

Spring Independent School District

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

**Thompson**



## 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>At Thompson Elementary we experienced engagement challenges with our early childhood scholars mainly. These challenges presented themselves in the form of lack of communication from parents and the majority of our PK and Kinder scholars not having enough bandwidth for all students in the home. Chromebooks and other technology were available with some, however, many parents allowed older children to stay engaged.</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>GRADE 3: In the Areas of Reading on the 2018-19 STAAR 50% of the students achieved at Approaches grade level mark. This was a nineteen (19pt) point decrease over the previous year where 69% students scored at the approaches level in Reading.</p> <p>GRADE 4: In the Areas of Reading on the 2018-2019 STAAR 72% of the students achieved at Approaches grade level mark. This was twelve point gain over the previous year where students scored at 60% in Reading.</p> <p>GRADE 5: In the Ares of Reading on the 2018- 2019 STAAR 68% of the students achieved at the Approaches grade level mark.</p> <p>GRADE 3: In the Areas of Mathematics on the 2018- 19 STAAR 56% of the students achieved at Approaches grade level mark. This was a seven (7) point drop from the previous year where students scored at 63% in Math.</p> <p>GRADE 4: In the Areas of Mathematics on the 2018-2019 STAAR 67% of the students achieved at Approaches</p>

	<p>grade level mark. This rating remained the same from the previous school year where students performed at the 67% at the Approaches level.</p> <p>GRADE 4: In the Areas of Writing on the 2018- 2019 STAAR 59% of students achieved at the Approaches grade level mark. This was a 9 point INCREASE from the 2017- 2018 School Year where 50% of students performed at the Approaches level.</p> <p>GRADE 5: In the Areas of Mathematics on the 2018- 2019 STAAR 91% of the students achieved at the Approaches grade level mark. This was an INCREASE of 18% over the 2016-17 school year where students achieved at the 73% level.</p> <p>GRADE 5: In the areas of Science on the 2017-2018 STAAR 60% of students achieved at the Approaches grade level mark. This was a 3 point INCREASE over the previous school year where students performed at the 57% mark.</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 data we will consider most relevant is:</p> <ul style="list-style-type: none"> <li>• 18-19 STAAR Data</li> <li>• Checkpoints</li> <li>• Unit Assessments &amp; Benchmarks</li> <li>• TPRI/Tejas Lee</li> <li>• Campus Based Assessments</li> <li>• Exit Tickets</li> </ul>	<p>These data sets will be used to progress monitor growth and will aid in establishing Tier 2 &amp; Tier 3 interventions, small group intervention, and reteach/reassess specific TEKS for mastery.</p>



# 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
Growth in Reading	<p><b>Instructional Strategy #1</b></p> <p><b>HIGH LEVEL:</b>            TES will ensure all teachers are utilizing reading strategies such as PLORE (preview, locate, organize, read, evaluate) and CPSLL, small group instruction, Edmentum, ThinkUp ELA, and other academic programs to ensure student growth by building their comprehension skills all while progressing monitoring with the use of teacher and student data trackers during Tier 1 instruction.</p>	<p><b>READING</b></p> <p>Grades 3-5 students  —  <b>15 PPT growth</b> at the meets level on STAAR.</p> <p>Success will be determined when 171/329 (52%) of students achieve a score of meets or higher as measured by the grade-level STAAR assessment which is an increase of 15 percentage points (37% in 18-19).</p> <p><b>To be on track to meet our goals, the following Success Measures are in place:</b></p>
	<p><b>Instructional Strategy #2</b></p> <ul style="list-style-type: none"> <li>• Saturday tutorials for T1 &amp; T2 scholars based on assessment data results.</li> <li>• We will conduct data analysis assessments in 100% of our DDAP and perform regular AT-Bat PLC's. By analyzing the data by teacher, by TEK we will ensure TEK mastery in every classroom as teachers who do better than others in a particular TEK can explain their strategy for mastery to those in need for growth.</li> </ul>	<p>At the December Benchmark 25% of our scholars will reach the meets level.</p> <p>At the February Interim Assessment 40% of our scholars will reach the meets level.</p> <p>For the Spring CBA 47% of our scholars will reach the meets level and at STAAR 52% of our scholars will reach the meets level in reading.</p> <p>After each assessment, scholars will be identified and Tiered with the various levels of additional support.</p>

**Growth in Math**

**Instructional Strategy #1**

**HIGH LEVEL:**


TES will ensure all teachers are utilizing online resources such as Edmentum and Prodigy Math. Scholars will also use Go Math consumable textbooks, Go Math red packs and Think Up Math in order to foster student engagement with manipulatives and other tangible resources. Teachers will track scholar progress through the use of teacher and student data trackers during Tier 1 instruction.

