

Spring Independent School District

2020-21
Elementary
Campus Improvement Plan

[Link](#)



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>	<p>We faced engagement challenges at the onset of the pandemic due to students not having technology, not having enough technology (multiple children in a family) or not having reliable internet service. For some parents the hurdle was their inability to use the program(s) that would give the student access to the teacher and/or assignment.</p>
<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>	<p>Spring 2019 Attendance 2018 - 2019 STAAR 2020 BOY STAAR Assessment 2020 - 2021 MOY MAP (Future Consideration)</p>
<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>	<p>The 2018-2019 STAAR data gives us a snapshot of where we our students typically struggle. BOY STAAR assessment data will tell us how to group students for SGI at the beginning of each unit. MOY MAP data will allow us to reassess our SGI. We will then use 2018-2019 data to address these areas of weakness. These areas may be cleared up during SGI or a Do Now activity. Using the BOY STAAR, we will be able to maximize our time teaching more difficult TEKS while scaffolding less difficult TEKS (September to December). MOY MAP will allow for maximizing our time teaching difficult TEKS (January to April). During DDAP meetings the principal, AP, CAS, and teachers will reassess student progress. We will focus on high yield TEKS as we regroup.</p>





Student Outcomes

DISTRICT AREAS OF FOCUS	DISTRICT STRATEGIC ACTIONS:	DISTRICT MEASUREMENTS OF SUCCESS BY JUNE 2021
<p>1. Growth in Core Content Areas</p>	<ul style="list-style-type: none"> ▪ 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 	<ul style="list-style-type: none"> ▪ READING <ul style="list-style-type: none"> ◦ Grades 3-5 students —  5-15 PPT growth at the meets level on STAAR ▪ MATH <ul style="list-style-type: none"> ◦ Grades 3-5 students —  5-15 PPT growth at the meets level on STAAR ▪ WRITING <ul style="list-style-type: none"> ◦ Grade 4 students —  5-15 PPT growth at the meets level on STAAR ▪ SCIENCE <ul style="list-style-type: none"> ◦ Grade 5 students —  5-15 PPT growth at the meets level on the STAAR
<p>2. Early Childhood</p>	<ul style="list-style-type: none"> ▪ Implement full-day PK program ▪ Ensure campuses implement Early Childhood Literacy Initiative focused on Phonological Awareness, Letter-Sound Correspondence and Early Writing <ul style="list-style-type: none"> ◦ Establish Early Childhood literacy targets ◦ Administer screeners and monitor literacy ◦ Establish Early Childhood mathematics targets ◦ Administer screeners and monitor math 	<ul style="list-style-type: none"> ▪ 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	<p>Instructional Strategy #1</p> <p>During the SGI (Small Group Intervention) the admin team will provide teacher feedback, review data trackers and develop any next steps after observations during the SGI block.</p> <ul style="list-style-type: none"> - Fluency - Decoding - Comprehension , etc. 	<p>READING</p> <p>Grades 3-5 students — Will increase 6% points at the meets level on STAAR, moving from 41% to 47%.</p> <p>By December 2020, 40% of students in Kindergarten-5th will be reading on or above grade level.</p> <p>By February 2021, 55% of students in grades Kindergarten - 5th will be reading on or above grade level.</p> <p>By May 2021, 70 % of students in grades Kindergarten - 5th will be reading on or above grade level.</p>
	<p>Instructional Strategy #2</p> <p>Campus instructional leaders, during PLC, will review lesson plans frequently for alignment to the standards, the scope and sequence and the expected level of rigor and provide teachers with feedback and lesson planning support.</p>	
Growth in Math	<p>Instructional Strategy #1</p> <p>Stemscores will be implemented in grades 2 - 5 to target areas of deficiencies and reinforce Tier 1 instruction for math.</p>	<p>MATH</p> <p>Grades 3-5 students — Will increase 7% points at the meets level on STAAR, moving from 46% to 53%.</p> <p>By December 2020, 50% of students in grades K - 5 will perform at their projected level (app, meets, masters) of mastery on exit tickets, formative and benchmark assessments.</p> <p>By February 2021, 60% of students in grades 3-5 will perform at their projected level (app, meets, masters) of mastery on exit tickets, formative and benchmark assessments.</p> <p>By May 2021, 75% of students in grades K-5 will perform at their projected level</p>
	<p>Instructional Strategy #2</p> <p>Campus instructional leaders, during PLC, will review lesson plans frequently for alignment to the standards, the scope and sequence and the expected level of rigor and provide teachers with feedback and lesson planning support.</p>	

