Spring Independent School District

2020-21
Elementary
Campus Improvement Plan

Beneke

Campus Needs Assessments

REFLECTION QUESTIONS
Please complete the following section using the Comprehensive Needs Assessment (CNA) and submit that analysis documentation with the CIP.

| What are some key takeaways about your community's needs that were illuminated by the remote learning transition? (Examples might include engagement challenges, digital divide, additional parental and family supports) | Beneke Elementary, established in 1986, serves a diverse population of prekindergarten through fifth grade students. Our student demographics consist of 60% Hispanic, 29% African American, 7% Asian, 2% White, and 1% American Indian. Of our 695 students, 82% are classified as economically disadvantaged, 68% are classified as at-risk, 47% are identified as English Language learners.

To date, 50% (348) of our student body are participating in Safety-First In-Person, while the other 50% (348) are participating in Empowered Learning At-Home. Both groups of learners have experienced challenges with technology, specifically internet access and connectivity issues. Although we have supplied (320) students with Chromebooks, we are finding that more devices are needed. Some of the Safety-First In-Person learners elected to not receive a loaned device while working remotely because of access to a device at home. Now that they have returned to school, that device is no longer accessible.

Regarding the Empowered Learning At-Home students, some are without support at home during the instructional day. Therefore, additional time is needed to support these learners with navigating digital instructional resources. Based on campus survey data, our greatest challenge is providing additional instructional support to both groups of learners. Although we have experienced the aforementioned challenges, we have noted success in increasing the number of students completing exit tickets, assignments, and assessments virtually. Additionally, when students are ill, they are able to participate virtually instead of missing school. This has yielded a positive impact on our overall attendance. Parents have participated in virtual technology tranings and learned new ways to support their children at home. We are committed to the success of all of our scholars, regardless of their learning modality. |
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What additional data did you consider that reflects a goal of closing the gap and addressing disproportionality? (Examples might include attendance, discipline, ESSA Domain 3 data leading to Comprehensive/ Targeted/ Additional Targeted ratings)	**Attendance**: We are tracking attendance daily for both groups of learners (Safety-First In-Person and Empowered Learning At-Home). Our average daily attendance is 97%. **Schoology**: We are tracking and notifying parents of missing assignments in Schoology. Parents have indicated that assignments are late due to technology issues, therefore, we are extending deadlines. **STAAR Data:**

STAAR Data:

Subject	Approaches	Meets	Masters
Reading	79%	44%	24%
Math	84%	49%	27%
Writing	78%	43%	19%
Science	60%	37%	14%
Overall	78%	45%	23%

School Report Card Data	
Student Achievement	77%
School Progress	85%
Closing the Gap	88%
Overall Rating	86%

Data is also being tracked for the following:
BOY STAAR
TPRI / Tejas LEE
CIRCLE Assessment
MAP Data
Checkpoints
Exit Tickets
Unit Assessments
Education Galaxy
STEMscope
ExactPath

What data do you consider most relevant to the instructional strategies that will be used in 2020-21 to see growth in core content areas? (Examples might include TAPR, MOY data, engagement and COVID)	**Students**: The data that will be most relevant to the instructional strategies will be collected from guided reading groups, checkpoints, exit tickets, unit assessments, and STAAR benchmarks. Between checkpoint, unit assessment, and benchmark assessment timelines, we will collect data from independent practice assignments and exit tickets to swiftly intervene and reteach concepts to the mastery level.	**Teachers**: Administrators are assigned to a specific grade level to monitor daily instruction. A minimum of five walkthroughs will be collected weekly on each grade level. A targeted coaching cycle will be implemented through Engage 2 Learn with all teachers at Beneke Elementary. Walkthrough/observation/coaching cycle data will be monitored. The data will be used to provide instructional support and professional development opportunities.

