planning, practice, and data analysis.  <b>Strategy's Expected Result/Impact:</b> BOY - 40% of K-2 students will be "on grade level" as measured by mCLASS                      MOY - 50% of K-2 students will be "on grade level" as measured by mCLASS                      EOY - 65% of K-2 students will be "on grade level" as measured by mCLASS  <b>Staff Responsible for Monitoring:</b> Administration, PLC leaders, Team leaders  <b>Title I Schoolwide Elements:</b> 2.4, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - <b>Targeted Support Strategy</b>  <b>Problem Statements:</b> Student Learning 2, 3</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Dec</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Daily intervention for Tier 2 and Tier 3 students provided by Reading interventionist.  <b>Strategy's Expected Result/Impact:</b> Students are expected to show 1.5 years of growth through targeted daily interventions.                      BOY - 40% of K-2 students will be "on grade level" as measured by mCLASS                      MOY - 50% of K-2 students will be "on grade level" as measured by mCLASS                      EOY - 65% of K-2 students will be "on grade level" as measured by mCLASS  <b>Staff Responsible for Monitoring:</b> Administration, PLC leaders, Team leaders  <b>Title I Schoolwide Elements:</b> 2.6, 3.2 - <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - <b>Targeted Support Strategy</b>  <b>Problem Statements:</b> Student Learning 1, 2, 3</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Dec</b>	<b>Mar</b>	<b>June</b>
<p style="text-align: center;">  No Progress                           Accomplished                           Continue/Modify                           Discontinue                 </p>				

**Performance Objective 8 Problem Statements:**

## Student Learning

**Problem Statement 1:** Overall Index 1 Approaches rate was 53%, a 17 point decrease from 2019. **Root Cause:** The campus was not able to ensure consistent and/or effective Tier 1 instruction in every classroom and/or processes to ensure students in need of make-up instruction were not implemented/effective.

**Problem Statement 2:** 4th grade scores in reading and math were much lower than other grade levels. **Root Cause:** Campus leadership did not develop or implement effective monitoring processes to ensure T1 instruction was delivered with the necessary depth and complexity and that action plans were effective

**Problem Statement 3:** Our African American student population is scoring significantly below other student groups in both reading and math in 3rd and 4th grades. (In 5th grade, all groups had similar scores.) **Root Cause:** The campus needs to provide additional training and/or support to ensure appropriate differentiation, 'just in time feedback', and implicit bias awareness training





**Goal 1: STUDENT OUTCOMES-**Achieve excellent, equitable outcomes for all students

**Performance Objective 9:** By June 2022, attendance rates will improve by 1.5% when compared to the final campus rate in 2019.

**Targeted or ESF High Priority**

**Evaluation Data Sources:** Monthly and EOY attendance rate

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Teachers will contact all parents within the first 2 weeks of school to welcome families and talk about the importance of coming to school every day.</p> <p><b>Strategy's Expected Result/Impact:</b> Student attendance will improve from 95.9% at the end of 2019 to 97.4%.                      Q1 - 97%                      Q2 - 97%                      Q3 - 97.4%                      Q4 - 97.4%</p> <p><b>Staff Responsible for Monitoring:</b> Administrators, Team Leaders, Teachers</p> <p><b>Title I Schoolwide Elements:</b> 2.4 - <b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 3: Positive School Culture - <b>Targeted Support Strategy</b></p> <p><b>Problem Statements:</b> Demographics 1</p>	Formative			Summative
	Oct	Dec	Mar	June
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Families will receive an auto-call each time their child is absent. Teachers will call home each time a child is absent for 2 days in a row or in the same week. Administrators will conference with families of students when they hit 6 absences (first semester) or 9 absences (second semester).</p> <p><b>Strategy's Expected Result/Impact:</b> Student attendance will improve from 95.9% at the end of 2019 to 97.4%.                      Q1 - 97%                      Q2 - 97%                      Q3 - 97.4%                      Q4 - 97.4%</p> <p><b>Staff Responsible for Monitoring:</b> Administrators, Attendance committee</p> <p><b>Title I Schoolwide Elements:</b> 2.4 - <b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 3: Positive School Culture - <b>Targeted Support Strategy</b></p> <p><b>Problem Statements:</b> Demographics 1</p>	Formative			Summative
	Oct	Dec	Mar	June

Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Plan monthly attendance parties for students with perfect attendance each month <b>Strategy's Expected Result/Impact:</b> Improved student attendance <b>Staff Responsible for Monitoring:</b> Attendance committee, Assistant Principal <b>Title I Schoolwide Elements:</b> 2.6 - <b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 3: Positive School Culture - <b>Targeted Support Strategy</b> <b>Problem Statements:</b> Demographics 1	Formative			Summative
	Oct	Dec	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Performance Objective 9 Problem Statements:**

Demographics
<b>Problem Statement 1:</b> Overall attendance percentage for 2020-2021 was 95.2%. Our goal each year is 97%. <b>Root Cause:</b> Campus attendance systems (daily calls, etc) did not effectively address attendance issues. Our attendance was also negatively impacted by the Covid 19 pandemic. Students and staff were encouraged (and often required) to stay home and quarantine if they were exposed or experienced symptoms of Covid.

**Goal 2: EQUITY-Remove unacceptable barriers to student and staff success**

**Performance Objective 1: By June 2022, achievement gaps between student groups will be decreased.**

**Targeted or ESF High Priority**

**HB3 Goal**

**Evaluation Data Sources:** Outcome data disaggregated by student groups (targets set for pops)





Interim tests

benchmark tests

MAP & STAAR data

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> At least once per month, PLC meetings will focus on data analysis, specifically looking at disaggregated data to ensure student groups are achieving at similar rates. Data will be used to plan for remediation and intervention.</p> <p><b>Strategy's Expected Result/Impact:</b> The rate of students achieving Meets on exams will have less than 10% difference between demographic student groups.</p> <p>Q1 - less than 20% difference                      Q2 - less than 15% difference                      Q3 - less than 10% difference                      Q4 - less than 10% difference</p> <p><b>Staff Responsible for Monitoring:</b> Administration, PLC leaders, teachers</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction - <b>Targeted Support Strategy</b></p> <p><b>Problem Statements:</b> Student Learning 1, 3</p>	Formative			Summative
	Oct	Dec	Mar	June
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Daily intervention for Tier 2 and Tier 3 students provided by Reading interventionist.</p> <p><b>Strategy's Expected Result/Impact:</b> The rate of students achieving Meets on exams will have less than 10% difference between demographic student groups.</p> <p>Q1 - less than 20% difference                      Q2 - less than 15% difference                      Q3 - less than 10% difference                      Q4 - less than 10% difference</p> <p><b>Staff Responsible for Monitoring:</b> Administrators, Interventionists</p> <p><b>Title I Schoolwide Elements:</b> 2.6, 3.2 - <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - <b>Targeted Support Strategy</b></p> <p><b>Problem Statements:</b> Student Learning 1, 2, 3</p>	Formative			Summative
	Oct	Dec	Mar	June

Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Purchase chrome book carts to provide all grade levels with at least 2 to increase student access to Education Galaxy, Schoology, and other digital resources</p> <p><b>Strategy's Expected Result/Impact:</b> The rate of students achieving Meets on exams will have less than 10% difference between demographic student groups.</p> <p>Q1 - less than 20% difference            Q2 - less than 15% difference            Q3 - less than 10% difference            Q4 - less than 10% difference</p> <p><b>Staff Responsible for Monitoring:</b> administration, DLC</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p> <p><b>Problem Statements:</b> Student Learning 1</p> <p><b>Funding Sources:</b> chromebook carts - 211 Title I, Part A - \$30,970</p>	Formative			Summative
	Oct	Dec	Mar	June

