

Spring Independent School District

**2020-21**  
**Elementary**  
**Campus Improvement Plan**

**Heritage**



## Campus Needs Assessments

### REFLECTION QUESTIONS





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

<p>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)</p>	<ul style="list-style-type: none"><li>• Parents/students had limited or no access to internet which prevented them from engaging online with the teacher.</li><li>• Parents/students had limited or no access to technology which prevented them from engaging online with the teacher.</li><li>• Parents/students did not know how to navigate Schoology</li><li>• Parents/students had difficulty logging into Google Meets</li></ul>
<p>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)</p>	<ul style="list-style-type: none"><li>• Attendance (96.95%)</li><li>• Discipline Data (Total infractions 53)</li><li>• Texas School Report Card (Overall rating of 92, Domain 1-70, Domain 2-90, Domain 3-96)</li><li>• STAAR Data (Reading: 3<sup>rd</sup> grade 64% approaches, 48% meets, 31% masters, 4<sup>th</sup> grade 54% approaches, 33% meets, 13% masters, 5<sup>th</sup> grade 76% approaches, 35% meets, 14% masters; Writing: 45% approaches, 13% meets, 4% masters; Math: 3<sup>rd</sup> grade 67% approaches, 38% meets, 4% masters, 4<sup>th</sup> grade 79% approaches, 58% meets, 31% masters, 5<sup>th</sup> grade 83% approaches, 46% meets, 23% masters; Science: 56% approaches, 29% meets, 5% masters)</li><li>• MAP Data (Reading-58% on or above grade level and Math-50% on or above grade level)</li><li>• TPRI/TEJAS LEE Data (45% not in need of intervention for MOY)</li><li>• TELPAS Data (Composite Rating: 38% Beginners, 33% Intermediate, 26% Advanced, 12% Advanced High)</li></ul>

<p>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)</p>	<ul style="list-style-type: none"><li>• BOY/MOY STAAR Data</li><li>• District Benchmarks</li><li>• Checkpoints</li><li>• Unit Test</li></ul> <p>The data sets above will allow us to measure the progress of our students. We'll be able to review their performance on standards and concepts. We can use this information to develop our small groups and interventions.</p>	<ul style="list-style-type: none"><li>• BOY/MOY TPRI/TEJAS LEE</li><li>• BOY/MOY CLI</li></ul>
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# Student Outcomes

DISTRICT AREAS OF FOCUS	DISTRICT STRATEGIC ACTIONS:	DISTRICT MEASUREMENTS OF SUCCESS BY JUNE 2021
<p><b>1. Growth in Core Content Areas</b></p>	<ul style="list-style-type: none"> <li>▪ <b>Ensure each campus implements with fidelity 2 targeted campus-level instructional strategies per core content area. These instructional strategies will be</b> chosen by each campus in response to their campus' 2020-21 comprehensive needs assessment that was done with an equity lens</li> <li>▪ <b>Ensure each campus implements with fidelity the Spring ISD 2020-21 Instructional Continuity Plan</b> designed to support the student learning — both in-person and remote students — during this unprecedented time</li> </ul>	<ul style="list-style-type: none"> <li>▪ <b>READING</b> <ul style="list-style-type: none"> <li>◦ Grades 3-5 students —  <b>5-15 PPT growth</b> at the meets level on STAAR</li> </ul> </li> <li>▪ <b>MATH</b> <ul style="list-style-type: none"> <li>◦ Grades 3-5 students —  <b>5-15 PPT growth</b> at the meets level on STAAR</li> </ul> </li> <li>▪ <b>WRITING</b> <ul style="list-style-type: none"> <li>◦ Grade 4 students —  <b>5-15 PPT growth</b> at the meets level on STAAR</li> </ul> </li> <li>▪ <b>SCIENCE</b> <ul style="list-style-type: none"> <li>◦ Grade 5 students —  <b>5-15 PPT growth</b> at the meets level on the STAAR</li> </ul> </li> </ul>
<p><b>2. Early Childhood</b></p>	<ul style="list-style-type: none"> <li>▪ Implement full-day PK program</li> <li>▪ Ensure campuses implement Early Childhood Literacy Initiative focused on Phonological Awareness, Letter-Sound Correspondence and Early Writing <ul style="list-style-type: none"> <li>◦ Establish Early Childhood literacy targets</li> <li>◦ Administer screeners and monitor literacy</li> <li>◦ Establish Early Childhood mathematics targets</li> <li>◦ Administer screeners and monitor math</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>▪ <b>100%</b> of campuses have full-day PK with each campus' student participation rate at ≥ 5 percent of total student population</li> <li>▪ <b>90%</b> 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).</li> <li>▪ <b>90%</b> of PK students have an EOY CIRCLE Math score of ON TRACK.</li> <li>▪ <b>90%</b> of KG students have mastered EOY TPRI (Listening Comprehension) or Tejas Lee (Comprensión auditiva) with a score of DEVELOPED (D)</li> </ul>