Student Outcomes

DISTRICT AREAS OF FOCUS	DISTRICT STRATEGIC ACTIONS:	DISTRICT MEASUREMENTS OF SUCCESS BY JUNE 2021

1. **Growth in Core Content Areas**	▪ **Ensure each campus implements with fidelity 2 targeted campus-level instructional strategies per core content area. These instructional strategies will be** chosen by each campus in response to their campus' 2020-21 comprehensive needs assessment that was done with an equity lens
	
	▪ **Ensure each campus implements with fidelity the Spring ISD 2020-21 Instructional Continuity Plan** designed to support the student learning — both in-person and remote students — during this unprecedented time
		▪ **READING**
		  ◦ Grades 3-5 students — ⬆
		    5-15 PPT growth at the meets level on STAAR
		▪ **MATH**
		  ◦ Grades 3-5 students — ⬆
		    5-15 PPT growth at the meets level on STAAR
		▪ **WRITING**
		  ◦ Grade 4 students — ⬆
		    5-15 PPT growth at the meets level on STAAR
		▪ **SCIENCE**
		  ◦ Grade 5 students — ⬆
		    5-15 PPT growth at the meets level on the STAAR

2. **Early Childhood**	▪ Implement full-day PK program
	▪ Ensure campuses implement Early Childhood Literacy Initiative focused on Phonological Awareness, Letter-Sound Correspondence and Early Writing
	  ◦ Establish Early Childhood literacy targets
	  ◦ Administer screeners and monitor literacy
	  ◦ Establish Early Childhood mathematics targets
	  ◦ Administer screeners and monitor math
		▪ **100%** of campuses have full-day PK with each campus' student participation rate at ≥ 5 percent of total student population
		▪ **90%** of PK students have mastered EOY CIRCLE learning areas of Phonological Awareness, Early Writing, and Letter-Sound Correspondence with a score of ON TRACK (on all three learning areas).
		▪ **90%** of PK students have an EOY CIRCLE Math score of ON TRACK.
		▪ **90%** of KG students have mastered EOY TPRI (Listening Comprehension) or Tejas Lee (Comprensión auditiva) with a score of DEVELOPED (D)

2020-21 Campus Student Outcomes

CAMPUS AREA OF FOCUS	CAMPUS STRATEGIC ACTIONS:	CAMPUS MEASURES OF SUCCESS BY JUNE 2021
Growth in Reading	**Instructional Strategies:** **Literacy Framework:** The administrative team will support teachers in implementing the Balanced Literacy Framework to ensure that all students are reading on or above grade level (Independent Reading, Word Power, Read Aloud, Writing Workshop, and Guided Reading) with fidelity. **Guided Reading Groups:** Teaches will pull students in a small-group setting to individually read a selected text at their instructional reading level. Teaching strategies will be implemented to support students in processing increasingly challenging texts. **Intervention Groups:** Students performing below 70% (exit tickets, unit assessments, checkpoints) in reading will be identified through analyzing assessment data. Individualized instructional plans will be created to target weak objectives. **LLI Intervention Groups:** The Fountas & Pinnell Leveled Literacy Intervention System(LLI) will be utilized to target students reading below grade level. Targeted reading interventions will be provided during small group instruction for a duration of 30 minutes a day. **Summit K12** Teachers will utilize the Summit K12 online program to support LEP students through English language development in the four components of TELPAS (reading, listening, speaking, and writing). LEP students will be identified for small group	**READING** **STAAR Goal:** By June 2021, student achievement in reading for grades 3 through 5 will increase from 44% to 51% at the Meets level as measured by the STAAR Reading test. **Guided Reading:** October: running records will yield at least 25% of students increasing by 5%. November: running records will yield at least 50% of students increasing by 5%. January: running records will yield at least 75% of students increasing by 5%. March: running records will yield at least 80% of students increasing by 5%. **LLI Progress Monitoring:** At the completion of 10 LLI lessons, students will advance to the next reading level.

3rd	Approaches	Meets	Masters
Reading	74%	41%	22%
Math	80%	44%	21%
Total Students = 110			

intervention based on data and
deficiencies.

Digital Learning Resources:
Embedded digital resources will be used
to customize learning pathways for
students and to target deficits.

