

Spring Independent School District

2020-21

Elementary
Campus Improvement Plan

Bammel



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>During the Spring semester school closure the following community needs were evident:</p> <ol style="list-style-type: none"> 1. Lack of devices to complete online courses 2. Lack of internet accessibility to engage in completing assignments 3. Lack of basic school supplies in the homes to complete distributed academic packets 4. Lack of transportation to participate in food, academic packets, and Chromebook distribution efforts 5. Limited understanding of how to upload assignments into Schoology and how to complete academic packets without educational support 6. Lack of accessibility to books/novels to students to read or be read to <p>During our Fall semester reopening the following is evident:</p> <ol style="list-style-type: none"> 1. As of 10/2/2020, 374 students opted for Empowered in Home Learning vs. 280 students that are receiving instruction on campus. 2. A total of 312 Chromebooks have been distributed to students. 3. Ten hotspots have been distributed to families. 4. A total of 506 school supply bags have been distributed to families. 																																																	
<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>The data that was considered to address closing the gap and disproportionality is as follows:</p> <ol style="list-style-type: none"> 1. High Mobility Rate: 34% 2. Low Attendance Rate: 93% 3. STAAR Domain 3 {2019}: 70% 4. Economical Disadvantaged Students: 90% 5. At-Risk Students: 75% <p>Specific data used was the 2019 STAAR assessment results:</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th rowspan="2"></th> <th colspan="3">3rd Grade {RD/MA}</th> <th colspan="3">4th Grade {RD/MA/WR}</th> <th colspan="3">5th Grade {RD/MA/SC}</th> </tr> <tr> <th>App</th> <th>Me</th> <th>Ma</th> <th>App</th> <th>Me</th> <th>Ma</th> <th>App</th> <th>Me</th> <th>Ma</th> </tr> </thead> <tbody> <tr> <td>RD</td> <td>57%</td> <td>26%</td> <td>15%</td> <td>48%</td> <td>23%</td> <td>9%</td> <td>71%</td> <td>29%</td> <td>15%</td> </tr> <tr> <td>MA</td> <td>60%</td> <td>29%</td> <td>12%</td> <td>67%</td> <td>32%</td> <td>10%</td> <td>66%</td> <td>33%</td> <td>21%</td> </tr> <tr> <td>WR/SC</td> <td></td> <td></td> <td></td> <td>56%</td> <td>21%</td> <td>1%</td> <td>43%</td> <td>14%</td> <td>2%</td> </tr> </tbody> </table>		3 rd Grade {RD/MA}			4 th Grade {RD/MA/WR}			5 th Grade {RD/MA/SC}			App	Me	Ma	App	Me	Ma	App	Me	Ma	RD	57%	26%	15%	48%	23%	9%	71%	29%	15%	MA	60%	29%	12%	67%	32%	10%	66%	33%	21%	WR/SC				56%	21%	1%	43%	14%	2%
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<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>Primary Grades Data to consider: PK: Circle Testing K-2: Reading – TPRI/Tejas Lee/ Campus Formal Assessments / MOY MAP K-2: Math – Campus Formal Assessments / MOY MAP</p>	<p>Intermediate Grades Data to consider: 3-5: MOY MAP/ District Formal Assessments / Campus Formal Assessments / STAAR Interim Results / 2019 STAAR Results</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"> ▪ 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	Instructional Strategy #1 Train all Reading teachers to implement balanced literacy strategies to improve teacher delivery of Tier 1 instruction and student mastery of specified concepts.	<p>READING Grades 3-5 students — Choose a percentage PP↑ wth at the meets level on STAAR.</p> <p>By May 2021, student achievement in Reading for grades 3-5 will increase by 10 points to achieve 36% “Meets” level measured by the STAAR Reading assessment.</p> <p>**10 Point Growth at the Meets Level for all students in grades 3-5.**</p> <table border="1" data-bbox="954 764 1232 858"> <tr><th colspan="3">3rd Grade</th></tr> <tr><th>App</th><th>Me</th><th>Ma</th></tr> <tr><td>60%</td><td>36%</td><td>25%</td></tr> </table> <table border="1" data-bbox="954 890 1232 984"> <tr><th colspan="3">4th Grade</th></tr> <tr><th>App</th><th>Me</th><th>Ma</th></tr> <tr><td>60%</td><td>36%</td><td>19%</td></tr> </table> <table border="1" data-bbox="954 1016 1284 1110"> <tr><th colspan="3">5th Grade</th></tr> <tr><th>App</th><th>Me</th><th>Ma</th></tr> <tr><td>75%</td><td>36%</td><td>25%</td></tr> </table> <p>** Growth to meet standards in Domain 3 {Academic Achievement} for AA and Eco Dis in grades 3-5. **</p> <table border="1" data-bbox="954 1234 1118 1329"> <tr><td>AA</td><td>32%</td></tr> <tr><td>Eco</td><td>33%</td></tr> <tr><td>Dis</td><td></td></tr> </table>	3 rd Grade			App	Me	Ma	60%	36%	25%	4 th Grade			App	Me	Ma	60%	36%	19%	5 th Grade			App	Me	Ma	75%	36%	25%	AA	32%	Eco	33%	Dis	
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Growth in Math	Instructional Strategy #1 The academic coaches will provide bi-monthly learning opportunities to all Math teachers in front-loading TEKS to improve the delivery of Tier 1 instruction and student mastery of specified concepts.	<p>MATH Grades 3-5 students — Choose a percentage PP↑ wth at the meets level on STAAR.</p> <p>By May 2021, student achievement in Math for grades 3-5 will increase by 10 points to achieve 42% “Meets” level measured by the Math STAAR Math assessment.</p>																																	

