

Spring Independent School District

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

**Major**



## 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)

92.44% of Major Elementary's students are Economically Disadvantaged.

Our school enrollment has shown a decrease over time:

**2018 Total:** 662

**2019 Total:** 658

**2020 Total:** 572

Major Elementary routinely begins the year with low enrollment and increases around January/ February. However, we have not experienced a deficit of this magnitude. Our current records indicate that we lost over 140 students to either No Shows, Attendance Disengagement, Transfers, newly built charter schools, or families are slowly returning. However, an increase in enrollment seems promising as a large apartment complex is being built across the street from the campus and within one week we receive around 10-15 new or returning students.

Our in-person vs. remote learners are indicated as:

In Person	Remote Learners
327	200

With this said, parents and scholars initially struggled with the transition in the spring semester of the 2019-2020 school year, therefore identical challenges were observed:

- Lack of technology in the homes
- Access to internet
- Technology proficiency for parents, in order to support students.
- Log in information for Schoology and Home Access Center
- Teachers struggle to provide the same level of instruction and academic needs to remote scholars vs "in-person" scholars.
- Learning curve for concurrent, asynchronous and synchronous learning
- 21st century enrollment and continuing services with vendors that benefited our scholars and community

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)

Major Elementary's DMC focused on the following data points that are beneficial to closing the gap:

- 18-19 TAPR Reports (current 5th grade)
- 19-20 MAP MOY Data (1-5)
- 20-21 BOY STAAR (3-5)
- TEKS Trackers (All grade levels)
- Checkpoints/ Benchmarks (All grade levels)
- DDAPs (All grade levels)
- Screener (TPRI/ Tejas LEE/ Circle/ MAP) PK-2
- Attendance Reports (the impact on students' seat time)-
- Discipline Reports
- TELPAS
- Consistent monitoring of demographic groups for ESSA targets
- **21st century data points:** Data Analysis through the usage of checkpoints from the district and use results to drive the need for additional services and resources

Major Elementary's goal is to close the achievement gap by focusing on an overall goal of 70% approaches, 40% Meets, and 15% Masters. The breakdown by content looks as follows:

Content	18-19 Meets	20-21 Meets	%Growth
All Subjects	26%	40%	13%
Reading	29%	39%	10%
Math	27%	37%	10%
Writing	15%	30%	15%
Science	23%	38%	15%

Domain 1-All Students		
App	Me	Ma
70%	40%	15%

<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 data will show us the starting points of students strengths and targeted areas of improvement. Some data points will provide specific TEKS, skills and prerequisites to set a foundation for teachers so that interventions could be more focused and digital resources could be aligned to individual student needs.</p>	<p>Click or tap here to enter text.</p>
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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> Second-fifth grade teachers will create and use a standardized organizer to analyze texts throughout the school year, which will focus on main idea, making connections, plot, summarization, appropriate text structures and author’s purpose.</p> <p>Teachers will teach each skill through a mini lesson and scholars will be provided a remote control organizer, as a standard reminder of skills needed to unpack the text.</p> <p>Leaders will provide professional learning support to teachers in order to build their capacity with this instructional strategy.</p> <p><b>EL Connection:</b> EL students will be expected to use nonlinguistic representations to visualize the events in various texts.</p> <p><b>SPED Connection:</b> Blank organizers will be used as an accommodation on STAAR.</p> <hr/> <p><b>Instructional Strategy #2</b> Students will be expected to chunk text as they read, in order to increase comprehension and retention, students will be expected to annotate paragraphs by way (clipart images, paraphrasing, or hashtags).</p> <p>Leaders will provide professional learning support to teachers in order to build their capacity with this instructional strategy.</p> <p><b>EL Connection:</b> SIOP strategies will be used (TPS) to assist with annotations and recalling what was read in the text.</p> <p><b>SPED Connection:</b> Identical strategies will be used to support students in SPED.</p> <p><b>21<sup>st</sup> Century Connection:</b> Academic tutors will provide during the day support via “push-in” and “pull-out” to support students with reading strategies, during intervention times. Their focus will be on chunking and understanding informational texts that align</p>	<p><b>READING</b></p> <p><b>By the end of the 2020-2021 school year, Major Elementary 3-5 students will progress from 29% in Meets to 39% Meets on reading STAAR.</b></p> <p style="text-align: center;"><b><u>T.I.P. Aligned Teacher Actions</u></b></p> <ul style="list-style-type: none"> <li>+ Teachers will be expected to create a teacher exemplar of each checkpoint and benchmark to identify the knows and shows of each question, before proceeding to planning.</li> <li>+ Teachers will engage in weekly Planning PLCs, to unpack upcoming TEKS and select aligned activities.</li> <li>+ Teachers will use Checkpoints and Benchmarks Tracking documents to track the progress of students (by class, by ESSA groups, and student goals)</li> <li>+ Teachers will create a DDAPS, post every test for re-teaching and reassessing.</li> <li>+ Teachers will be expected to model the expectations around annotating and checking students’ annotations before students are expected to answer comprehension tasks.</li> </ul> <p style="text-align: center;"><b><u>T.I.P. Aligned Leader Actions</u></b></p> <ul style="list-style-type: none"> <li>+ Leaders will provide weekly lesson plan feedback, in a timely manner.</li> <li>+ Leaders will create pacing calendars by Unit to support with pacing (Planning PLCs).</li> <li>+ Leaders will facilitate DDAP conferences with teachers, post district assessments.</li> <li>+ Leaders will hold teacher accountable for submitting TEKS data and keeping trackers up to date.</li> <li>+ Leaders will monitor digital resources usage reports for: EdGalaxy, Success Maker, and Edmentum.</li> </ul>

