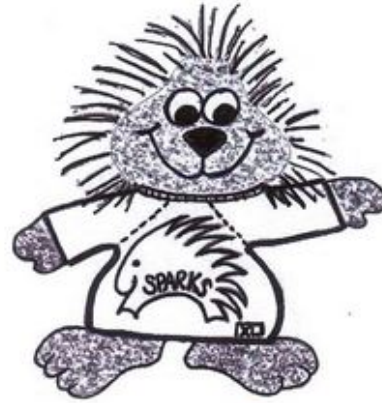


**Springtown Independent School District**  
**Springtown Elementary**  
**2021-2022 Campus Improvement Plan**



# **Mission Statement**

The mission of Springtown Elementary is to provide all students with a comprehensive education that will develop responsible and successful global citizens.

## **Vision**

SES is committed to working with families and our community to successfully educate all students.

## **Value Statement**

SES core belief is that all students have worth and can learn at their unique rate.

## **Students Exemplifying Success**

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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

According to the 2019-2020 TAPR(Texas Academic Performance Report), Springtown Elementary School (SES) had an enrollment of 578 PK3-4th students. Located at 416 East Third Street, we are one of the three public elementary schools for the district. SES continues to be a schoolwide Title I campus. which housed the PK3 and PK4 program for 2020-2021. For 2021, our PK4 classrooms will be full day and the PK3 blended program will be disbanded. For the 21-22 school year, SES will house Early Childhood Special Education classroom for 3 year olds, four full-day PK4 classrooms, two Active Learning Classrooms, and the district bilingual program. SES housed the virtual learning for the district PK through 4th grade. The district daycare is also located at Springtown Elementary.

Our population consists of: 1.2% African American, 21.1% Hispanic, 73.2% White, 0.5% American Indian, 0.7% Asian, 3.3% Two or More Races, SES has about 65% economically disadvantaged students, 3.6% Section 504 students, 9.0% English Learners, 0.2% Homeless, 0.0% Immigrant or Migrant. There are 48.4% at-risk students, 9% were served in the bilingual classroom, 1.6% were served in the gifted and talented classroom, and 13.3% were served by special education. For the 2018-2019 school year, the mobility rate at SES was 15.4%.

The attendance rate for 2018-2019 increased by 0.5% (95.6%) from the previous year (95.1%)

All professional staff are certified with experience levels being as follows: Beginning Teachers: 0%, 1-5 Years Experience: 20.7%, 6-10 Years Experience: 25.2%, 11-20 Years Experience: 41.1%, and Over 20 Years Experience: 12.9%. 81.9% of the teaching staff hold a bachelors degrees with an additional 18.1% hold a masters. Our instructional aides hold a Level I, Level II, or Level III certificate from the state.

### Demographics Strengths

- All teaching staff certified.
- All teachers have at least a years experience.
- Our classroom counts are not above the 22 to 1 ratio.

### Problem Statements Identifying Demographics Needs

**Problem Statement 1:** Enrollment has increased. **Root Cause:** Substantial amount of new housing developments causing an increase in student enrollment.

**Problem Statement 2:** Number of students who had excessive absences or leave early. **Root Cause:** COVID 19 and lack of consistent communication with parents.

# Student Learning

## Student Learning Summary

Due to the Covid-19 Pandemic, Springtown Elementary was assigned a rating of "Not Rated: Declared State of Emergency" for the 2019-2020 school year.

## Student Achievement (information from the Texas Education Agency 2019-2020 School Report Card)

75% of students met the Approaches Grade Level standard on all tests (4% decline), 42% met the Meets Grade Level standard (3% decline), and 20% met Masters Grade Level standards (1% increase). SES was below the district in the Approaches (-4%) and Meets (-5%) Grade Level standards; Masters I Grade Level standards were ahead of the district (+2%).