## 2020-21 Campus Student Outcomes

CAMPUS AREA OF FOCUS	CAMPUS STRATEGIC ACTIONS:	CAMPUS MEASURES OF SUCCESS BY JUNE 2021
<b>Growth in Reading</b>	<p><b>Instructional Strategy #1</b> Provide identified students with small group pullout and digital tutorial programs.</p> <ul style="list-style-type: none"> <li>• Students receiving Face-to-Face small group instruction and digital pullout instruction will focus on the areas of growth reflected in the data from our campus and district assessments administered.</li> <li>• Use of digital math and reading programs identified on the resource page that's linked to students' MAP results. The program will set the student on a pathway that supports their instructional needs.</li> <li>• Student progress will be tracked using the Teacher Data Tracker.</li> </ul>	<p><b>READING</b></p> <p>Grades 3-5 students — will move from 40% of the students performing at the meets level on the 2018-2019 Reading STAAR to 45% of students performing at the meets level on the 2020-2021 Reading STAAR.</p> <p><b><u>Strategy's Expected Result/Impact</u></b></p> <ul style="list-style-type: none"> <li>A. December-District Benchmark Assessment will show at least 30% of the students at the meets level</li> <li>B. February- District Benchmark Assessment will show at least 35% of the students at the meets level</li> <li>C. April-Campus Based Assessment will show at least 45% of the students at the meets level</li> </ul>
	<p><b>Instructional Strategy #2</b> Activate student's background knowledge with questioning. Question students before and after reading to increase comprehension.</p> <ul style="list-style-type: none"> <li>• Teachers will use essential questions to activate background knowledge. The essential questions can be found in the Curriculum Innovation Lab.</li> <li>• This will be tracked through exit tickets, teacher observation, and assessments.</li> </ul> <p>The Measure of Success for the Teacher Data Tracker is located to the right of this page under the Strategy's Expected Result/Impact as it relates to assessments.</p> <p>TEK tracking using the data tracker will be done using exit tickets starting in February 2021. We currently use our data digs, which allow us to address TEKS of concern and the plan for</p>	

	<p>reteaching until the formal recording of TEKS on the tracker starting in February.</p> <p>A. February- 45% of the students will score a 70% or higher on weekly TEK assessments</p> <p>B. March-55% of the students will score a 70% or higher on weekly TEK assessments</p> <p>C. April-60% of the students will score a 70% or higher on weekly TEK assessments</p>	
<p><b>Growth in Math</b></p>	<p><b>Instructional Strategy #1</b> Provide identified students with individualized and/or small group instruction during school and/or after school hours.</p> <ul style="list-style-type: none"> <li>• Students who aren't mastering standards will receive intervention on the highly tested TEKS. We will use Lead4Wards graph which outlines highly tested standards.</li> <li>• We will use data from campus and district assessments to determine which students need to be recruited for additional intervention.</li> <li>• Teachers will track their interventions using the tutorial logs, which identify the TEKS and/or Intervention Google Form.</li> </ul>	<p><b>MATH</b></p> <p>Grades 3-5 students — will move from 48% of the students performing at the meets level on the 2018-2019 Math STAAR to 53% of students performing at the meets level on the 2020-2021 Math STAAR.</p> <p><b><u>Strategy's Expected Result/Impact</u></b></p> <p>A. December-District/Campus Benchmark Assessment will show at least 35% of the students at the meets level</p> <p>B. February- District/Campus Benchmark Assessment will show at least 45% of the students at the meets level</p> <p>C. April- Campus Based Assessment will show at least 53% of the students at the meets level</p>
	<p><b>Instructional Strategy #2</b> Provide a math coach who works with teachers to help them develop and implement open ended questions during whole and small group instruction in order to assess students' understanding of concepts</p> <ul style="list-style-type: none"> <li>• The math coach will attend grade level PLCs. The coach will sign in and take notes in the agenda. The coach will keep a schedule of coaching support and/or modeling.</li> </ul>	