 No Progress    
  Accomplished    
  Continue/Modify    
  Discontinue

**Performance Objective 1 Problem Statements:**

Student Learning
<p><b>Problem Statement 1:</b> Overall Index 1 Approaches rate was 53%, a 17 point decrease from 2019. <b>Root Cause:</b> The campus was not able to ensure consistent and/or effective Tier 1 instruction in every classroom and/or processes to ensure students in need of make-up instruction were not implemented/effective.</p>
<p><b>Problem Statement 2:</b> 4th grade scores in reading and math were much lower than other grade levels. <b>Root Cause:</b> Campus leadership did not develop or implement effective monitoring processes to ensure T1 instruction was delivered with the necessary depth and complexity and that action plans were effective</p>
<p><b>Problem Statement 3:</b> Our African American student population is scoring significantly below other student groups in both reading and math in 3rd and 4th grades. (In 5th grade, all groups had similar scores.) <b>Root Cause:</b> The campus needs to provide additional training and/or support to ensure appropriate differentiation, 'just in time feedback', and implicit bias awareness training</p>







**Goal 3: ENGAGEMENT**-Empower family and student voices in support of positive student outcomes

**Performance Objective 1:** By June 2022, campuses will implement at least two high-leverage strategies to engage families and communities that best meet the needs of the stakeholders. Campus will determine the measure of success.

**Targeted or ESF High Priority**

**Evaluation Data Sources:** Attendance sign-in sheets at community events and books study meetings

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> We will add at least one activity focused on an academic content area to all of our school/community events (Trunk or Treat, Supper with Santa, Spring carnival)  <b>Strategy's Expected Result/Impact:</b> Fall semester - at least 25 families will attend                      Spring semester - at least 30 families will attend  <b>Staff Responsible for Monitoring:</b> All staff, Administrators  <b>Title I Schoolwide Elements:</b> 3.2 - <b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 3: Positive School Culture - <b>Targeted Support Strategy</b>  <b>Problem Statements:</b> Perceptions 3</p>	Formative			Summative
	Oct	Dec	Mar	June
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> The counselor will invite parents to participate in a parent book study. The book will focus on having a growth mindset.  <b>Strategy's Expected Result/Impact:</b> At least 15 parents will attend book study sessions.  <b>Staff Responsible for Monitoring:</b> Counselor (PEL)  <b>Title I Schoolwide Elements:</b> 3.1, 3.2 - <b>ESF Levers:</b> Lever 3: Positive School Culture - <b>Targeted Support Strategy</b>  <b>Problem Statements:</b> Perceptions 3</p>	Formative			Summative
	Oct	Dec	Mar	June
<p style="text-align: center;">  No Progress                           Accomplished                           Continue/Modify                           Discontinue                 </p>				

**Performance Objective 1 Problem Statements:**





Perceptions
<p><b>Problem Statement 3:</b> The parental events and activities with a great academic focus have a lower turnout than activities perceived as "fun". <b>Root Cause:</b> The campus needs to incorporate and/or communicate the "fun" aspects of academic events.</p>

**Goal 4: WELL-BEING-**Ensure all schools are welcoming, safe environments where social and emotional needs are met

**Performance Objective 1:** By June 2022, campuses will implement at least two high-leverage SEL strategies that meet the needs of the students, staff, and the community. Campus will determine the measure of success.