## Amplify/mClass Data for 2020/2021 (Reading)

Grade Level	BOY-on benchmark	MOY-on benchmark	EOY-on benchmark	Difference--from BOY to EOY-on benchmark	Percentage of students below grade level benchmark according to mClass,
Kindergarten	27/93= 29%	48/100=48%	59/94=78%	Increase of 49% on benchmark	28%
First Grade	40/104= 38%	53/113= 47%	64/106=60%	Increase of 22% on benchmark	40%
Second Grade	30/81=37%	42/91=46%	46/87=53%	Increase of 16% on benchmark	47%
Third Grade	35/89=39%	47/94=50%	51/97=53%	Increase of 14% on benchmark	47%
Fourth Grade	47/83=57%	53/92=58%	45/86=52%	Decrease of 5% on benchmark	44%

## NWEA (Math) data for 2020-2021

Grade Level	BOY-below 25 percentile	MOY-below 25 percentile	EOY-below 25 percentile	Difference--from BOY to EOY- below 25 percentile	Percentage of students below 25 percentile
Kindergarten	12/93=13 %	14/100=14 %	14/94=15%	Increased 2%	15%
First Grade	27/104=26%	11/113=10%	17/106=16 %	Decreased 10%	16%
Second Grade	23/81= 28%	22/91= 24%	20/87= 23%	Decreased 5%	23%

Grade Level	BOY-below 25 percentile	MOY-below 25 percentile	EOY-below 25 percentile	Difference--from BOY to EOY- below 25 percentile	Percentage of students below 25 percentile
Third Grade	18/89=20%	19/94= 20%	25/97= 26%	Increased 6%	26%
Fourth Grade	23/83=28%	19/92=21%	16/85=19%	Decreased 9%	19%

### PK Rapid Vocabulary-combination of 3 and 4 year olds., 2020-2021

	MOY-below level on CLI	EOY-below level on CLI	Difference--from MOY to EOY- below on Rapid Vocabulary.
Full Day PK	4/17=24%	3/15=20%	Decrease of 4%
A.M. PK	5/32=16%	8/34=24%	Increase of 8%
P.M. PK	6/22=27%	5/22=23%	Decrease of 4%
TOTAL-all students	15/71=21%	16/71=23%	Increase of 2%

### Student Learning Strengths

- Using the Amplify data, comparing beginning of year and end of year scores, Kindergarten, First, Second, and Third Grade increased the number of students on the benchmark level.
- From the math data of NWEA, comparing beginning of year and end of year scores below the 25th percentile, First, Second, and Fourth Grade decreased the number of students below that percentile.
- PK3 and PK4, the number of students being successful on rapid vocabulary increased.
- Master Level on STAAR were ahead of the district.

### Problem Statements Identifying Student Learning Needs

**Problem Statement 1:** At the end of the 2020-2021 school year, 41% of K-4 students were reading below grade level according to mClass data. **Root Cause:** Students have differing levels of exposure from which to draw background knowledge, often resulting in an achievement gap. In addition, a lack of fidelity in implementation of the curriculum and inconsistent district expectations may also contribute to this achievement gap in literacy.

**Problem Statement 2:** At the end of the 2020-2021 school year, 19% of K-4 general education students were below the 25th percentile in math according to NWEA. **Root Cause:** RtI goals were not focused enough on the specific need of the students.

**Problem Statement 3:** SISD students in the White, Hispanic and Economically Disadvantaged student groupings did not meet both Domain III targets in math and/or reading, which determines mastery at the MEETS level. **Root Cause:** Strategies have focused on getting students to the Approaches level.

**Problem Statement 4:** Bilingual students are not getting the services that they need. **Root Cause:** SES does not have Bilingual teachers in PK, 1st, and 2nd grade .

# School Processes & Programs

## School Processes & Programs Summary

**Curriculum and Instruction:** SES uses the state required Texas Essential Knowledge and Skills (TEKS) and English Language Proficiency Standards (ELPS) for all areas of education. We also utilize the TEKS Resource System for our scope and sequence- what we teach, when we teach it, and misconceptions that students might have. Classroom teachers also have the ability to determine for their students how they need to teach those skills. Besides the TEKS Resource System, we also utilize benchmarks for reading and math three times a year using Amplify and NWEA. Students in Kindergarten through Fourth grade also use the Benchmark Assessment System (BAS) as another tool to help determine reading levels and specific weaknesses. Other district curriculum include: HMH (K-4), Heggerty (PK-2), Go Math (K-4), Zanier Bloser (K-2) Handwriting, Social Studies Weekly (K-4), Thinking Maps (K-4) and CLI Engage and Frog Street (PK).