<p><b>Growth in Writing</b></p>	<p><b>Instructional Strategy #1</b> Teach students strategies for planning, revising, and editing their compositions during school and/or after school hours.</p> <ul style="list-style-type: none"> <li>Teachers will model and provide instruction for each component of the writing process to help students become exceptional writers. The teachers will also use the resources in the District’s Curriculum Innovation Lab.</li> <li>This will be evaluated through lesson plans and PLCs.</li> </ul>	<p><b>WRITING</b></p> <p>Grades 4 students — will move from 16% of the students performing at the meets level on the 2018-2019 Writing STAAR to 30% of students performing at the meets level on the 2020-2021 Writing STAAR.</p> <p><b><u>Strategy’s Expected Result/Impact</u></b></p> <p>A. December-District/Campus Benchmark Assessment will show at least 23% of the students at the meets level</p> <p>B. February- District/Campus Benchmark Assessment for 4<sup>th</sup> grade will show at least 30% of the students at the meets level</p>
	<p><b>Instructional Strategy #2</b> Allow students to read and analyze models of good writing.</p> <ul style="list-style-type: none"> <li>Teachers will develop an exemplar and use it as a tool to teach students how to create a final draft using all components of the writing process. This will be done during the writing instructional time.</li> <li>This will be evaluated through lesson plans and teacher analysis of students’ compositions.</li> </ul>	
<p><b>Growth in Science</b></p>	<p><b>Instructional Strategy #1</b> Provide an instructional specialist to coach teachers on lesson design and instruction.</p> <ul style="list-style-type: none"> <li>We will use the See it, Name it, Do it model provided by our district.</li> <li>Coaching and support will be placed on the calendar.</li> <li>A Google Walkthrough form will be used to document coaching support.</li> </ul>	<p><b>SCIENCE</b></p> <p>Grades 5 students — will move from 31% of the students performing at the meets level on the 2018-2019 Science STAAR to 36% of students performing at the meets level on the 2020-2021 Science STAAR.</p> <p><b><u>Strategy’s Expected Result/Impact</u></b></p> <p>A. December-District/Campus Benchmark Assessment will show at least 25% of the students at the meets level</p> <p>B. February- District/Campus Benchmark Assessment for 5<sup>th</sup> grade will show at least 30% of the students at the meets level</p> <p>C. March-Campus Based Assessment for 5<sup>th</sup> grade will show at least 36% of students at the meets level</p>
	<p><b>Instructional Strategy #2</b> Provide a comprehensive digital resource with supplemental print materials and hands-on exploration kids that drive engagement and academic growth.</p> <ul style="list-style-type: none"> <li>We will use StemScope in our science classes.</li> <li>A StemScope trainer will teach our new teachers how to use the resource.</li> </ul>	

	<ul style="list-style-type: none"> <li>Activities will be assigned by the teacher, labs will be discussed during PLCs and outlined in the lesson plans.</li> </ul>	
<p><b>Early Childhood</b></p>	<p><b>Instructional Strategy #1</b> Provide hands on instruction that makes math real and shows its use in everyday life. Make sure students engage in activities that build math literacy on a daily basis.</p> <ul style="list-style-type: none"> <li>Hands on instruction is a major component of the PreK curriculum. Math manipulatives are in all of the PreK classrooms and will be utilized daily.</li> <li>This will be monitored through lesson plans, PLCs, and classroom walkthroughs.</li> </ul>	<p><b>90%</b> of PK students have mastered EOY CIRCLE learning area of Math with a score of ON TRACK. <b>The 2020-2021 BOY results showed 83% were on track.</b></p> <p><b><u>Strategy's Expected Result/Impact</u></b></p> <ul style="list-style-type: none"> <li>A. December-Campus assessment will show at least 86% of the students on track</li> <li>B. January/February- CLI MOY will show at least 88% of the students on track</li> <li>C. March- Campus assessment will show at least 90% of the students on track</li> </ul>
	<p><b>Instructional Strategy #2</b> Provide students with opportunities to play with words, rhymes, and syllables they hear in everyday speech.</p> <ul style="list-style-type: none"> <li>Teachers will facilitate this during reading instruction. They will use the Frog Street Curriculum to support the development of lessons.</li> </ul>	<p><b>90%</b> of PK students have an EOY CIRCLE learning area of Phonological Awareness, Early Writing, and Letter-Sound Correspondence score of ON TRACK. <b>The 2020-2021 results showed 49% were on track for phonological awareness, 18% were on track for letter-sound correspondence, and 73% on track for early writing.</b></p> <p><b><u>Strategy's Expected Result/Impact</u></b></p> <ul style="list-style-type: none"> <li>A. December-Campus assessment will show at least 70% of the students on track for phonological awareness, 50% on track for letter-sound correspondence, and 80% on track for early writing.</li> <li>B. January/February- CLI MOY will show at least 80% of the students on track for phonological awareness, 70% on track for letter-sound correspondence, and 85% on track for early writing.</li> <li>C. March- Campus assessment will show at least 85% of the students on track for phonological awareness, 80% on track for letter-sound correspondence, and 88% on track for early writing.</li> </ul>