	<p>Students in grades 3rd -5th who previously achieved at the "approaches or did not meet" level during the 2018-19 school year will be identified for small group instruction. Students in grades K-2nd will be identified for small group instruction, who previously did not master a TEKS, will be identified for small group instruction. Additionally, students who require additional remediation on below/on level skills will also be invited to after school tutorial sessions beginning in November 2020.</p>	<p>(app, meets, masters) of mastery on exit tickets, formative and benchmark assessments.</p>
<p>Growth in Writing</p>	<p>Instructional Strategy #1</p> <p>Fourth grade teachers will teach the writing process to students. Kindergarten - 5th grade teachers will integrate writing with every subject. Students will use the writing process to write every day. Students will write an introduction with a hook and a simple thesis statement and a conclusion. Students will write the body of their piece with many facts and details. Students will revise their ideas and edit spelling, capitalization and punctuation</p>	<p>WRITING</p> <p>Grade 4 students —  Will increase 5% points at the meets level on STAAR, moving from 35% to 40%.</p> <p>By December 2020 40% of students will perform at their projected level (app, meets, masters) of mastery on exit tickets, formative and benchmark assessments.</p> <p>By February 2021, 50% of students will perform at their projected level (app, meets, masters) of mastery on exit tickets, formative and benchmark assessments.</p> <p>By May 2021, 60% of students will perform at their projected level (app, meets, masters) of mastery on exit tickets, formative and benchmark assessments.</p>
	<p>Instructional Strategy #2</p> <p>Campus instructional leaders, during PLC, will review lesson plans frequently for alignment to the standards, the scope and sequence and the expected level of rigor and provide teachers with feedback and lesson planning support.</p> <p>All exit tickets are to be vetted and approved by campus academic specialist and campus administration ensuring TEKS alignment.</p>	
<p>Growth in Science</p>	<p>Instructional Strategy #1</p> <p>Students will work in Stemsopes to target areas of deficiency and reinforce Tier 1 instruction in Science. At minimum students will work in Science Stemsopes on a weekly basis.</p>	<p>SCIENCE</p> <p>Grade 5 students —  Will increase 5% points at the meets level on STAAR, moving from 36% to 41%.</p>

	<p>Instructional Strategy #2</p> <p>Classroom instruction incorporates rigorous, high-quality experiences that promote critical-thinking skills, with differentiated and scaffolded supports for students with disabilities and English learners among other student groups. Teachers will integrate hands-on activities using the materials from our science lab to introduce and teach the high yield science TEKS.</p>	<p>By December 2020, 50% of students will perform at their projected level (app, meets, masters) of mastery on exit tickets, formative and benchmark assessments.</p> <p>By February 2021, 60% of students will perform at their projected level (app, meets, masters) of mastery on exit tickets, formative and benchmark assessments.</p> <p>By May 2021, 75% of students will perform at their projected level (app, meets, masters) of mastery on exit tickets, formative and benchmark assessments.</p>
<p>Early Childhood</p>	<p>Instructional Strategy #1</p> <p>Teachers will create learning centers that offer opportunities to individualize instruction, scaffold learning, improve language and reinforce concepts (Hands-on Activities, Vocabulary, Exploration and Play, Letter and Number Identification, Letter-Sound Correspondence, Retell a story, HFW, etc.)</p>	<ul style="list-style-type: none"> - 100% of campuses have full-day PK with each campus' student participation rate at \geq 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 (Comprensi3n auditiva) with a score of DEVELOPED (D)
	<p>Instructional Strategy #2</p> <p>Teachers will use read-alouds to focus on comprehension and vocabulary strategies, oral language and print concepts. Teachers will use questioning and word work strategies. The admin team will conduct weekly PLCs to improve collaboration and discuss curriculum and assessment needs/goals</p>	<p><u>Measure of Success 1:</u> By December 2020, Pre-K will increase their BOY Circle Combined Reading score of "On Track," 7% to 50%</p> <p>By December 2020, Pre-K will increase their BOY Circle Overall Math score of "On Track," from 73% to 80%</p> <p>By February 2021, Pre-K will increase their MOY Circle Combined Reading score of "On Track," 50% to 70%</p> <p>By February 2021, Pre-K will increase their MOY Circle Overall Math score of "On Track," from 80% to 90%</p> <p>By May 2021, Pre-K will increase their EOY Circle Combined Reading score of "On Track," from 70% to 90%</p> <p>By May 2021, Pre-K will maintain their EOY Circle Overall Math score of "On Track," at 90%</p>