We have a 1 to 1 technology (Chromebooks) for our students plus a computer lab that students visit at least once a week. Students are able to sign into Schoology (The district Learning Management System {LMS}.) with students being able to use a single sign-in since the district utilizes ClassLink Service.

Our Elementary Curriculum Director meets with the principals on a monthly basis. The superintendent and all directors meet with us as needed about curriculum or changes in the district.

**Personnel:** SES had 63 staff members in the 20-21 school year, we replaced seven certified staff members; one improved her position by becoming the math specialist at another SISD campus, one passed away, and one got out of the teaching profession, two moved into the district where their children went to school and two others resigned. The district provides new teachers to SISD training in August and new teachers to the profession are provided a district mentor who observes and gives them feedback throughout the year. When new staff are hired, they receive a newsletter from the principal with general information and their grade level team lead contacts them. The Special Education Department has an additional mentoring program for new to the district team members. Grade level teams work together to disseminate information to new team members. There are 9 professional development days in August before students return and additional days built in the school calendar. Teachers present information learned to their team in PLCs and on PD days. Teacher capacity is built throughout the school year through PLCs, informal and formal observations by administration, support from the reading, math, and bilingual specialists. SISD uses T-TESS and T-PSS evaluations for teachers, principals and assistant principals. The principal sends a weekly Sparkler to all staff communicating upcoming events and important information. One teacher from each grade level, including perphial, special education and the three specialist and parent are part of the Campus Leadership Team. There is also a District Advisory Committee whcih meets at least twice a year consisting of three teachers and one parent representation from each campus.

**Students:** Our students have "Shine Time" each week while teachers are in a PLC meeting. PK teachers have their PLC meeting every other Friday with their students visiting the library and the counselor. K-4th students are rotating through PE, art, music, maker space/computer, library, and counselor. Our student leadership team handles morning announcements, helps with canned food drives, and delivers snack bags. Our counselor provides guidance lessons to all students and we post student pictures on Facebook for students that have received positive office referrals. SES students in the past have participated in UIL competitions but were unable to last year due to COVID-19.



### **School Processes & Programs Strengths**

- Staff member support for each other.
- Time embedded for PLC.
- Aligned curriculum

### **Problem Statements Identifying School Processes & Programs Needs**

**Problem Statement 1:** Teachers both new to the district and new to the profession need additional support. **Root Cause:** Teachers both new to the district and new to the profession need additional support.

**Problem Statement 2:** Utilizing technology to increase instructional rigor. **Root Cause:** Lack of teacher understanding of how to use technology as a tool to help reach student learning standards.

**Problem Statement 3:** Utilizing small groups and cooperative learning in classrooms to increase student understanding of concepts being taught. **Root Cause:** Required distancing for COVID 19; PD update needed.

# Perceptions

## Perceptions Summary

Springtown Elementary utilizes the automated calling system (ParentLink), Remind, the district/campus website, and social media platforms to communicate with as many parents as possible. Community stakeholders are involved in a variety of activities such as campus and district-level planning committees and Parent-Teacher Association. Since we are a Title I campus our Parent Liaison who rallies parents to become involved in school activities and classes to help parents help their students in math, reading, and science. Classes are in both English and Spanish.

Our parent liaison translates documents and is the interpreter during ARD meetings. Our Bilingual teachers also help with translating information that needs to go home.

The District, and therefore SES, employs the “StayALERT School Safety Program” as a 24/7 bilingual reporting program designed to help provide a safer school environment. The program provides procedures to anonymously report bullying, vandalism, drugs & alcohol, unsafe or violent behavior, harassment, weapons, teacher/student conflict, or other safety concerns through online portals, e-mail, texts, and/or a 1-800 number. The program will alert a campus administrator of reports and allow the District to begin an investigation into an allegation. Campus administrators are diligent in investigating reports, including those of cyberbullying that have taken place off campus (permissible under “David's Law”).