- We will conduct data analysis assessments in 100% of our DDAP and perform regular AT-Bat PLC's. By analyzing the data by teacher, by TEK we will ensure TEK mastery in every classroom as teachers who do better than others in a particular TEK can explain their strategy for mastery to those in need for growth

**Instructional Strategy #2**

- TES will ensure that the Hour of Power (HOP time) is student-centered. Small group instruction will be differentiated based on beginning of the year Math assessment scores, in an effort to close the gaps in grade-level content.

**MATH**

Grades 3-5 students 

**Choose a percentage PPT growth** at the meets level on STAAR.

Success will be determined when 155/329 (47%) of students achieve a score of meets or higher as measured by the grade-level STAAR assessment which is an increase of 16 percentage points (31% in 18-19).

**To be on track to meet our goals, the following Success Measures are in place:**


**Success Measures are in place:**

At the December Benchmark 25% of our scholars will reach the meets level.

At the February Interim Assessment 35% of our scholars will reach the meets level.

For the Spring CBA 43% of our scholars will reach the meets level and at STAAR 47% of our scholars will reach the meets level in reading.

After each assessment, scholars will be identified and Tiered with the various levels of additional support.

	<ul style="list-style-type: none"> <li>• Saturday tutorials for T1 &amp; T2 scholars.</li> </ul>	
<p><b>Growth in Writing</b></p>	<p><b>Instructional Strategy #1</b></p> <p><b>HIGH LEVEL:</b> All teachers, K-5 will implement the schoolwide Writing plan with all scholars weekly. Additionally, scholars and teachers in 4<sup>th</sup> grade will participate in the Writing Academy camp for Expository Writing in February. After participating scholars will create weekly expository essays and use data conferences as a tool to perfect their rough drafts.</p>	<p><b>WRITING</b></p> <p>Grade 4 students  — <b>15 PPT growth</b> at the meets level on STAAR.</p> <p>Success will be determined when 56/112 (50%) of students achieve a score of meets or higher as measured by the grade-level STAAR assessment which is an increase of 25 percentage points (25% in 18-19).</p>
	<p><b>Instructional Strategy #2</b></p> <p>4th and 5th grade writing teachers will participate in the Gretchen Barnebie Grammar Keepers book study to increase teacher capacity with writing best practices. Additionally, 2<sup>nd</sup>-4<sup>th</sup> grade teachers will utilize bi-weekly themes to incorporate into the writing block and for essays.</p>	<p><b>To be on track to meet our goals, the following Success Measures are in place:</b></p> <p>At the December Benchmark 25% of our scholars will reach the meets level.</p> <p>At the February Interim Assessment 40% of our scholars will reach the meets level.</p> <p>For the Spring CBA 45% will reach the meets level and at STAAR 50% of scholars will reach the meets level in Writing.</p>

After each assessment, scholars will be identified and Tiered with the various levels of additional support.

**Instructional Strategy #1**


**HIGH LEVEL:**

TES teachers will use the new science lab to explore hands-on science experiments with 100% of 3rd- 5th grade students. The teacher will provide hands on experiences and cloning STAAR questions for the exit tickets that scholars will track in their data

**Instructional Strategy #2**

Teachers will follow the 5E model for capturing evidence and provide weekly assessments to track mastery of the skills. Data will be tracked on student data trackers and teacher trackers.

**SCIENCE**

Grade 5 students  **15 PPT growth** at the meets level on the STAAR.

Success will be determined when 43 /108 (40%) of students achieve a score of meets or higher as measured by the grade-level STAAR assessment which is an increase of 21 percentage points (19% in 18-19).

**To be on track to meet our goals, the following Success Measures are in place:**

At the December Benchmark 19% of our scholars will reach the meets level.

At the February Interim Assessment 24% of our scholars will reach the meets level.

For the Spring CBA 31% will reach the meets level and at STAAR 40% of scholars will reach the meets level in Science.

**Growth in Science**



**Early  
Childhood**

**Instructional Strategy #1**

**HIGH LEVEL:**

Promote independent practice with scholars and increase their number recognition, shape recognition, and real-life word problems.

Ex.ThinkCentral – Mega Math games with at least 80% of scholars.

- Follow oral games to be played to build children’s sensitivity to units of sounds: Blending, Segmenting, Manipulating phonemes, hearing word parts with 100% of PK scholars.
- Early childhood teachers will host a parent training session once per semester to teach at-home learning skills: syllabication, rhyming words, alliteration, and blending for at least 50% of PK/Kinder parents.
- ILT will observe daily lesson and lesson plans to ensure number recognition, shape recognition, and real life word problems.

