

2020-21
Elementary
Campus Improvement Plan

Smith



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)

Families have limited access to technology/Wifi and resources. There is a need for parent training on basic computer skills, district learning platforms, and how to best support their children while learning at home or in an alternate childcare environment. The lack of childcare contributed to disengaged students.

Artifacts:

- Teacher Communication Logs
- TIPWEB data that shows how many Chromebooks and hot spots were distributed
- Schoolology 101 Trainings, School Help Desk, LOOM Videos, PowerPoints, SMORE, Virtual Town Hall Meetings, Resource Distribution, and Chromebook Distribution

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)

In addition to MAP, District Formative Assessments, and TPRI/Tejas Lee, Edmentum (K-5), the Demographic/Subpopulation data, Attendance, Engagement, and Discipline data were also considered. Effective instruction is being implemented to reduce the achievement gap.

Artifacts:

- Attendance Records
- TIP
- MAP Data Report
- Demographic Data from SISD Now

<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>MOY MAP BOY TPRI/Tejas Lee BOY DRA</p>	<p>Growth will be analyzed by data trackers, district assessments, checkpoints, and exit tickets.</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>A multi-tiered system of support will be implemented. Pre-K-5th grade teachers will participate in PLCs using the Understanding By Design Framework, review student data, and analyze student work samples to create Exit Tickets that are aligned to the district's Scope and Sequence, a targeted intervention plan for all students, and intervention groups for small group instruction with a focus on our White and African-American student groups and/or W.O.W. Teachers will maintain a digital data binder that will be updated after each Checkpoint and District assessments to monitor student progress and drive their instruction toward the student's Academic Achievement Goal.</p>	<p>READING</p> <p>Grades 3-5 students — 25% Masters Choose a percentage PPT growth at the meets level on STAAR. 90% Approaches; 60% Meets; 30% Masters</p> <p>BOY 3rd Reading - 46% Approaches Goal: We believe these should all move to Meets by the end of year. Therefore, our goal is to move 46% to 61% Meets.</p> <p>BOY 4th Reading - 30% Approaches Goal: We believe these should all move to Meets by the end of year. Therefore, our goal is to move 30% to 5% Meets.</p> <p>BOY 5th Reading - 35% Approaches Goal: We believe these should all move to Meets by the end of year. Therefore, our goal is to move 35% to 50% Meets.</p> <p>All Students BOY Reading - 36% Approaches Goal: We believe these should all move to Meets by the end of year. Therefore, our goal is to move 36% to 51% Meets.</p> <p>Artifacts:</p> <p>Grade Level Red- Yellow-Green Item Analysis</p> <p>Grade Level Action Plan</p> <p>Teacher's Red-Yellow-Green Lesson Plan Template/Targeted Small Group</p> <p>Reader's Interactive Notebooks Science Interactive Notebooks</p>
	<p>Instructional Strategy #2</p> <p>All teachers in grades PreK-5th will practice lesson delivery, unpack learning standards and establish a positive learning environment modeled from our differentiated professional development learning opportunities. We are implementing high leverage instructional strategies such as: Think-Pair- Share, Cooperative Learning, Differentiated Instruction, Scaffolding, Rigor and Relevance Framework, Springway Systems and Routines such as Do Now, Exit Tickets, Habits of Discussion, Cold Call/No Opt Out, individualized coaching cycles for teachers, allowing frequent opportunities for practice and feedback. Through planning and practicing lessons (At Bats) and analyzing data teachers will deliver instruction targeted to student needs. Teachers will be able to monitor student sub groups and overall progress.</p> <p><u>Instructional Strategies:</u></p>	