SES students, family members, and staff continue to deal with the effects of the Covid Pandemic, and our counselor and principals visits with all shareholders with their social emotional wellbeing. SES staff and students were glad to be in the classroom as much as possible. Our assistant principal was trained to administer rapid Covid tests to student and staff members.

## Perceptions Strengths

- Rapid Covid tests
- Parent Liaison
- Communication between staff and parents

## Problem Statements Identifying Perceptions Needs

**Problem Statement 1:** In surveys provided by the district, both teachers and parents/guardians have the social-emotional well-being of SISD students as a common concern. **Root**

**Cause:** The district does not implement a common Social-Emotional Learning curriculum.

**Problem Statement 2:** Last year there were very few opportunities to engage in academic events. **Root Cause:** COVID 19

# Priority Problem Statements

# Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

## Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- Campus/District improvement plans (current and prior years)
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.
- Planning and decision making committee(s) meeting data
- State and federal planning requirements
- Covid-19 Factors and/or waivers

# Goals





**Goal 1:** Springtown ISD will provide meaningful learning experiences and maintain rigorous standards of academic achievement to prepare 21st century learners for graduation and post-secondary success.

**Performance Objective 1:** By Spring 2022, 3rd and 4th grade students will increase on the State of Texas Assessment of Academic Readiness (STAAR) reading and math performance by 5% in Approaches, Meets, and Masters. Similarly, 70% of K-2 students will read on grade level as measured by mClass.

## HB3 Goal

**Evaluation Data Sources:** mClass Dibels 8th Edition, Fountas and Pinnell Benchmark Assessment System (BAS), NWEA Map Growth, District and Campus Assessments, STAAR Assessment





Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Collaboration that is scheduled and focused on student achievement- weekly grade level planning &amp;/or PLCs, utilizing Shine Time for instructional team meetings and data review meetings.</p> <p><b>Strategy's Expected Result/Impact:</b> Formal &amp; informal observation data shows grade level and curriculum alignment, lesson plans are well thought out and planned by all teachers. Data from assessments is analyzed and plans are made for intervention when students struggle with a concept. Discussion between teachers concerning ways to improve instruction.</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5 - <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 5: Effective Instruction</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Implement the BAS, mClass Assessment and Amplify Program with fidelity in K-4th grade,.</p> <p><b>Strategy's Expected Result/Impact:</b> 100% of teachers will implement the reading program to improve awareness of student strengths and deficits.</p> <p><b>Staff Responsible for Monitoring:</b> Administration, Instructional Specialists</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Implement the NWEA Map Growth and Dreambox Program with fidelity.</p> <p><b>Strategy's Expected Result/Impact:</b> 100% of teachers will implement the programs to improve awareness of student strengths and deficits.</p> <p><b>Staff Responsible for Monitoring:</b> Administration, Instructional Specialists</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>

Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Provide literacy coaching/ training to teachers- Teachers will receive literacy training from Sarah Waller, including coaching time, observations and feedback.</p> <p><b>Strategy's Expected Result/Impact:</b> Walk-through data will show the literacy training received being implemented.</p> <p><b>Staff Responsible for Monitoring:</b> Administration, Reading Intervention Specialist</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> Provide supplemental focused/accelerated instruction for all sub-populations of students, including iREAD or System 44 for 3 students with dyslexia.</p> <p><b>Strategy's Expected Result/Impact:</b> Reading levels of SPED &amp; TIER 3 students that are provided intervention will increase.</p> <p><b>Staff Responsible for Monitoring:</b> Specialists, SPED teachers, Dyslexia teacher</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 5: Effective Instruction</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 6 Details	Reviews			
<p><b>Strategy 6:</b> Utilize student data (STAAR failures) for grouping of students for accelerated instruction during WIN (What I Need) time to provide students will more differentiated access to grade level curriculum.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will receive more targeted interventions.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Specialists, Team Leads</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 7 Details	Reviews			
<p><b>Strategy 7:</b> Provide technology devices and necessary support equipment for to support the Title I program.</p> <p><b>Strategy's Expected Result/Impact:</b> Improved student achievement</p> <p><b>Staff Responsible for Monitoring:</b> Administrative team</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 5: Effective Instruction</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 8 Details	Reviews			
<p><b>Strategy 8:</b> Provide supplemental reading, writing, and math resources to support the Title I Schoolwide program.</p> <p><b>Strategy's Expected Result/Impact:</b> Improved student achievement</p> <p><b>Staff Responsible for Monitoring:</b> Administrative team</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
<p style="text-align: center;">  No Progress       Accomplished       Continue/Modify       Discontinue </p>				