**Targeted or ESF High Priority**

**Evaluation Data Sources:** Sign-In Sheets (participants)  
Agendas  
Impact data

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Classroom teachers will complete 1-2 Leader in Me lessons weekly during our 15 minute SEL time (first 15 minutes of the day).</p> <p><b>Strategy's Expected Result/Impact:</b> Students will learn and apply the 7 habits in their daily lives</p> <p><b>Staff Responsible for Monitoring:</b> Classroom teachers, Lighthouse coordinators</p> <p><b>Title I Schoolwide Elements:</b> 2.5 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals - <b>ESF Levers:</b> Lever 3: Positive School Culture - <b>Targeted Support Strategy</b></p> <p><b>Problem Statements:</b> Student Learning 1</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Dec</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Classroom teachers will complete 3-4 SEL lessons from Quaver weekly during our 15 minute SEL time (first 15 minutes of the day).</p> <p><b>Strategy's Expected Result/Impact:</b> Students will feel safe, accepted, and learn skills to help with emotional regulation</p> <p><b>Staff Responsible for Monitoring:</b> Counselor, classroom teachers</p> <p><b>Title I Schoolwide Elements:</b> 2.5 - <b>ESF Levers:</b> Lever 3: Positive School Culture - <b>Targeted Support Strategy</b></p> <p><b>Problem Statements:</b> Student Learning 1</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Dec</b>	<b>Mar</b>	<b>June</b>
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

**Performance Objective 1 Problem Statements:**

<b>Student Learning</b>
<p><b>Problem Statement 1:</b> Overall Index 1 Approaches rate was 53%, a 17 point decrease from 2019. <b>Root Cause:</b> The campus was not able to ensure consistent and/or effective Tier 1 instruction in every classroom and/or processes to ensure students in need of make-up instruction were not implemented/effective.</p>

# **Title I Schoolwide Elements**

## **ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)**

### **1.1: Comprehensive Needs Assessment**

The Title I, Part A Campus Improvement Plan is based on a Comprehensive Needs Assessment (CNA) of the entire school. It reflects the status of academic achievement of our scholars in relation to the challenging state academic standards focusing on students who are failing to or are at-risk of failing to meet the rigorous state academic standards and those determined by local policy. The Comprehensive Needs Assessment (CNA) includes a deliberate focus on achievement for special populations such as At-Risk, Special Education, English Learners, Economically Disadvantaged and Gifted & Talented.

The most recent date the Comprehensive Needs Assessment (CNA) was developed/reviewed/revised/approved is noted in the CNA section of Plan4Learning. The comprehensive list of stakeholders engaged in the development, review, revisions, and approval of the CNA will be documented in the Committees section of Plan4Learning. The committee, as well as specialized subcommittees, will meet throughout the school year as new data becomes available and/or when the needs of scholars require campus-level action. The district goal is to conduct at least 2 meetings during the 2021-2022 fall semester (July 2021-December 2021) and at least 3 meetings during the 2021-2022 spring semester (January 2022-July 2022).

## **ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)**

### **2.1: Campus Improvement Plan developed with appropriate stakeholders**

The Campus Improvement Plan (CIP) is developed in collaboration with parent(s), community member(s), and campus personnel including teachers, paraprofessionals, campus leaders and leadership team members, and district administration. The committee may include additional stakeholders such as specialized instructional support, technical-assistance personnel, and other campus staff, as needed. Secondary-level (MS/HS) campuses may also include student input through membership on the CIP team. The list of stakeholders who participate in the development and review of the CIP may be found in Plan4Learning in the Committees section.

### **2.2: Regular monitoring and revision**

The CIP remains in effect for the duration of the school's identification as a Title I campus. The plan and its implementation shall be regularly monitored and revised as necessary, based on scholars' needs to ensure that all students are provided opportunities to meet the challenging state academic standards. (ESSA Sec. 12114(b)(3)). The monitoring must include students defined as economically disadvantaged, each major racial and ethnic group, students with disabilities, English learners (ESSA Section 1111(c)(2)) and "at-risk" students [TEC 42.152(d)].

The date the CIP and District Improvement Plan (DIP) were developed/reviewed/revised/approved is noted in Plan4Learning under the Goals tab for the District and for each campus.

