

Spring Independent School District

**2020-21**

**Middle School  
Campus Improvement Plan**

**Claughton**



## 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)

There were many concerns from our community regarding remote learning during the transition from on-campus learning to virtual learning. The first concern was the lack of technology available to scholars. Secondly, computer literacy for parents and scholars surrounding hardware and software usage was a significant concern. Also, there was and continues to be a need for parent educational opportunities (Parent University, Curriculum, and instructional support). Virtual learning spotlighted the need for strategies that addressed student engagement, virtual accommodations for scholars, updating of contact information in the parent/student portal, and understanding the Learning Management System, Schoology, and how it affects scholar outcomes.

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)

We looked at 2019 STAAR data domain 3 closing the achievement gap for reading and math. The overall data for meets in reading was 26% and for math it was 24%. The campus did not meet the required percentage for African American which is 20% at meets and ELL which is 21% and Special Education Population which is 17%. Also, reviewed 2019-2020 District Formative Assessments, Checkpoints and Campus Formative Assessments to address our ELL, SPED and African American population.

<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 that is most relevant to the campus for 2020-2021 instructional strategies is BOY, MOY, District benchmarks, checkpoints and campus formative assessments.</p>
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# 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"><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 6-8 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 6-8 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 7 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 8 students —  <b>5-15 PPT growth</b> at the meets level on the STAAR</li></ul></li><li>▪ <b>SOCIAL STUDIES</b><ul style="list-style-type: none"><li>◦ Grade 8 students —  <b>5-15 PPT growth</b> at the meets level on the STAAR</li></ul></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>            In English Language Arts grades 6-8, we will implement a campus-wide literacy plan that focuses on visualization, summarizing, inferring, and analysis of text structure, vocabulary, and questioning. Each week students will annotate text using the high yield comprehension strategies. Teachers will model and provide feedback on the selected text weekly. In addition, students will have time allotted daily for independent reading. Lastly, students will have tiered support by having opportunities for small group instruction, Saturday enrichment for reading targeted extended-day support.</p>	<p style="text-align: center;"><b>READING</b></p> <p style="text-align: center;"> Grades 6-8 students — <b>15% PPT growth</b> at the meets level on STAAR, moving from 26% in 2019 to 41% in 2021.</p> <p>Students reading below grade level will advance their reading level and demonstrate expected growth as measured by Achieve 3000 assessments ultimately increasing the percentage of students performing on or above grade level.</p> <p>To be on track to meet our goal the following success measures are in place</p> <p>By December 2020, 13% of grades 6-8 scholars will achieve Meets on the Fall Interim assessment.</p> <p>By February 2021, 27% of grade 6-8 scholars will achieve Meets on the Spring interim assessment.</p> <p>By May 2021, at minimum, 41% of grade 6-8 scholars will achieve Meets on the 2021 STARR assessment.</p>
	<p><b>Instructional Strategy #2</b>            In English Language Arts grade 6-8, we will implement Achieve 3000 where scholars will complete at a minimum of 2 lessons per week to align with the research based practices. Scholars will have 60 minutes per week in class to complete lessons that are geared toward high yield reading strategies. Teachers and Administrators will monitor student progress weekly.</p>	

<p><b>Growth in Math</b></p>	<p><b>Instructional Strategy #1</b>          In mathematics for grades 6-8, we will implement Imagine Math usage where scholars will complete at minimum 2 lessons per week to align with research based practices. Scholars will be given 30 minutes per week in class to complete lessons that are geared toward highest leverage TEKS.</p>	<p><b>MATH</b></p> <p>↑</p> <p>Grades 6-8 students —  <b>15% PPT growth</b> at the meets level on STAAR, which will increase our meets percentage from 24% to 39% by the end of the 2020-2021 school year.</p> <p>To be on track to meet our goal the following success measures are in place:</p> <p>By December 2020, 13% of Grades 6-8 scholars will achieve Meets (on grade level or higher) on the Fall STAAR Interim Assessment for Mathematics.</p> <p>By February 2020, 26% of Grades 6-8 scholars will achieve Meets (on grade level or higher) on the Spring STAAR Interim Assessment or District Benchmark Assessment for Mathematics.</p> <p>By May 2021, at minimum, 39% of Grades 6-8 scholars will achieve at the Meets standard (on grade level or higher) on the 2021 STAAR Assessment for Mathematics.</p>
	<p><b>Instructional Strategy #2</b>          In mathematics for grades 6-8, we will implement small group instruction in the last 45 minutes of the block at least one time per week to focus on individualized scholar needs from the 2019 STAAR assessment, with a focus on high leverage reporting categories. This will consist of teacher led TEKS focused stations and will be tracked with scholar data trackers for virtual and face to face learners.</p>	
<p><b>Growth in Writing</b></p>	<p><b>Instructional Strategy #1</b>          In writing, grades 6-8, with emphasis on grade 7, we will implement Gretchen Bernabei’s Grammar Keeper lessons to teach grammar in context to improve student writing quality. 7th Grade teachers will model and practice these lessons daily as they apply to standards learned for the week. Emphasis will highlight interactive dialogue or “out loud” speech, which helps students, especially EL, to build vocabulary and internalize it along with the grammar skills. The evidence of these lessons’ effectiveness will be monitored monthly by the administration, the Literacy Coach, and administration through benchmarks and formative assessments.</p>	<p><b>WRITING</b></p> <p>↑</p> <p>Grade 7 students —  <b>15% PPT growth</b> at the meets level on STAAR, which will increase from 16% to 31% by the end of 2020-2021 school year.</p> <p>To be on track to meet our goal the following success measures are in place:          By December 2020, 10% of 7th Grade scholars will achieve Meets on the Fall STAAR Interim Assessment.</p>