**Goal 2:** Springtown ISD will provide a safe, secure, and supportive environment for students, staff, families, and community.





**Performance Objective 1:** Discipline referrals that result in ISS (in-school suspension) will decrease by 50%.

**Evaluation Data Sources:** PEIMS Discipline Data

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Provide social skills/ character guidance lessons for students (i.e. trust, responsibility, respect, honesty). <b>Strategy's Expected Result/Impact:</b> Decrease in office referrals and increase of students making good choices campus wide. <b>Staff Responsible for Monitoring:</b> Administrative Team, Counselor	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Provide professional development on restorative discipline practices and Choose Love to staff. <b>Strategy's Expected Result/Impact:</b> Staff have more tools to use for managing students. <b>Staff Responsible for Monitoring:</b> Administrative Team	Formative			Summative
	Nov	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**Goal 2:** Springtown ISD will provide a safe, secure, and supportive environment for students, staff, families, and community.

**Performance Objective 2:** 100% of SES students will be educated in a safe and secure school.





Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Train staff on all emergency and crisis plan procedures. <b>Strategy's Expected Result/Impact:</b> Staff will be prepared for the various circumstances that can occur within or outside of our buildings, <b>Staff Responsible for Monitoring:</b> Administrative Team, Counselor, Parent Liaison	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Utilize the Positive Proof visitor management badge system daily and at all special events within the school day. <b>Strategy's Expected Result/Impact:</b> Consistent expectations for parents and visitors who enter our building. <b>Staff Responsible for Monitoring:</b> Administrative Team, Counselor, Office Staff	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Transition opportunities for students to visit new classrooms and other campuses; specifically Pre-K and 4th grade. <b>Strategy's Expected Result/Impact:</b> Students feel secure moving to new surroundings <b>Staff Responsible for Monitoring:</b> Pre-K teachers; 4th Grade Teachers, Counselor	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 4 Details	Reviews			
<b>Strategy 4:</b> Conduct a required safety drills; monitor and make adjustments as needed. <b>Strategy's Expected Result/Impact:</b> Increased safety and preparedness <b>Staff Responsible for Monitoring:</b> Administrative Team, Office Staff, Counselor	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				



**Goal 2:** Springtown ISD will provide a safe, secure, and supportive environment for students, staff, families, and community.

**Performance Objective 3:** Provide counseling services and training that address suicide prevention, bullying, maltreatment of children and abuse





**Evaluation Data Sources:** Risk assessments, small group counseling meetings, District compliance training

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Provide individual and group counseling/ guidance sessions <b>Strategy's Expected Result/Impact:</b> Improved self esteem; students will make better choices; less office referrals <b>Staff Responsible for Monitoring:</b> Counselor	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Provide parents with a listing of support services to help them or their children cope with everyday life and stress. <b>Strategy's Expected Result/Impact:</b> Improved self esteem; students will make better choices; less office referrals <b>Staff Responsible for Monitoring:</b> Counselor	Formative			Summative
	Nov	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress                 </div> <div style="text-align: center;">  Accomplished                 </div> <div style="text-align: center;">  Continue/Modify                 </div> <div style="text-align: center;">  Discontinue                 </div> </div>				

**Goal 3:** Springtown ISD will recruit, employ, develop, and retain a highly-effective staff to optimize student engagement and success.