	<p>Instructional Strategy #2 Through our partnership with Engage2Learn, leadership staff will be coaching targeted Math teachers on best practices in the Blended Learning Model.</p>	<p>**10 Point Growth at the Meets Level for all students in grades 3-5.</p> <table border="1" data-bbox="954 226 1232 325"> <tr><th colspan="3">3rd Grade</th></tr> <tr><th>App</th><th>Me</th><th>Ma</th></tr> <tr><td>65%</td><td>42%</td><td>25%</td></tr> </table> <table border="1" data-bbox="954 354 1232 453"> <tr><th colspan="3">4th Grade</th></tr> <tr><th>App</th><th>Me</th><th>Ma</th></tr> <tr><td>60%</td><td>42%</td><td>19%</td></tr> </table> <table border="1" data-bbox="954 483 1333 581"> <tr><th colspan="3">5th Grade</th></tr> <tr><th>App</th><th>Me</th><th>Ma</th></tr> <tr><td>70%</td><td>42%</td><td>25%</td></tr> </table> <p>** Growth to meet standards in Domain 3 {Academic Achievement} for AA and Eco Dis in grades 3-5. **</p> <table border="1" data-bbox="954 701 1118 800"> <tr><th>AA</th><th>31%</th></tr> <tr><th>Eco Dis</th><th>36%</th></tr> </table>	3 rd Grade			App	Me	Ma	65%	42%	25%	4 th Grade			App	Me	Ma	60%	42%	19%	5 th Grade			App	Me	Ma	70%	42%	25%	AA	31%	Eco Dis	36%
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<p>Growth in Writing</p>	<p>Instructional Strategy #1 Writing teachers will incorporate specific revising strategies that include sentence development, transitional words, verb tense and paragraph re-ordering to improve Tier 1 instruction and student mastery of each concept.</p>	<p>WRITING</p> <p>Grade 4 students —  Choose a percentage PPT growth at the meets level on STAAR.</p> <p>By May 2021, student achievement in Writing for grade 4 will increase by 10 points to achieve 31% “Meets” level measured by the STAAR Writing assessment.</p> <p>**10 Point Growth at the Meets Level for all students in grade 4.</p> <table border="1" data-bbox="954 1356 1232 1455"> <tr><th colspan="3">4th Grade</th></tr> <tr><th>App</th><th>Me</th><th>Ma</th></tr> <tr><td>60%</td><td>31%</td><td>10%</td></tr> </table>	4 th Grade			App	Me	Ma	60%	31%	10%																						
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<p>Instructional Strategy #2 To train and development fourth grade teachers on the implementation of one on one writing conferencing to guide students on composition refinement.</p>																																	
<p>Growth in Science</p>	<p>Instructional Strategy #1 Students will increase science vocabulary skills through the use of the Frayer model, concept maps and vocabulary folders during Tier 1 instruction and the use of acrostic reflections during Tier 3 small group instruction.</p>	<p>SCIENCE</p> <p>Grade 5 students —  Choose a percentage PPT growth at the meets level on the STAAR.</p> <p>By May 2021, student achievement in Science for grade 5 will increase by 10 points to achieve 24% “Meets” level measured by the STAAR Science assessment.</p> <p>**10 Point Growth at the Meets Level for all students in grade 5.</p>																															
	<p>Instructional Strategy #2 Through our partnership with Engage2Learn, leadership staff will be coaching targeted Science teachers on best practices in the Blended Learning Model.</p>																																

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Early Childhood

Instructional Strategy #1
 Every other week, the leadership team will conduct walk-throughs and provide timely feedback to PK teachers in the areas of Phonological Awareness and Early Writing/Letter-Sound Correspondence to improve student mastery skills.