	<p><b>Instructional Strategy #2</b> In writing, grades 6-8, with emphasis on grade 7, we will utilize daily journal writing to increase writing practice and apply learned skills. Scholars will complete both quick writes and essays during this time. Teachers, the Literacy Coach, and the administration will monitor student progress biweekly.</p>	<p>By February 2020, 20% of 7th Grade scholars will achieve Meets on the Spring STAAR Interim Assessment.</p> <p>By May 2021, at minimum 31% of 7th Grade scholars will achieve at the meets standard on the 2021 Assessment.</p>
<p><b>Growth in Science</b></p>	<p><b>Instructional Strategy #1</b> Students in grade 8 will utilize the K-12 summit and complete at least two lessons per week targeting specific TEKS. Scholars will have 30 minutes per week to complete lessons geared toward the highest leverage TEKS based on formative assessment results.</p>	<p><b>SCIENCE</b></p> <p> Grade 8 students — <b>15% PPT growth</b> at the meets level on the STAAR, which will increase our meets percentage from 28% to 43% grade level by the end of the 2020-2021 school year.</p> <p>To be on track to meet our goal the following success measures are in place:</p> <p>By December 2020, 14% of Grades 6-8 scholars will achieve Meets (on grade level or higher) on the Fall STAAR Interim Assessment for Science.</p> <p>By February 2020, 28% of Grades 6-8 scholars will achieve Meets (on grade level or higher) on the Spring STAAR Interim Assessment or District Benchmark Assessment for Science.</p> <p>By May 2021, at minimum, 43% of Grades 6-8 scholars will achieve at the Meets standard (on grade level or higher) on the 2021 Science STAAR Assessment.</p>
	<p><b>Instructional Strategy #2</b> In science for grades 6-8, we will implement small group instruction in the last 45 minutes of the block at least one time per week to focus on individualize scholar needs based on formative assessments given in the classroom, focusing on high leverage reporting categories. Small-group instruction will consist of teacher-led stations. Data trackers for virtual and face to face scholars will yield these station results.</p>	
<p><b>Growth in Social Studies</b></p>	<p><b>Instructional Strategy #1</b> In grade 8 Social Studies, the content administrator will provide weekly feedback on lesson plans, visit classrooms at least two times a week, and provide detailed next steps in the teacher evaluation system for instructional improvements.</p>	

### **Instructional Strategy #2**

The 8th grade Social Studies team and content administrator will meet at least twice a week during the week to participate in professional learning communities to review district unit guides, Lead4Ward documents and other resources to create lesson plans and conduct a weekly AT-BATS.

### **SOCIAL STUDIES**



Grade 8 students —  
**15% PPT growth** at the meets level on the STAAR, moving from 18% in 2019 to 33% in 2021.

Students performing below 25% will advance their social studies proficiency level and demonstrate expected growth as measured by district benchmark assessments ultimately increasing the percentage of students performing on or above the meets level.

By December 2020, 11% of Students in 8th grade will be performing on or above the meets level in Social Studies.

By February 2021, 22% of students in 8th grade will be performing on or above the meet level in Social Studies.

By May 2021, 33% of students in 8th grade will be performing on or above the meets level in Social Studies.