**Performance Objective 1:** Springtown Elementary will have a teacher retention rate of 90% or higher at the end of the 2021-22 year.





**Evaluation Data Sources:** HR records

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Provide professional development to staff (Embedded PLC time each week, instructional coaching, PD during inservice days and after school, Region Service Center trainings, District PD) PD topics will be chosen on a basis off of teacher proficiency and areas of need to further support them as teacher professionals.</p> <p><b>Strategy's Expected Result/Impact:</b> More developed teachers; Improved instruction; clear expectations for planning and instruction. Increase in staff retention rate</p> <p><b>Staff Responsible for Monitoring:</b> Principal; Assistant Principal; Reading and Math Specialist; Team Leads of each grade.</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Provide professional development opportunities for campus administrators, specialists, counselor, physical education, music, library, technology, and auxiliary staff.</p> <p><b>Strategy's Expected Result/Impact:</b> Provide professional development opportunities for campus administrators, specialists, counselor, physical education, music, library, technology, and auxiliary staff.</p> <p><b>Staff Responsible for Monitoring:</b> Administrative staff</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Improve low-performing schools</p>	Formative			Summative
	Nov	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				

**Goal 4:** Springtown ISD will promote active parental and community partnerships through communication, collaboration, and participation in order to support student success.

**Performance Objective 1:** For the 2021-22 school year, attendance rate will increase to 96%





**Evaluation Data Sources:** PEIMS Data

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Inform parents of attendance policies and required documentation using all of the following modalities; Student Handbook notification; Website notification; Personal reminders made during daily attendance messages.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase student achievement with better attendance, Increased parent communication</p> <p><b>Staff Responsible for Monitoring:</b> Attendance reports</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Recognize students with perfect attendance every nine weeks. Prize for all students with perfect attendance and drawing for end of year perfect attendance for different type of prize.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase student achievement due to students missing less instruction</p> <p><b>Title I Schoolwide Elements: 2.5, 2.6 - TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

**Goal 4:** Springtown ISD will promote active parental and community partnerships through communication, collaboration, and participation in order to support student success.

**Performance Objective 2:** We will provide at least 2 academic parent meetings during the school year.

**Evaluation Data Sources:** Agenda and sign-in sheet

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Each teacher will complete a Parent/teacher conference in the Fall.</p> <p><b>Strategy's Expected Result/Impact:</b> Parent/teacher will have better communication and parent will gain knowledge to be an academic partner in their child's education.</p> <p><b>Staff Responsible for Monitoring:</b> Administrative Team</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p>	Formative			Summative
	Nov	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

# Title I Schoolwide Elements

## ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

### 1.1: Comprehensive Needs Assessment

The Title I, Part A Campus Improvement Plan is based on a Comprehensive Needs Assessment (CNA) of the entire school. It reflects the status of academic achievement of our students in relation to the challenging state academic standards focusing on students who are failing to or are at-risk of failing to meet the rigorous state academic standards and those determined by local policy. The Comprehensive Needs Assessment (CNA) includes a deliberate focus on achievement for special populations such as At-Risk, Special Education, English Learners, Economically Disadvantaged and Gifted & Talented.

The most recent date the Comprehensive Needs Assessment (CNA) was developed/reviewed/revised/approved is noted in the CNA section of Plan4Learning. The comprehensive list of stakeholders engaged in the development, review, revisions, and approval of the CNA will be documented in the Committees section of Plan4Learning. The committee, as well as specialized subcommittees, will meet throughout the school year as new data becomes available and/or when the needs of students require campus-level action. The district goal is to conduct at least 1 meeting during the 2021-2022 fall semester (July 2021-December 2021) and at least 1 meeting during the 2021-2022 spring semester (January 2022-July 2022).

## ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

### 2.1: Campus Improvement Plan developed with appropriate stakeholders

The Campus Improvement Plan (CIP) is developed in collaboration with parent(s), community member(s), and campus personnel including teachers, paraprofessionals, campus leaders and leadership team members, and district administration. The list of stakeholders who participate in the development and review of the CIP may be found in Plan4Learning in the Committees section.