	<p>to making connections, inferences, and main idea/ summary (MMI).</p>	
<p><b>Growth in Math</b></p>	<p><b>Instructional Strategy #1</b>  Teachers will ensure that vocabulary and relia is embedded in MODEL workstation rotations, so that students can make connections to what they are learning. (For instance, Compare, what is the skill, when and where do I use it).</p> <p>Teachers will include vocabulary quizzes with weekly assessments.</p> <p>Teachers will incorporate word card flashes used during exit and entry routines.</p> <p>Leaders will provide professional learning support to teachers in order to build their capacity with this instructional strategy.</p> <p><b>EL/SPED Connection:</b> Teachers will pre-teaching vocabulary and provide Spanish and English reference tools for students.</p> <p>3rd Grade Bilingual Students will engage in the Preview (Spanish),View (English), Review (Spanish) model.</p> <p><b>21st Century Connection:</b> Academic tutors will provide during the day support via “push-in” and “pull-out” to support students with numeracy strategies, during intervention times. Their focus will be on problem solving.</p>	<p><b>MATH</b></p> <p><b>By the end of the 2020-2021 school year, Major Elementary 3-5 students will progress from 27% in Meets to 37% Meets on math STAAR.</b></p> <p><b><u>T.I.P. Aligned Teacher Actions</u></b></p> <ul style="list-style-type: none"> <li>+ Teachers are expected to use manipulatives and extensive modeling during tier 1 instruction and SGI.</li> <li>+ Teachers will be expected to create a teacher exemplar of each checkpoint and benchmark to identify the knows and shows of each question, before proceeding to planning.</li> <li>+ Teachers will engage in weekly Planning PLCs, to unpack upcoming TEKS and select aligned activities.</li> <li>+ Teachers will use Checkpoints and Benchmarks Tracking documents to track the progress of students (by class, by ESSA groups, and student goals)</li> <li>+ Teachers will create a DDAPS, post every test for re-teaching and reassessing.</li> </ul> <p><b><u>T.I.P. Aligned Leader Actions</u></b></p> <ul style="list-style-type: none"> <li>+ Leaders will provide weekly lesson plan feedback, in a timely manner.</li> <li>+ Leaders will create pacing calendars by Unit to support with pacing (Planning PLCs).</li> <li>+ Leaders will facilitate DDAP conferences with teachers, post district assessments.</li> <li>+ Leaders will hold teacher accountable for submitting TEKS data and keeping trackers up to date.</li> <li>+ Leaders will ensure that teachers understand how to use this strategy (TIPS-C) effectively through Learning PLCs.</li> </ul>
	<p><b>Instructional Strategy #2</b>  In order to support with understanding problem-solving scenarios, Kindergarten through fifth grade teachers will model and implement the TIPS-C model for scholars. Students will use TIPS-C for all problem solving situations in order to identify what the problem is asking them to think about (T); the information and</p>	