		<p><b>90%</b> of KG students have mastered EOY TPRI (Listening Comprehension) or Tejas Lee (Comprensión auditiva) with a score of DEVELOPED (D). <b>The 2020-2021 BOY results show 18% of the students scored at the developed level.</b></p> <p><b><u>Strategy's Expected Result/Impact</u></b></p> <ul style="list-style-type: none"><li>A. December-Campus assessment will show at least 55% of the students at the developed level.</li><li>B. January/February- TPRI/TEJAS LEE MOY will show at least 75% of the students at the developed level.</li><li>C. March- Campus assessment will show at least 85% of the students at the developed level.</li></ul>
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## OTHER MEASURES

CAMPUS AREA OF FOCUS	CAMPUS STRATEGIC ACTIONS:	CAMPUS MEASURES OF SUCCESS <i>(Please include 1-2 measures per strategy)</i>
<b>Social Emotional</b>	<p><b>Social Emotional Strategy #1</b> Teach students how to regulate their emotions, thoughts, and behaviors through small group sessions.</p> <ul style="list-style-type: none"> <li>The school counselor will develop and teach lessons using Journey of Hope. The counselor has attended the professional development sessions designed to help implement this on our campus.</li> </ul>	There will be a 10% decrease in the number of fights when comparing 2019/2020 to 2020/2021
	<p><b>Social Emotional Strategy #2</b> Provide students with instruction that teaches them how to make constructive choices about personal behavior and social interactions based on safety and classroom norms.</p> <ul style="list-style-type: none"> <li>The teachers and counselors will instruct students using the Social Emotional Curriculum provided by the district in the Curriculum Innovation Lab.</li> </ul>	Campus culture walks will show 36 out of the 41 teachers at a level of proficient or higher using the Campus Culture Rubric.
CAMPUS AREA OF FOCUS	CAMPUS ACTIONS:	CAMPUS MEASURES OF SUCCESS <i>(Please include 1-2 measures per strategy)</i>
<b>Parent Engagement</b>	<p><b>Parent Engagement Strategy #1</b> Provide training on instructional platforms and HAC</p> <ul style="list-style-type: none"> <li>Training will provide parents with the skills they need to access their child's grades. It allows them to see the assignments given by the teacher. They can support their child and ensure their child can access the lesson virtually.</li> </ul>	<ul style="list-style-type: none"> <li>Parent survey will show 90% or more of the parents share a favorable view of the training and communicated they now feel comfortable implementing the skills taught.</li> </ul>

	<p><b>Parent Engagement Strategy #2</b> Provide Chromebooks and Hotspots to students/parents in need</p> <ul style="list-style-type: none"><li>• Hotspots will ensure those without financial resources can access their classroom lesson when working virtually.</li><li>• Hotspots will ensure students are able to access the internet in order to complete their work</li><li>• Chromebooks will ensure students have the technology they need to log into their classes daily, complete their work, and stay in contact with their teachers.</li><li>• Students are able to be present at school on a regular basis when the barriers to technology and internet access are removed.</li></ul>	<ul style="list-style-type: none"><li>• Overall ADA of 90% for the 2020-2021 school year.</li></ul>
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## FUNDING DETAILS

CAMPUS AREA OF FOCUS	RESOURCES SUPPORTING OUTCOME	FUNDING SOURCE	AMOUNT
Reading	Academic Achievement Specialist	TITLE I	70,000
Math	Math Coach	STATE COMPENSATORY EDUCATION	65,000
Reading	Digital Learning Coach	TITLE I	65,000
Math	Edmentum	TITLE I	5,900
Science	StemScope	TITLE I	1,500
Parent Engagement	Parent Liaison	TITLE I	2,000
Parent Engagement	Snacks	TITLE I	1,000
Parent Engagement	Handouts/Flyers	TITLE I	300
Social Emotional	Student incentives	GENERAL FUND	1,000
Social Emotional	Instructional Material	TITLE I	3,000

## FUNDING DETAILS

CAMPUS AREA OF FOCUS	KEY PERSONNEL	FUNDING SOURCE	AMOUNT
Reading Math Science Writing	General materials and supplies, instructional resources, instructional software and hardware, professional development, tutors, supplemental pay for tutors	TITLE I	25,000
Reading Math Science Writing	General materials and supplies, instructional resources, instructional software and hardware, professional development, tutors, supplemental pay for tutors	STATE COMPENSATORY EDUCATION	5,000
Choose one	Choose one	Choose one source	<a href="#"><u>Click or tap here to enter text.</u></a>
Choose one	Choose one	Choose one source	<a href="#"><u>Click or tap here to enter text.</u></a>
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