	<p>Cross Curricular Teaching Differentiated Instruction Cooperative Learning Structures Frayer Model Thinking Maps</p> <p><u>Professional Development:</u> Virtual Interactive Notebooks Small Group Instruction/Virtual Breakout Groups Guided Reading Documenting student work with the use of Jamboard and Flipgrid (K-5) Bilingual and ESL teachers will participate in SIOP training</p>	<p>Planning/Learning/Practice/DDAP PLC Agendas</p> <p>Professional Development Calendar</p> <p><u>Programs:</u> Summit K12 (ESL/Bil), Edmentum (K-5), Success Maker (K-2), (Reading A-Z (K-2), Raz-Kids (K-1)</p>
<p>Growth in Math</p>	<p>Instructional Strategy #1</p> <p>A multi-tiered system of support will be implemented. Pre-K-5th grade teachers will participate in PLCs using the Understanding By Design Framework, review student data, and analyze student work samples to create Exit Tickets that are aligned to the district's Scope and Sequence, a targeted intervention plan for all students, and intervention groups for small group instruction with a focus on our White and African-American student groups and/or W.O.W. Teachers will maintain a digital data binder that will be updated after each Checkpoint and District assessments to monitor student progress and drive their instruction toward the student's Academic Achievement Goal.</p>	<p>MATH</p> <p>Grades 3-5 students —  27% Masters Choose a percentage PPT growth at the meets level on STAAR. 90% Approaches; 60% Meets; 30% Masters</p> <p>BOY 3rd Math - 40% Approaches Goal: We believe these should all move to Meets by the end of year. Therefore, our goal is to move 40% to 55% Meets.</p> <p>BOY 4th Math - 22% Approaches Goal: We believe these should all move to Meets by the end of year. Therefore, our goal is to move 22% to 37% Meets.</p> <p>BOY 5th Math - 29% Approaches Goal: We believe these should all move to Meets by the end of year. Therefore, our goal is to move 29% to 44% Meets.</p> <p>All Students BOY Math - 29% Approaches Goal: We believe these should all move to Meets by the end of year. Therefore, our goal is to move 29% to 44% Meets.</p> <p><u>Artifacts:</u></p> <p>Grade Level Red-Yellow-Green Item Analysis</p> <p>Grade Level DDAP Action Plans</p>
	<p>Instructional Strategy #2</p> <p>All teachers in grades PreK-5th will practice lesson delivery, unpack learning standards and establish a positive learning environment modeled from our differentiated professional development learning opportunities. We are implementing high leverage instructional strategies, individualized coaching cycles for teachers, and allowing frequent opportunities for practice and feedback. Through planning and practicing lessons (At Bats) and analyzing data teachers will deliver instruction targeted to student needs. Teachers will be able monitor student sub groups and overall progress.</p>	

	<p><u>Instructional Strategies:</u> Graphic representations and problem-solving models for word problems Virtual manipulatives to provide concrete understanding and hands-on learning of math concepts Collaborative or differentiated independent learning opportunities SpringWay Systems and Routines: Strong Start/Do Now, Habits of Discussion, Cold-Calling/ Think-Pair Share, Exit Tickets, and Aggressive Monitoring</p> <p><u>Professional Development:</u> Number Talks Problem Solving Models Virtual Interactive Notebooks Small Group Instruction/Virtual Breakout Groups Documenting student work with the use of Jamboard and Flipgrid (K-5) Content specific resources, advanced graphic organizers, and supplemental aids</p>	<p>Teacher's Red-Yellow-Green Lesson Plan Template/Targeted Small Group</p> <p>Planning/Learning/Practice/DDAP PLC Agendas</p> <p>Professional Development Calendar</p> <p>Student Digital Interactive Notebooks</p> <p><u>Programs:</u> Edmentum (K-5), Prodigy (3-5), Education Galaxy (4-5)</p>
<p>Growth in Writing</p>	<p><u>Instructional Strategy #1</u> Pre-K-5th grade teachers will participate in PLCs using the Understanding by Design Framework, review student data, and analyze student work samples to create Exit Tickets that are aligned to the district's Scope and Sequence, a targeted intervention plan for all students, and intervention groups for small group instruction and/or W.O.W. Teachers will maintain a digital data binder that will be updated after each Checkpoint and District assessments to monitor student progress and drive their instruction toward the student's Academic Achievement Goal.</p> <p><u>Instructional Strategy #2</u> Pre-K-5th grade teachers will implement evidence-based writing practices per We are Writers (writing across contents), provide daily opportunities for scholars to write, teach students to use the writing process for a variety of purposes, instruct students to become fluent with handwriting, spelling, sentence construction, and create an engaged community of writers.</p> <p><u>Professional Development:</u> We are Writers-Spring ISD Literacy Applied</p>	<p>WRITING</p> <p>Grade 4 students —  30% Masters Choose a percentage PPT growth at the meets level on STAAR. 60% of 4th grade students will achieve "Meets" on STAAR.</p> <p>BOY 4th Writing - 25% Approaches Goal: We believe these should all move to Meets by the end of year. Therefore, our goal is to move 25% to 40% Meets.</p> <p><u>Artifacts:</u> Implementation of Gretchen Bernabei Writer's Workshop in the classroom</p> <p>Student writing samples with scored rubrics</p> <p>Writer's Interactive Notebooks</p> <p>ELAR Pacing Calendar</p> <p>Grade Level Red-Yellow-Green Item Analysis</p> <p>Grade Level DDAP Action Plans</p>