### **2.3: Available to parents and community in an understandable format and language**

The CIP is readily available to parents and the community on our campus website. Upon request, an electronic or paper copy will be provided to interested parties. The CIP has been translated into Spanish and both versions are posted on our webpage. The campus and/or district will, to the extent possible, provide translations into other languages. Communication will be provided to families at the beginning of the year and during the fall Open House to address this option. (ESSA, Sec. 1114(b)(4))

## **2.4: Opportunities for all children to meet State standards**

Campus-wide Reform Strategies: Sec. 1114(b)(7)(A)(i-iii) The school determines campus-wide reform strategies based upon formative and summative student achievement data. The CIP includes a description of how such strategies will provide opportunities for all children, including each of the student populations (economically disadvantaged students, students from major racial and ethnic groups, children with disabilities and English learners [Sec 1111(c)(2)]) to meet the challenging state academic standards.

This requirement is documented at the strategy level in Plan4Learning. Each strategy meeting the requirements of 2.4 include this Element designation above the strategy.

## **2.5: Increased learning time and well-rounded education**

The campus will use methods and instructional strategies that strengthen the academic program, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum through programs, activities, and courses necessary to provide a well-rounded education.

Within the Goals, Performance Objectives and Strategies sections in Plan4Learning, the campus lists and describes methods and instructional strategies that strengthen its academic program, increase the amount and quality of learning time, and provide an enriched and accelerated curriculum necessary to a well-rounded education. The campus identifies at least 1 (one) instructional strategy and as many as necessary to address the identified needs. For validation, the campus will submit 1-5 (one to five) strategies.

## **2.6: Address needs of all students, particularly at-risk**

The campus will address the needs of all students it serves with a focus on the needs of students identified as “At Risk” of unsuccessfully demonstrating mastery of the challenging State academic standards.

Within the Goals, Performance Objectives and Strategies sections in Plan4Learning, the campus identifies how it will address the needs of all students including a particular focus on students deemed “At Risk” of not meeting State standards. The campus identifies at least 1 (one) instructional strategy addressing the needs of all students especially the needs of “At Risk” students and student populations and as many as necessary to address the identified needs. For validation, the campus will submit 1-5 (one to five) strategies.

# **ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)**

## **3.1: Develop and distribute Parent and Family Engagement Policy**

The school jointly developed a written parent and family engagement policy and a school parent compact with parents and family members of our students. The policy describes the ways Spring ISD fulfills the requirements for partnering with parents and families as we provide a high quality education. Our school believes that this partnership is essential for students to succeed. This partnership includes:

- Assisting parents to understand the state standards (TEKS) and curriculum
- Understanding state (STAAR/EOC) and local assessment standards
- How to work with the school to improve their child’s achievement
- Providing materials and training to help parents work with their child, such as literacy and technology training
- Parent curriculum workshops

The School Parent compact outlines how parents, the entire school staff and students will share the responsibility for improved academic achievement. Spring ISD also embraces family and community engagement as it is clearly outlined in our 5-year Strategic Plan as one of our 5 imperatives:

Engaged Stakeholders in Every Community

Our Parent and Family Engagement performance indicators include:

- Increase percentage of schools with an active PTA or PTO
- Increase percentage of stakeholders participating and engaged/highly engaged with Spring ISD
- Increase parent rating of overall quality of education provided by Spring ISD
- Increased two-way communication with parents and stakeholders
- Increase the number of student-enrichment opportunities with higher education or business partners

A list of the individuals and their roles who assisted with the development of the Parent and Family Engagement Policy and Compact can be found in the Committees section of Plan4Learning. The Parent and Family Engagement Policy is published on the school's website and distributed throughout our community.

### **3.2: Offer flexible number of parent involvement meetings**

The school provides a flexible number of meetings for parents. At the district level, the parents meet 4 times annually and serve on a Parent Advisory Council. At the school level we encourage our parents to participate in all enrichment activities as well as academic focused training and workshops such as Language Acquisition courses, technology training and many academic and social/emotional focused workshops. We also have a volunteer program in place where parents may donate their time and their talents in the schools, such as reading in the classroom, participating in College and Career Days as well as serving on the Watch DOGS committee.

# Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Amanda Prieto	Title I Teacher	Title I	1.0
Mary Abbott	Title I Teacher	Title I	0.5