	<p>vocabulary that is important and relevant to solving the problem (I); narrating the step-by-step process (P); solving the problem (S) and checking that the S box answers the T box (C).</p> <p>Leaders will provide professional learning support to teachers in order to build their capacity with this instructional strategy.</p> <p><b>21st Century Connection:</b> Academic tutors will provide during the day support via “push-in” and “pull-out” to support students with numeracy strategies, during intervention times. Their focus will be on problem solving.</p>	
<p><b>Growth in Writing</b></p>	<p><b>Instructional Strategy #1</b>  This strategy focuses on building grammar concepts consistently-campus-wide. Teachers will ensure that they teach each skill in a mini lesson.</p> <p>Teachers will implement the CARS (combining sentences, adding, removing, and substituting phrases) and CUPS strategy (capitalization, usage, punctuation, and spelling will be taught in every 2nd -5th grade class.</p> <p>3rd and 4th Grade teachers will apply all skill in the context of a paragraph embedded with errors, use Everyday Edits as Do Nows, and during error checks, identify types of errors in paragraphs and constant review of the rules.</p> <p>Leaders will provide professional learning support to teachers in order to build their capacity with this instructional strategy.</p>	<p><b>WRITING</b></p> <p><b>By the end of the 2020-2021 school year, Major Elementary 4th grade students will progress from 15% in Meets to 30% Meets on writing STAAR.</b></p> <p><b><u>T.I.P. Aligned Teacher Actions</u></b>  +Teachers will be expected to create a teacher exemplar of each checkpoint and benchmark to identify the knows and shows of each question, before proceeding to planning.  + Teachers will engage in weekly Planning PLCs, to unpack upcoming TEKS and select aligned activities.  +Teachers will use Checkpoints and Benchmarks Tracking documents to track the progress of students (by class, by ESSA groups, and student goals)  + Teachers will create a DDAPS, post every test for re-teaching and reassessing.</p> <p><b><u>T.I.P. Aligned Leader Actions</u></b>  + Leaders will provide weekly lesson plan feedback, in a timely manner.  + Leaders will create pacing calendars by Unit to support with pacing (Planning PLCs).  + Leaders will facilitate DDAP conferences with teachers, post district assessments.  + Leaders will hold teacher accountable for submitting TEKS data and keeping trackers up to date.</p>
	<p><b>Instructional Strategy #2</b>  Students will engage in responding to a topic during the “Breakfast in the Classroom” time. This will assist students with staying on topic when prompted to do so.</p> <p>Scholars’ responses will be selected to be read on the PA system and framed in the “Author’s Showcase.”</p> <p>We also expect to see scholars writing across all content areas, and focusing on</p>	

	<p>explaining their thinking using lead4wards playlist and Think It Up strategies.</p> <p>Leaders will provide professional learning support to teachers in order to build their capacity with this instructional strategy.</p>	
<p><b>Growth in Science</b></p>	<p><b>Instructional Strategy #1</b>  Students will engage in science labs and hands-on experiments, campus-wide. Students are expected to explain their tacit learning, apply <b>content vocabulary</b> in their explanations, and make connections to the world around them. Students are to record their findings in an organized journal.</p> <p>The campus science teacher is expected to prepare labs for each grade level that align to the Scope and Sequence.</p> <p>Leaders will provide professional learning support to teachers in order to build their capacity with this instructional strategy.</p>	<p><b>SCIENCE</b></p> <p><b>By the end of the 2020-2021 school year, Major Elementary 4th grade students will progress from 23% in Meets to 38% Meets on science STAAR.</b></p> <p><b><u>T.I.P. Aligned Teacher Actions</u></b>  +Teachers will be expected to create a teacher exemplar of each checkpoint and benchmark to identify the knows and shows of each question, before proceeding to planning.  + Teachers will engage in weekly Planning PLCs, to unpack upcoming TEKS and select aligned activities.  +Teachers will use Checkpoints and Benchmarks Tracking documents to track the progress of students (by class, by ESSA groups, and student goals)  + Teachers will create a DDAPS, post every test for re-teaching and reassessing.</p> <p><b><u>T.I.P. Aligned Leader Actions</u></b>  + Leaders will provide weekly lesson plan feedback, in a timely manner.  + Leaders will create pacing calendars by Unit to support with pacing (Planning PLCs).  + Leaders will facilitate DDAP conferences with teachers, post district assessments.  + Leaders will hold teacher accountable for submitting TEKS data and keeping trackers up to date.</p>
	<p><b>Instructional Strategy #2</b>  Fifth Grade Students will unpack science scenarios by using the following strategy consistently: RUBIES</p> <p><b>Read</b> the scenarios and table.</p> <p><b>Underline</b> the question.</p> <p><b>Box</b> key words that are important to answer the question.</p> <p><b>I</b> -Brain Dump everything you know about the key vocabulary</p> <p><b>E</b>liminate the obviously wrong answers.</p> <p><b>Select</b> the right answer.</p> <p>Leaders will provide professional learning support to teachers in order to build their capacity with this instructional strategy.</p>	