- Education Galaxy
- Learning A to Z (digital books for
  differentiation)
- Raz Kids (digital books and
  quizzes on 29 reading levels)
- Mentoring Minds

Teacher Preparedness:

PLC
Teachers will be supported in
implementing
the PLC Protocol with fidelity: Learning,
Instructional Planning, Practice (At Bat),
and DDAP (Data Driven Action Planning).

Professional Development

- Digital resources
- Small group instruction
- SpringWay Systems and Routines
- PLC Expectations
- Lead4ward resources

Growth in Math	**Instructional Strategies:** **Problem Solving**: The students in kinder through fifth grade will utilize a problem solving technique such as UPSC to think through the process of solving math word problems with logic and reason. **Blended Learning / Math Innovation Zone:**	**MATH** By June 2021, student achievement in grades 3 through 5 will increase from 49% to 56% at the Meets level as measured by the STAAR Math test.

4th	Approaches	Meets	Masters
Reading	74%	44%	21%
Math	72%	38%	13%
Writing	78%	43%	19%
Total Students = 95			

	Teachers will utilize ST Math and implement blended learning techniques to combine face-to-face instruction with online learning by leveraging technology to assist teachers in diagnosing students' prior knowledge, differentiation of academic paths for each student, and adjusting lesson execution based on real-time information about student mastery.	
	Digital Learning Resources: Embedded digital resources will be used to customize learning pathways for students and to target deficits. • Education Galaxy • Mentoring Minds • ST Math **Teacher Preparedness:** **PLC** Teachers will be supported in implementing the PLC Protocol with fidelity: Learning, Instructional Planning, Practice (At Bat), and DDAP (Data Driven Action Planning). **Professional Development** • Digital resources • Small group instruction • SpringWay Systems and Routines • PLC Expectations • Lead4ward resources	
Growth in Writing	**Instructional Strategies:** **Conferring /One on One Feedback:** Writing compositions will be collected monthly and reviewed to inform instructional decisions. Utilizing "Writing Publishing Parties," scholars will share their writing with their peers. Writing compositions will be scored using the Lucy Calkins rubric. Bilingual/ESL students will use dictionaries during ELA assignments. **Model Writing/Model Editing:**	**WRITING** By June 2021, student achievement in reading for grades 3 through 5 will increase from 43% to 50% at the Meets level as measured by the STAAR Writing test.

To encourage students to think deeply about their writing, teachers will model the conventions of good writing. Students will be guided through how to build a sound sentence, use the correct punctuation, construct effective transitions, add clarity/stay on topic, and edit.

Graphic Organizers:
Teachers will utilize graphic organizers to guide students in creating visual representations of the facts, ideas, and concepts of a given topic. Graphic organizers will aide students in structuring their thoughts in a visual format which will allow for more specificity and detail.

Shared Writing:
The students will collaborate with the teacher to jointly construct a written text. The teacher acts as scribe, prompting, questioning and supporting the students as the text is shaped.

Empowering Writers:
Teachers will utilize the Empowering Writers Hub and participate in workshops to learn techniques and strategies on writing best practices.

Literacy Framework:
The administrative team will support teachers in implementing the Balanced Literacy Framework to ensure that all students are reading on or above grade level (Independent Reading, Word Power, Read Aloud, Writing Workshop, and Guided Reading) with fidelity.

Digital Learning Resources:
Embedded digital resources will be used to customize learning pathways for students and to target deficits.