### 2.2: Regular monitoring and revision

The CIP remains in effect for the duration of the school's identification as a Title I campus. The plan and its implementation shall be regularly monitored and revised as necessary, based on students' needs to ensure that all students are provided opportunities to meet the challenging state academic standards. (ESSA Sec. 12114(b)(3)). The monitoring will include students defined as economically disadvantaged, each major racial and ethnic group, students with disabilities, English learners (ESSA Section 1111(c)(2) and "at-risk" students [TEC 42.152(d)]. The date the CIP was developed/reviewed/revised/approved is noted in in the plan just before the first Goals page.

### 2.3: Available to parents and community in an understandable format and language

The CIP is readily available to parents and the community on our campus website. Upon request, an electronic or paper copy will be provided to any stakeholder. The district website has a translate button which translates the CIP and all documents to Spanish. This tool is available in most languages. Communication will be provided to families at the beginning of the year and during the fall Open House to address this option. (ESSA, Sec. 1114(b)(4)).

### 2.4: Opportunities for all children to meet State standards

The school determines campus-wide reform strategies based upon formative and summative student achievement data. The CIP includes a description of how such strategies will provide opportunities for all children, including each of the student populations (economically disadvantaged students, students from major racial and ethnic groups, children with

disabilities and English learners [Sec 1111(c)(2)] to meet the challenging state academic standards. This requirement is documented at the strategy level in Plan4Learning. Each strategy meeting the requirements of 2.4 includes this Element designation above the strategy.

## **2.5: Increased learning time and well-rounded education**

The campus will use methods and instructional strategies that strengthen the academic program, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum through programs, activities, and courses necessary to provide a well-rounded education. Within the Goals, Performance Objectives and Strategies sections in Plan4Learning, the campus lists and describes methods and instructional strategies that strengthen its academic program, increase the amount and quality of learning time, and provide an enriched and accelerated curriculum necessary to a well-rounded education. Each year, the campus identifies at least one instructional strategy and as many as necessary to address the identified needs.

## **2.6: Address needs of all students, particularly at-risk**

The campus will address the needs of all students it serves with a focus on the needs of students identified as “At Risk” of unsuccessfully demonstrating mastery of the challenging State academic standards. Within the Goals, Performance Objectives and Strategies sections in Plan4Learning, the campus identifies how it will address the needs of all students including a particular focus on students deemed “At Risk” of not meeting State standards. The campus identifies at least one instructional strategy addressing the needs of all students especially the needs of “At Risk” students and student populations and as many as necessary to address the identified needs

## **ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)**

### **3.1: Develop and distribute Parent and Family Engagement Policy**

The school jointly developed a written parent and family engagement policy and a school parent compact with parents and family members of our students. The policy describes the ways the campus fulfills the requirements for partnering with parents and families as we provide a high-quality education. Our school believes that this partnership is essential for students to succeed. This partnership includes:

- Assisting parents to understand the state standards (TEKS) and curriculum
- Understanding state (STAAR/EOC) and local assessment standards
- How to work with the school to improve their child’s achievement
- Providing materials and training to help parents work with their child
- Parent curriculum workshops

The School Parent compact outlines how parents, the entire school staff and students will share the responsibility for improved academic achievement.

A list of the individuals and their roles who assisted with the development of the Parent and Family Engagement Policy and Compact can be found in our campus Title I Crate. The Parent and Family Engagement Policy is also published on the school's website.

### **3.2: Offer flexible number of parent involvement meetings**

The school provides a flexible number of meetings for parents. At the district level, the parents meet 2 times annually and serve on a Parent Advisory Council. At the school level we encourage our parents to participate in all enrichment activities as well as academic focused training and workshops such as Language Acquisition courses, technology training and many academic and social/emotional focused workshops. We also have a very active and highly attended volunteer program in place where parents donate their time and their talents

in the schools.

# Addendums