Instructional Strategy #2
 Every other week, the leadership team will conduct walk-throughs and provide timely feedback to PK teachers in the areas of number sense, counting and measurement to improve student mastery skills.

By May 2021,
80% of PK students have mastered EOY CIRCLE learning area of Math with a score of ON TRACK.
80% of PK students have an EOY CIRCLE learning area of Phonological Awareness, Early Writing, and Letter-Sound Correspondence score of ON TRACK.
80% of KG students have mastered EOY TPRI (Listening Comprehension) or Tejas Lee (Comprensión auditiva) with a score of DEVELOPED (D).

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 All professional staff will be trained on how to correct inappropriate behavior or actions by students by utilizing the TRIBES process.</p>	Disciplinary reports analyzed weekly by the leadership team will determine the number of referrals for ISS/OSS will decrease from 100 to 50.
	<p>Social Emotional Strategy #2 Students will incorporate daily the (4) Tribes agreements and conflict resolution strategies to reduce the number of disciplinary referrals in the area of unacceptable physical contact.</p>	Disciplinary reports analyzed weekly by the leadership team will determine the number of referrals for Disrespect {Level 1 Violation} will decrease from 50 to 25.
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 Through our partnership with Project Safe {21st Century}, quarterly workshops will be created that will assist parents in academically and socially supporting student(s) at home.</p>	During the week of December 14, 2020 and May 24, 2021, a survey will be created and distributed to parents to complete to provide feedback on the quarterly workshops.
	<p>Parent Engagement Strategy #2 Appoint a Campus Parent Engagement Liaison to improve academic and social emotional relationships between school and home.</p>	By June 2021, parental involvement in academic campus events will increase from 50 parents attending to 100.

FUNDING DETAILS

CAMPUS AREA OF FOCUS	RESOURCES SUPPORTING OUTCOME	FUNDING SOURCE	AMOUNT
Reading	Pebble Go	TITLE I	\$1999.00
Math	Stem Scopes - Math	TITLE I	\$2742.75
Science	Stem Scopes - Science	TITLE I	\$1811.25
Reading	Student General School Supplies {Reading & Math}	TITLE I	\$6900.00
Math	Student Instructional Materials {Math & Reading}	TITLE I	\$12,500.00
Reading	Student Technology {Reading & Math}	TITLE I	\$5000.00
Writing	ESC Region IV / Professional Development Courses {All subjects}	TITLE I	\$1000.00
Writing	Professional Development Technology {All subjects}	TITLE I	\$5000.00
Parent Engagement	Community Service PI Materials	TITLE I	\$1000.00
Parent Engagement	Community Service PI Light Snacks	TITLE I	\$500.00

Reading and Math	Student Extended Day/Week Academic Tutorial Sessions	STATE COMPENSATORY EDUCATION	\$5500.00
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FUNDING DETAILS

CAMPUS AREA OF FOCUS	KEY PERSONNEL	FUNDING SOURCE	AMOUNT
All Subjects	INSTRUCTIONAL SPECIALIST	TITLE I	\$70,000.00
All Subjects	OTHER-ACADEMIC SPECIALIST	TITLE I	\$70,000.00
Math	MATH INTERVENTIONIST	STATE COMPENSATORY EDUCATION	District Funded {Math Coach}
Reading & Math	STUDENT SUPPORT SPECIALIST	STATE COMPENSATORY EDUCATION	District Funded
Parent Engagement	Choose one	TITLE I	\$2,100.00 {Parent Empowerment Liaison Stipend}
Reading	OTHER-PARA	TITLE I	\$25,000.00
Reading	ELA INTERVENTIONIST	STATE COMPENSATORY EDUCATION	District Funded
Social Emotional	COUNSELOR-AT RISK	STATE COMPENSATORY EDUCATION	District Funded
All Subjects	DIGITAL LEARNING COACH	TITLE I	District Funded
Choose one	Choose one	Choose one source	Click or tap here to enter text.