		<p><u>Measure of Success 2:</u> By December 2020, KG will increase their BOY scores from 63% to 75% with a score of Developed (D)</p> <p>By February 2021, KG will increase their MOY scores from 75 to 85% with a score of Developed (D)</p> <p>By May 2021, 90% of KG students will master their EOY TPRI (Listening Comprehension) or Tejas Lee (Comprension Auditiva) with a score of Developed (D)</p>
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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>
Social Emotional	<p>Social Emotional Strategy #1</p> <p>Teachers will start the day with check-ins during the threshold and make a personal connection with students. Teachers end the day with checkouts.</p>	<p><u>Measure of Success 1:</u> Discipline Referrals will decrease by 10%, from 47 to 42, as counted in the eSchool. The assistant principal will review each month during campus Data Steward meetings.</p>
	<p>Social Emotional Strategy #2</p> <p>All staff members will be trained on how to correct inappropriate behavior or actions of scholars by utilizing the six rules of Positive Framing (TLAC Technique).</p> <ul style="list-style-type: none"> ● ILT will conduct observation walks rating all teachers at each grading period. ● Assistant Superintendent will observe and rate campus as a whole week of November 29th. ● Teacher's information will be charted to assist with analyzing exemplars and/or next steps as a campus. 	<p><u>Measure of Success 2:</u> By the end of the year, 100% of teachers (ALL) will increase to 85% proficient or higher utilizing the Positive Framing technique as measured by the Campus Student Culture Rubric.</p>
CAMPUS AREA OF FOCUS	CAMPUS ACTIONS:	CAMPUS MEASURES OF SUCCESS <i>(Please include 1-2 measures per strategy)</i>

Parent Engagement	<p>Parent Engagement Strategy #1</p> <p>Teachers will provide opportunities for parents to conference with them regarding their child's academic progress using Google Meets, or phone.</p>	<p><u>Measure of Success 1:</u> Teachers will increase from 98% contact to 100% contact, with families, each month while maintaining a digital communication log.</p>
	<p>Parent Engagement Strategy #2</p> <p>The school digital learning coach will provide monthly learning labs for parents with focus on technology used for instruction, Schoology, Google Meets and HAC.</p>	<p><u>Measure of Success 2:</u> The Digital Learning Coach sends monthly surveys, via Smores, inquiring about the technology needs of the parents. The DLC then crafts a training tailored to the needs of our community and sends a feedback survey to rate the success of the training.</p>

FUNDING DETAILS

CAMPUS AREA OF FOCUS	RESOURCES SUPPORTING OUTCOME	FUNDING SOURCE	AMOUNT
Math & Science	StemScopes	Title 1	<u>\$4,900</u>
Math	Braining Camp	Title 1	<u>\$500</u>
Math & Reading	Edmentum (Exact Path)	Title 1	<u>\$6,000</u>
Math & Reading	Education Galaxy	Title 1	<u>4,500</u>
Math	Region IV Trainings	Title 1	<u>\$500</u>
Reading/ Writing/ Science	General supplies & materials. Including printer, printing & lamination supplies, poster maker, poster machine supplies, and other general supplies as needed. Configuration supplies-clear pocket sleeves. Supplemental Pay teachers-before/after school & Saturday tutorial sessions.	Title 1	<u>\$20,000.00.</u>
Math	General supplies & materials. Including printing and lamination supplies. Supplemental Pay-teachers before/after & Saturday school tutorial sessions.	Title 1	<u>\$15,000.00</u>
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FUNDING DETAILS

CAMPUS AREA OF FOCUS	KEY PERSONNEL	FUNDING SOURCE	AMOUNT
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