## 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> Restorative Practices will provide Peer Circles where designated trained staff/campus leaders will facilitate opportunities of reconciliation between the affected and the offending party. Sessions will be held weekly routinely for students on behavior contracts, students assigned ISS, and returning OSS students. Implementation of ongoing training and development of designated staff to routinely and efficiently inform and update all stakeholders.</p>	<p>Data tracking for efficiency consists of:</p> <ul style="list-style-type: none"> <li>• Triangulation of data (Students and staff survey, meeting logs, stakeholder feedback, and student discipline data).</li> </ul> <p>Follow-through consists of:</p> <ul style="list-style-type: none"> <li>• Goal (re)orientation each semester</li> <li>• Fall semester is a rating of 2.8 or higher for survey feedback.</li> <li>• Spring semester is 3.0 or higher for survey feedback.</li> </ul> <p>The survey will occur December 2020, February 2021 and May 2021.</p>
	<p><b>Social Emotional Strategy #2</b> Positive Behavior Interventions and Supports, PBIS, will be used as a reward system to reinforce positive behavior campus-wide (classroom, corridors, and common areas). Students will earn points daily for modeling positive behavior. On Friday, students will have an opportunity to purchase items from the school store. PBIS Rewards will aide in create a positive climate in which every student can learn and grow academically, socially, and emotionally.</p>	<p>Monitoring Progress:</p> <ul style="list-style-type: none"> <li>• Campus utilization of technology Based point-system tracking app.</li> <li>• <a href="https://www.pbisrewards.com/">https://www.pbisrewards.com/</a></li> <li>• Discipline reports reviewed and analyzed monthly by the discipline committee</li> <li>• Data for ISS and OSS provide insight to progress.</li> <li>• OSS and ISS will decrease by 25% for the 2020-2021 school year compared to the 2019-2020 school year.</li> </ul> <p>Recursively Ensure:</p> <ul style="list-style-type: none"> <li>• Compliance with respect</li> <li>• Uniforms, daily attendance</li> <li>• Safety guidelines</li> </ul>
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>          Claughton will host a monthly virtual parent university that will teach parents a strategy to reinforce skills taught face to face and virtually.</p>	<p>Parents receive a survey each semester to rate how the school supports students with learning. The goal is for 80% or higher to agree that Parent University helped educate their child. The survey will be given at the end of December and May</p>
	<p><b>Parent Engagement Strategy #2</b>          CMS notifies parents monthly through the CMS Parent Institute newsletter located on the school website. The newsletter outlines the information that parents can use at home to academically and emotionally support their children.</p>	<p>Parents receive a survey each quarter to rate how the implemented newsletters' strategies increased their child's learning. A survey will be given in October to collect baseline data.</p>

## FUNDING DETAILS

CAMPUS AREA OF FOCUS	RESOURCES SUPPORTING OUTCOME	FUNDING SOURCE	AMOUNT
Reading	Whetstone Education	TITLE I	3,900.00
Reading	Apple I-Pad- Administration	TITLE I	4,203.00
Reading	All in Learning	TITLE I	5,700.00
ReadingMathScienceHistory	Lap Top Speaker	TITLE I	3,000.00
Social Studies	Jarrett Publishing Company	TITLE I	5,698.00
Reading Math Science History	Laptop Swivel	TITLE I	5,000.00
Reading Math Science History	Sirius Education Solutions	TITLE I	10,000.00
Science	Summit K12	TITLE I	5,990.00
Social Emotional	Positive Promotions	TITLE I	2,971.98
ReadingMathScience History	Lead4ward	TITLE I	1220.00

## FUNDING DETAILS

CAMPUS AREA OF FOCUS	KEY PERSONNEL	FUNDING SOURCE	AMOUNT
Parent Engagement	Choose one  The Parent Institute	TITLE I	1,200.00
Reading Math Science History	Choose one  All in Learning Clickers	TITLE I	9,500
Reading Math Science History	Choose one  Mastery Education	TITLE I	10,000
Reading Math Science History Writing	Choose one  Kamico Instructional Media	TITLE I	5,723.85
Reading Math Science History	Choose one  Aver Document Calendars	TITLE I	6,980.00
Reading	Choose one  Achieve 3000	TITLE I	32,350.00
ReadingMathScienceHistory	Choose one  HP Laser Jet Pro Printer and supplies	TITLE I	1,053.61
Reading Math Science History	Choose one  Nearpod/Flocabulary School License	TITLE I	5,000.00
ReadingMathScienceHistory	Choose one  Instructional Supplies such as paper, pencils, folders,etc.	TITLE I	10,000

ReadingMathScienceHistory	Choose one Instructional Tutors	TITLE I	25,000.00
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