**Instructional Strategy #2**

- Encourage students to express ideas orally in complete sentences to build on reading and writing skills with academic language with 100% of PK scholars.

**90%** of PK students have mastered EOY CIRCLE learning area of Math with a score of ON TRACK.

**90%** of PK students have an EOY CIRCLE learning area of Phonological Awareness, Early Writing, and Letter-Sound Correspondence 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).

**OTHER MEASURES**

<b>CAMPUS AREA OF FOCUS</b>	<b>CAMPUS STRATEGIC ACTIONS:</b>	<b>CAMPUS MEASURES OF SUCCESS</b> <i>(Please include 1-2 measures per strategy)</i>
<b>Social Emotional</b>	<p><b>Social Emotional Strategy #1</b> <b>HIGH LEVEL:</b></p> <p>Scholars will receive 15-minute lessons daily from the Positivity Project that will build character and help scholars build positive relationships where there is a struggle.</p>	<p><b>To be on track to meet our goals, the following Success Measures are in place:</b></p> <p>100% of staff will implement the strategies from the trauma informed care training 75% of the time with scholars in trauma situations.</p> <p>85% of scholars on campus will participate daily in the empowerment sessions.</p> <p>Utilizing our campus culture rubric, at the end of each semester, 90% to 100% of the teachers will be proficient or higher utilizing the positive framing technique.</p>
	<p><b>Social Emotional Strategy #2</b></p> <p>Discipline referrals will decrease by 51% from 40 infractions of defiance of authority to 21 infractions for the 20-21 school year.</p> <p>All staff will complete the Mental Health Trauma informed training by October 15, 2020.</p>	<p>The need for counselor peer mediations and SEL groups will remain at a minimal due the relationship component being affected.</p>

<b>CAMPUS AREA OF FOCUS</b>	<b>CAMPUS ACTIONS:</b>	<b>CAMPUS MEASURES OF SUCCESS</b> <i>(Please include 1-2 measures per strategy)</i>
<b>Parent Engagement</b>	<p><b>Parent Engagement Strategy #1</b></p> <p>Continue the outgoing communication with parents through Blackboard and Smore newsletters weekly.</p>	<ul style="list-style-type: none"> <li>• 75% more parents reading and adhering to the campus news and information.</li> <li>• ADA increased from 95% to 98% for all enrolled scholars PK-5.</li> </ul>
	<p><b>Parent Engagement Strategy #2</b></p> <p>Parent University Sessions will be held in Hybrid webinar style to communicate Schoology, HAC, and technology news for parents. These sessions will be hosted by the DLC and TES administration.</p>	<ul style="list-style-type: none"> <li>• Increase in Parent engagement survey verbatims to positive comments regarding communication from 28/39 to 40/50.</li> </ul>

**FUNDING DETAILS**

<b>CAMPUS AREA OF FOCUS</b>	<b>RESOURCES SUPPORTING OUTCOME</b>	<b>FUNDING SOURCE</b>	<b>AMOUNT</b>
Social Emotional	Purchase jump ropes, handballs, footballs, hula hoops, soccer balls.	TITLE I	350.00
Parent Engagement	Learning Packets (reading & Math) for at home learning	TITLE I	750.00
Math	Mega Math Game kits (PK-K)	TITLE I	2500.00
Reading	Reading Interventionist	TITLE I	65,000.00
Reading	ELA Interventionist	TITLE I	65,000.00
Math	Saturday Tutorials for T2 & T3 students	STATE COMPENSATORY EDUCATION	3500.00
Reading	Saturday Tutorials	STATE COMPENSATORY EDUCATION	3500.00
Parent Engagement	Parent Resources (brochures, pamphlets)	TITLE I	1274.00
Writing	Student Writing Camp	TITLE I	2450.00

Math	Composition Notebooks, Pencils, copy paper, folders, binders and erasers.	TITLE I	1350.00
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## FUNDING DETAILS

CAMPUS AREA OF FOCUS	KEY PERSONNEL	FUNDING SOURCE	AMOUNT
Choose one	Choose one	Choose one	Choose one
Choose one	Choose one	Choose one	Choose one
Choose one	Choose one	Choose one	Choose one
Choose one	Choose one	Choose one source	<u>Click or tap here to enter text.</u>
Choose one	Choose one	Choose one source	<u>Click or tap here to enter text.</u>
Choose one	Choose one	Choose one source	<u>Click or tap here to enter text.</u>
Choose one	Choose one	Choose one source	<u>Click or tap here to enter text.</u>
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