- Education Galaxy
- Mentoring Minds
- Empowering Writers

Teacher Preparedness:

	PLC Teachers will be supported in implementing the PLC Protocol with fidelity: Learning, Instructional Planning, Practice (At Bat), and DDAP (Data Driven Action Planning). **Professional Development** - Digital resources - Small group instruction - SpringWay Systems and Routines - PLC Expectations - Lead4ward resources	
Growth in Science	**Instructional Strategies:** **Hands on Experiments** Teachers will conduct experiments aligned to the concepts taught and students will actively participate in the scientific process. **Virtual Science Labs** Teachers will utilize virtual science labs to allow Empowered Learning at Home students to connect through pictures, videos, and simulations. **STEMscopes** Teachers will utilize STEMscopes resources to provide students with rigorous assignments and questions aligned to the STAAR assessment. Students will explore and discover concepts through visuals, videos, and experiments. Learning will be measured by utilizing the online assessments. Data will be collected and analyzed; instruction will be adjusted based on results. **Digital Learning Resources:** Embedded digital resources will be used to customize learning pathways for students and to target deficits. - Education Galaxy - Mentoring Minds - STEMscopes **Teacher Preparedness:**	**SCIENCE** By June 2021, student achievement in reading for grades 3 through 5 will increase from 37% to 44% at the Meets level as measured by the STAAR Science test. Table below.

5th	Approaches	Meets	Masters
Reading	88%	48%	27%
Math	95%	64%	42%
Science	60%	37%	14%
Total Students = 116			

	PLC Teachers will be supported in implementing the PLC Protocol with fidelity: Learning, Instructional Planning, Practice (At Bat), and DDAP (Data Driven Action Planning). **Professional Development** • Digital resources • Small group instruction • SpringWay Systems and Routines • PLC Expectations • Lead4ward resources	
Early Childhood	**Instructional Strategies:** **Frog Street Curriculum** Teachers will incorporate pretend play, social-emotional growth, and academic skill mastery across developmental domains to teach and monitor instruction. **Exit Tickets / Closing Circle** Teachers will close the daily learning by asking questions and providing exit tickets. Data will be analyzed to make thoughtful and developmentally appropriate instructional decisions. Performance will be tracked and adjustments made to ensure EOY goals are met and students are on track to achieve kindergarten readiness. **PLC** Teachers will be supported in implementing the PLC Protocol with fidelity: Learning, Instructional Planning, Practice (At Bat), and DDAP (Data Driven Action Planning). **Professional Development** • Frog Street Curriculum • Small group instruction • SpringWay Systems and Routines	**85%** of PK students have mastered EOY CIRCLE learning area of Math with a score of ON TRACK. **85%** of PK students have an EOY CIRCLE learning area of Phonological Awareness, Early Writing, and Letter-Sound Correspondence score of ON TRACK. **85%** of KG students have mastered EOY TPRI (Listening Comprehension) or Tejas LEE (Comprensión auditiva) with a score of DEVELOPED (D).

OTHER MEASURES		
CAMPUS AREA OF FOCUS	**CAMPUS STRATEGIC ACTIONS:**	**CAMPUS MEASURES OF SUCCESS** *(Please include 1-2 measures per strategy)*
Social Emotional	**Social Emotional Strategies:** **Character Education Classes** All scholars will participate in classes geared towards learning the six character traits (responsibility, respect, trustworthiness, caring, citizenship, and fairness) taught at Beneke Elementary. **Healing Species** The students will participate in an animal-assisted, violence intervention, character education outreach program. The program will teach the process of understanding and overcoming abuse, neglect and grief. Additionally, students will learn self-esteem skills, conflict resolution, anger management, and respect for others feelings all while learning to be successful through acts of compassion and responsibility.	At the completion of the Healing Species and Character Education sessions, teachers will be asked to complete a confidential survey and will base their answers on the effectiveness or benefits observed after students attended the sessions.
	Mindfulness Program Students and teachers will participate in the Mindfulness Program to learn how to implement the Mindfulness and OHMazing strategies (MOSST). The program is designed to focus on life skills such as self-regulating strategies and social and emotional learning. MOSST teaches mindfulness and breathe awareness that will help students and teachers mitigate the effects of internal and external stressors.	The students and teachers will be able to utilize the learned techniques during stressful situations. The learned skills can be lifelong tools that can be used at any time.