<b>Early Childhood</b>	<p><b>Instructional Strategy #1</b>          In order to improve literacy and numeracy in PK classes, teachers will create literacy and math learning centers that offer different levels of learning. Learning targets will focus on letter recognition, letter sounds, rote counting, operations, counting sets, and letter writing. All skills will be cyclical in Do Nows and Instruction</p>	<p><b>By June 2021, 90% of PK students will master CIRCLE learning areas of Math, with a score of ON TRACK.</b></p>
	<p><b>Instructional Strategy #2</b>          In order to improve in listening comprehension, Kinder-2nd grade teachers will engage in read alouds with targeted questions. Teachers will also embed listening comprehension activities during guided reading groups that align to TPRI/Tejas LEE intervention activities.</p> <p><b><u>Benchmark Goals Include:</u></b></p> <p><b>TEJAS LEE</b></p> <p>Sept=10%          Oct=20%          Nov=30%          Dec=40%          Jan=50%          Feb=60%          March=70%          April=80%          May=90%</p> <p><b>TPRI</b></p> <p>September=27%          October=30%          November=40%          December=50%          January=60%          February=70%          March=80%          April=90%</p>	<p><b>By June 2021, 90% of PK students will be ON TRACK in the following EOY CIRCLE learning areas of Phonological Awareness, Early Writing, and Letter-Sound Correspondence.</b></p> <p><b>By June 2021, 90% of KG students will master Listening Comprehension on TPRI or Tejas Lee (Comprensión auditiva), with a score of DEVELOPED (D).          KG TPRI students will progress from 27% to 90% on EOY TPRI.          KG Tejas Lee students will progress from 10% to 90% on EOY Tejas Lee.</b></p> <p style="text-align: center;"><b><u>Teachers Actions</u></b></p> <p>+Teachers will be expected to track student progress at MOY and EOY.</p> <p style="text-align: center;"><b><u>Leaders Actions</u></b></p> <p>Leaders will meet with teachers after every assessment to discuss progress made.</p>

## 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> All staff members will be trained on using “Least Invasive Interventions” to redirect student behavior.</p>	Utilizing our “Campus Student Culture Rubric” at the end of each semester, 100% of the teachers will be proficient or higher utilizing Least Invasive Interventions.
	<p><b>Social Emotional Strategy #2</b> All staff will teach the Social Emotional Lessons to their homeroom classes. Teachers will take a needs survey to determine professional learning based on teacher needs.</p>	<p>Through consistent walkthroughs, 100% of teachers will use the district’s SEL lessons per month.</p> <p>Based on Eduphoria’s discipline reports reviewed and analyzed bi-weekly by the administration, the number of discipline referrals for ISS/OSS will decrease by 50%.</p>
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> Each month we will have Parent Universities to support parents face to face with accessing student grades, Home Access Center, learning environment, Schoology for remote learning, etc..., to ensure that families are prepared to pivot with ease throughout the school year.</p>	<p>In the last week of December 2020 and April 2021, we will send a survey asking for feedback about our monthly parent sessions, parent check-ins, and decision-making processes. Sign-in Sheets will be collected.</p> <p>Our goal is to have 80% or higher of parents acknowledging that their needs were met.</p>
	<p><b>Parent Engagement Strategy #2</b></p> <p>21st century teams will conduct parent check-ins through AM and PM sessions to gauge their needs.</p>	<p>In the last week of December 2020 and April 2021, we will send a survey asking for feedback about our monthly parent sessions, parent check-ins, and decision-making processes. Sign-in Sheets will be collected.</p> <p>Our goal is to have 80% or higher of parents acknowledging that their needs were met.</p>



## FUNDING DETAILS

CAMPUS AREA OF FOCUS	RESOURCES SUPPORTING OUTCOME	FUNDING SOURCE	AMOUNT
Reading	Education Galaxy	TITLE I	\$4,400
Reading	Edmentum Additional Licenses	TITLE I	\$2,000
Math	Math Tutors and Subs	TITLE I	\$42,000
Reading	Content Materials (reading)	TITLE I	\$3,136.75
Math	Content Materials (math)	TITLE I	\$3,136.75
Parent Engagement	Parental Involvement	TITLE I	\$1,500
Science	Content Materials (science)	TITLE I	\$3,136.75
Writing	Content Materials (writing)	TITLE I	\$3,136.75
Reading	After-School Tutorials (Face to Face/ Remote)	STATE COMPENSATORY EDUCATION	\$11,500
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## FUNDING DETAILS

CAMPUS AREA OF FOCUS	KEY PERSONNEL	FUNDING SOURCE	AMOUNT
Social Emotional	COUNSELOR-AT RISK	STATE COMPENSATORY EDUCATION	\$63,081
Reading	ELA INTERVENTIONIST	STATE COMPENSATORY EDUCATION	\$57,500
Parent Engagement	DIGITAL LEARNING COACH	STATE COMPENSATORY EDUCATION	\$57,500
Reading	TEACHER	TITLE I	\$37,000
Math	INSTRUCTIONAL SPECIALIST	TITLE I	\$87,000
Reading	STUDENT REPORT SPECIALIST	STATE COMPENSATORY EDUCATION	\$57,500
Choose one	Choose one	Choose one source	<a href="#">Click or tap here to enter text.</a>
Choose one	Choose one	Choose one source	<a href="#">Click or tap here to enter text.</a>
Choose one	Choose one	Choose one source	<a href="#">Click or tap here to enter text.</a>
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