	<p>Using Rubrics to Support Writing Stages of the Writing Process</p>	<p>Teacher's Red-Yellow-Green Lesson Plan Template (Small Group Stations)</p> <p>Planning/Learning/Practice/DDAP PLC Agendas</p> <p>Professional Development Calendar</p> <p>Programs:</p> <p>Education Galaxy (3-5)</p>
<p>Growth in Science</p>	<p>Instructional Strategy #1 Pre-K-5th grade teachers will participate in PLCs using the Understanding by Design Framework, review student data, and analyze student work samples to create Exit Tickets that are aligned to the district's Scope and Sequence, a targeted intervention plan for all students, and intervention groups for small group instruction with a focus on our White and African-American student groups and/or W.O.W. Teachers will maintain a digital data binder that will be updated after each Checkpoint and District assessments to monitor student progress and drive their instruction toward the student's Academic Achievement Goal.</p>	<p>SCIENCE</p> <p>Grade 5 students —  30% Masters Choose a percentage PPT growth at the meets level on the STAAR. 60% of 5th grade students will achieve "Meets" on STAAR.</p> <p>BOY 5th Science - 13% Approaches Goal: We believe these should all move to Meets by the end of year. Therefore, our goal is to move 13% to 28% Meets.</p> <p>Artifacts:</p> <p>Student Digital Interactive Notebooks</p> <p>Grade Level Red-Yellow-Green Item Analysis</p> <p>Grade Level DDAP Action Plans</p> <p>Teacher's Red-Yellow-Green Lesson Plan Template (Interactive Science Mini-Labs/Small Group Stations)</p> <p>Planning/Learning/Practice/DDAP PLC Agendas</p> <p>Professional Development Calendar</p> <p>Programs: STEMscopes (3-5), Gateway to Science (3-5) , Motivation Science (5th), Education Galaxy (4-5), Supporting STAAR resources (3-5)</p>
	<p>Instructional Strategy #2 3-5 Science teachers will utilize STEMscopes, Gateway to Science, and Supporting STAAR resources to supplement the district Science curriculum to help increase student achievement and vocabulary. White and African-American student groups progress will be closely monitored.</p> <p>Instructional Strategies: Frayer models for vocabulary comprehension Mini-labs and demonstrations to provide concrete understanding and hands-on learning of science concepts Collaborative or differentiated independent learning opportunities</p>	

	<p>SpringWay Systems and Routines: Strong Start/Do Now, Habits of Discussion, Cold-Calling/ Think-Pair Share, Exit Tickets, and Aggressive Monitoring</p> <p><u>Professional Development:</u> Virtual Interactive Notebooks Small Group Instruction/Virtual Breakout Groups Documenting student work with the use of Jamboard and Flipgrid</p>	
<p>Early Childhood</p>	<p>Instructional Strategy #1 Each Early Childhood teacher has a dedicated in-class support paraprofessional. The paraprofessional will work with students in small groups to help differentiate instruction.</p>	<p>Indicate Percentage By the end of the year, 85% of PK students will master EOY CIRCLE learning areas of Math with a score of ON TRACK.</p>
	<p>Instructional Strategy #2 Teachers will implement the District Curriculum in our full day pre-K program and follow the SISD Early Learners Framework to:</p> <p>Identify all upper and lower case alphabet letters in English, in a timed format (Rapid letter naming)</p> <p>Associate sounds with each letter (Letter-Sound Correspondence)</p> <p>Provide names for images within a timed format (Rapid Vocabulary)</p> <p>Distinguish between print and illustrations and understand that letters form words (Book and Print Awareness)</p> <p>Identify rhyming words by their ending sounds (Phonological Awareness)</p> <p>Respond to questions after hearing or reading a story, retell the story in sequential order and include a character, the setting and a problem (Story Retell and Comprehension).</p> <p><u>Professional Development</u> Small Group Instruction/Virtual Breakout Groups</p>	<p>Indicate Percentage By the end of the year 85% of PK students will master EOY CIRCLE learning areas of Phonological Awareness, Rapid Vocabulary Naming, Early Writing Skills, and Letter-Sound Correspondence with a score of ON TRACK.</p> <p>Indicate Percentage By the end of the year, 85% of KG students will master EOY TPRI (Listening Comprehension) or Tejas Lee (Comprensión auditiva) with a score of DEVELOPED (D).</p>

	Circle Assessment	
--	-------------------	--

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 PK-5th grade students will have consistent opportunities to learn, practice, and reflect on social and emotional aspects. All lessons are culturally and developmentally appropriate for students.</p>	<p>Teachers and staff will complete 2 SISD SEL lessons per month with their face-to-face and virtual learners. The lessons will be provided by the counselor. The counselor will monitor SEL lesson implementation.</p> <p>Artifacts: S.E.L. Calendar SEL Lessons</p>
	<p>Social Emotional Strategy #2 Smith Elementary will continue educating staff, all students in grades PK-5th and parents by participating in the following programs:</p> <ul style="list-style-type: none"> - No Place For Hate-awareness about bullying - Red Ribbon Week - Drug Awareness - Dream Seekers-CTE - College Awareness/Career Day - Kindness Week-Promote Kindness - Scottie Moving on up Day- Grade Level Transition <p>The Counselor will organize events for students, actively participate, inform students, staff and the community about each of the programs.</p> <p>Artifacts: Program Event Schedule / Activities No Place For Hate Distinction Career Day Presentations</p>	<p>The Counselor will organize five events for students, actively participate, inform students, staff and the community about each of the programs.</p> <p>Artifacts: Program Event Schedule / Activities No Place For Hate Distinction Career Day Presentations</p>