CAMPUS AREA OF FOCUS	CAMPUS ACTIONS:	CAMPUS MEASURES OF SUCCESS *(Please include 1-2 measures per strategy)*
Parent Engagement	**Parent Engagement Strategies:** **Parent University:** Virtual Parent University will be held in both the fall and spring semesters. Areas of discussion include: • *How to help your child read* • *Games to support math comprehension* • *Technology* • *Navigating Digital Resources* • *Benefits of good attendance, etc.*	Parents will be more engaged in their child's learning. Improvements will be seen in students' progress and enthusiasm in their school work. Parents will be surveyed after each Parent University session for their feedback on content effectiveness. The survey will be sent prior to the Parent University sessions to provide an opportunity for parents to share ideas and course content suggestions. Adjustments will be made based on parent feedback.
	Parent Connection Flyers Parents will receive, on a monthly basis, Parent Connection flyers that will address important, fun information and ideas for working with their child at home. They will receive a Reading Connection, and a Math-Science Connection. **Parent Newsletter:** Parent Newsletter are sent out weekly to ensure parents receive the latest information to support instruction, safety, and well-being. Newsletters include communication from the district, campus specific information and community information.	Parents will become more confident in their abilities to help their child. A parent survey will be administered to determine the impact of the Parent Connection newsletter. Newsletter impact will be measured using Smore analytics and parent surveys.

FUNDING DETAILS			
CAMPUS AREA OF FOCUS	**RESOURCES SUPPORTING OUTCOME**	**FUNDING SOURCE**	**AMOUNT**
Reading	MENTORING MINDS EDUCATION GALXY LEARNING A-Z ENGAGE 2 LEARN TEXAS COACH IN-SCHOOL TUTORING CHROME BOOKS/CARTS	TITLE I	9,435.00 4,400.00 *SCHOOL-WIDE 7,921.00 *SCHOOL WIDE 1,134.00 43,000.00 *SCHOOL-WIDE 48,624.00 *SCHOOL-WIDE
Writing	EMPOWERING WRITERS EDUCATION GALAXY IN-SCHOOL TUTORING CHROME BOOKS/CARTS	TITLE I	4,400.00 *SCHOOL-WIDE 43,000.00 *SCHOOL-WIDE 48,624.00 *SCHOOL-WIDE
Math	MENTORING MINDS EDUCATION GALAXY IN-SCHOOL TUTORING CHROME BOOKS/CARTS	TITLE I	9,441.00 4,400.00 *SCHOOL-WIDE 43,000 *SCHOOL-WIDE 48,624.00 *SCHOOL-WIDE
Science	MENTORING MINDS EDUCATION GALAXY ACCELERATE LEARNING (STEMSCOPES) 3RD, 4TH, & 5TH CHROME BOOKS/CARTS	TITLE I	24,15.00 4,400.00 *SCHOOL-WIDE 2,290.50 48,624.00 *SCHOOL-WIDE
Reading	TUTORING-AFTER SCHOOL & SAT	STATE COMPENSATORY EDUCATION	5,500.00 *SCHOOL-WIDE
Math	TUTORING-AFTER SCHOOL & SAT	STATE COMPENSATORY EDUCATION	5,500.00 *SCHOOL-WIDE
Writing	TUTORING-AFTER SCHOOL & SAT	STATE COMPENSATORY EDUCATION	5,500.00 *SCHOOL-WIDE
Science	TUTORING-AFTER SCHOOL & SAT	STATE COMPENSATORY EDUCATION	5,500.00 *SCHOOL-WIDE

FUNDING DETAILS			
CAMPUS AREA OF FOCUS	**KEY PERSONNEL**	**FUNDING SOURCE**	**AMOUNT**
Reading	TEACHER	STATE COMPENSATORY EDUCATION	5,500.00 *SCHOOL-WIDE
Math	TEACHER	STATE COMPENSATORY EDUCATION	5,500.00 *SCHOOL-WIDE
Reading	TEACHER	TITLE I	10,000.00 *SCHOOL-WIDE
Math	TEACHER	TITLE I	10,000.00 *SCHOOL-WIDE
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Choose one	Choose one	Choose one source	Click or tap here to enter text.
Choose one	Choose one	Choose one source	Click or tap here to enter text.
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