<p>Social Emotional</p>	<p>Social Emotional Strategy #3</p> <p>Parents can complete the counselor request form if needed for their child's emotional/social needs. This request form can be found in the weekly Scottie Scoop Newsletter.</p>	<p>The counselor is available to support social-emotional needs of both virtual and in-person students. The Counselor Parent Request form will be linked in the parent virtual smore weekly. The counselor will contact parents and follow up about inquiries at 100%</p> <p>Artifacts: Counselor Parent Request Form</p>
<p>Health</p>	<p>Health Strategy #1</p> <p>All students will participate in an adequate amount of physical education.</p>	<p>All students will participate in physical activities and health and physical education classes for 135 minutes per week.</p> <p>Artifacts: Master schedule and lesson plans</p>
<p>Social Emotional</p>	<p>Attendance Strategy #1</p> <p>Smith Elementary increased the overall student attendance to 96.3% in the school year 2019-2020. Smith Elementary has a comprehensive Attendance Plan that monitors students individually, as a class, and as a grade level. Progress monitoring for each of the previously identified groups is structured differently.</p>	<p>Smith will increase attendance to 98% in 2020-2021.</p> <p>Artifacts: Campus attendance data will be pulled in addition to mobility rate, EOY PEIMS submissions, including longitudinal data, and discipline records.</p>
<p>Social Emotional</p>	<p>Attendance Strategy #2</p> <p>Individual Student Attendance</p> <p>Smith Elementary Leadership Team will recognize each student by announcing their name on the morning announcements and providing them with an award every 9 weeks.</p>	<p>Attendance at Smith will increase to 98%.</p> <p>Artifacts:</p> <ul style="list-style-type: none"> - Attendance team will receive a daily attendance spreadsheet. A committee member will contact the parent/guardian for students not in attendance or engaged on a daily basis. - N.E.A.T - Never Ever Absent or Tardy Students will be rewarded with a N.E.A.T. reward during lunch each nine weeks.

<p style="text-align: center;">Social Emotional</p>	<p>Attendance Strategy #3</p> <p>Communication to Stakeholders Smith Elementary will communicate to all stakeholders weekly attendance information.</p>	<p>Attendance at Smith will increase to 98%.</p> <p>Artifacts:</p> <ul style="list-style-type: none"> - Send information to parents through Scottie Scoop - Attendance Goal and last week's attendance is posted on the marquee weekly
<p>CAMPUS AREA OF FOCUS</p>	<p>CAMPUS ACTIONS:</p>	<p>CAMPUS MEASURES OF SUCCESS <i>(Please include 1-2 measures per strategy)</i></p>
<p style="text-align: center;">Parent Engagement</p>	<p>Parent Engagement Strategy #1</p> <p>Smith Elementary will provide parents with the opportunity to volunteer virtually (read with classes, support other parents, virtual career day).</p>	<p>Smith Elementary will increase parent volunteers by 50%; 6 parent volunteers in 2019-2020 school year to 12 parent volunteers in 2020-2021.</p> <p>Artifacts:</p> <p>Campus data from will be pulled from Raptor system Campus Check-In System for virtual volunteer</p>

FUNDING DETAILS

CAMPUS AREA OF FOCUS	RESOURCES SUPPORTING OUTCOME	FUNDING SOURCE	AMOUNT
Science	Stemscopes	TITLE I	1,755.00
Reading Math	Edmentum Exact Path K-5	TITLE I	9,336.60
Reading Math Science	48 Student Chromebooks	TITLE I	16,713.38
Reading Math Writing	After School Tutoring	STATE COMPENSATORY EDUCATION	5,500.00
Reading Writing	Summit K-12	Choose one source	<u>Click or tap here to enter text.</u>
Reading	Reading A-Z	TITLE I	600.00
Choose one	Click or tap here to enter text.	Choose one source	<u>Click or tap here to enter text.</u>
Choose one	Click or tap here to enter text.	Choose one source	<u>Click or tap here to enter text.</u>
Choose one	Click or tap here to enter text.	Choose one source	<u>Click or tap here to enter text.</u>

Choose one	Click or tap here to enter text.	Choose one source	<u>Click or tap here to enter text.</u>
------------	----------------------------------	-------------------	---

Choose one

Choose one

Choose one source

Click or tap here to enter text.