

Springtown Independent School District

District Improvement Plan

2021-2022

Accountability Rating: Not Rated: Declared State of Disaster



Mission Statement

To provide all students with an educational program that will allow them to develop to their potential, to be well-adjusted, and able to make positive contributions to a free enterprise society.

Vision

To provide efficient and effective school processes which result in success for all students.

Core Beliefs

1. Always strive to put the needs of children first.
2. Develop a positive partnership among parents, staff, and students.
3. Provide a comprehensive curriculum driven by effective research-based practices that result in high levels of academic performance and achievement.
4. Provide all students with equal access to programs promoting student growth and achievement.
5. Provide a safe, secure, nurturing learning environment that enhances the social and academic growth of all students and employees.

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Comprehensive Needs Assessment

Revised/Approved: September 15, 2021

Demographics

Demographics Summary

As of the 2019-2020 Texas Academic Performance Report, Springtown Independent School District is a 4A public school district, serving grades PK3-12, with a total student enrollment of 3,574 students. According to the district's most recent PEIMS data, the district began the 2021-2022 school year with an enrollment of 3,901 students in grades PK3-12. SISD consists of three elementary schools (PK3-4), an intermediate (5-6), a middle school (7-8), and a high school (9-12). Four of our six campuses were classified as Title I through the 2020-2021 school years, and SISD has determined five of the six campuses to classify as Title I campuses for the 2021-2022 school year. Springtown is located in the northwest part of Parker County off of Hwy 199 and Hwy 51. Springtown ISD has open enrollment based on availability on a year-to-year basis. All out-of-district students are required to reapply annually.

Springtown ISD's student population consists of: 0.8% African American, 20.0% Hispanic, 76.4% White, 0.4% American Indian, 0.3% Asian, 0.1% Pacific Islander, and 2.0% Two-or-More Races. In SISD, about 50.4% of our student population is Economically Disadvantaged, 6.8% are English Learners, 0.0% are Migrant students, and 0.3% are Homeless. As reported, 50.5% of SISD students are At-Risk, 10.6% of students are served through Special Education, and 4.5% are Gifted and Talented students. Also, SISD had a 14.7% of students identified as mobile students.

The district attendance rate has remained consistent over the last three years, with 95.6% during the 2018-2019 school year. The annual dropout rate was reported to as 2.1% however, the African American student group had a 8.3% dropout rate. Each campus provides interventions and guidance to prevent students from dropping out through our State Compensatory Education program and/or Title I funded Intervention Specialists.

In SISD, 100% of our professional staff are certified. The years of experience and ethnicity of our teaching staff remains very consistent over previous years. The diversity tends to vary some from year to year.

Springtown ISD Teachers by Ethnicity: (as reported by the 2019-2020 TAPR)

- African American 0.4%
- Hispanic 3.80%
- White 92.8%
- American Indian 0.4%
- Asian 0.8%
- Pacific Islander 0.0%
- Two or More Races 1.9%

Springtown ISD		State Average	
Teachers by Years of Experience		Teachers by Years of Experience	
Beginning Teachers	0.0%	Beginning Teachers	7.4%
1-5 Years Experience	31.7%	1-5 Years Experience	27.9%
6-10 Years Experience	22.1%	6-10 Years Experience	19.4%
11-20 Years Experience	28.8%	11-20 Years Experience	29.4%
Over 20 Years Experience	17.4%	Over 20 Years Experience	15.9%

The teacher turnover has continued to climb at a slow pace for several years. However, in 2019-2020, SISD did see a decline in the teacher turnover rate. In 2019-2020, the turnover rate for SISD's teachers decreased to 14.1%, which is lower than the state average of 16.8%. In an effort to be more competitive in the regional market, Springtown ISD's Board of Trustees approved increases to our teacher pay scales, meeting the TASB Salary Survey's state averages for similarly-sized districts. Teachers new to the profession and teachers with less than three years of experience are assigned a mentor by the district.

The district also employs 54 paraprofessionals across the district for the 2021-2022 school year. Once employed by the district, paraprofessionals apply for an Educational Aide certificate. There are three levels of certification through TEA. Currently, 59.2% of SISD paraprofessionals hold a Level III certificate, 7.4% held a Level II certificate, and 33.3% held a Level I certificate.

Demographics Strengths

- 100% of professional staff are certified
- 59.2% of paraprofessionals hold a Level III Certificate
- Secondary class size averages fall below the state average in all areas
- Teacher turnover rate is below the state average

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Student enrollment has increased. **Root Cause:** New construction and available housing has increased within the district boundaries.

Student Learning

Student Learning Summary

Due to the Covid-19 Pandemic, Springtown ISD was assigned a rating of "Not Rated: Declared State of Emergency" for the 2019-2020 school year, and the same rating will continue through the 2021-2022 school year.

Springtown ISD utilizes a variety of both formative and summative data to drive instruction and make data-driven decisions. Federal and State Accountability is one form of data used by the district to analyze student performance and drive district decisions. In 2018-2019, SISD earned a B (81) for recognized performance through the state accountability system, along with 57% of other districts in the state. The district also earned a B in two out of three accountability system domains: Student Achievement (80) and School Progress (82). The district earned a C in Domain 3: Closing the Gaps (78). Springtown ISD improved in all domain areas from the 2017-2018 school year. Although A-F ratings will not be assigned for the 2020-2021 school year, SISD does utilize multiple measures to analyze both student academic performance and growth.

Domain I: Student Achievement

The following Academic Performance percentages are based upon the latest Accountability Report released in August of 2021 reflecting student assessment data from exams administered during the 2020-2021 school year.

Academic Performance

71% of students met the Approaches Grade Level standard on all tests (9% decrease), while 41% met the Meets Grade Level standard (6% decrease), and 16% at the Master Grade Level standard (2% decrease). SISD performed equal to or above the state at the Approaches Grade Level in three-out-of-five subject areas.

Graduation Rate

90% of all SISD students graduated on a 4-year graduation rate (2% decrease) with 94.3% on a 5-year extended graduation rate (7.5% increase). The 2019-20 annual dropout rate was 1.3% for all students, which is a 0.8% decrease from the previous year.

College, Career, and Military Readiness

During the 2019-2020 school year, 38% of SISD students are college, career, and military ready (27% decrease due to change in calculation). This is well below the state rate of 65%; however, 26.0% of graduates met the TSI criteria in both reading and math. 26.0% of students earned credit through Dual Credit courses for at least 3 hours in ELA or math or 9 hours in any subject. 6.0% earned an industry-based certification from the approved list. 7% of graduates earned an associates degree while still in high school (7% increase).

Domain II: School Progress

Due to not testing in the 2019-2020 school year, the following academic growth measures are based off of the latest TAPR report measuring progress from the 2018 assessment compared to 2019 assessment.

Part A: Academic Growth

In comparing prior-year student performance and current-year performance on STAAR, 70% of applicable students met progress in reading and 71% met progress in math. This is an not only an increase from the previous shcool year, but it is also higher than the state's level.

Part B: Relevant Performance

In comparison to districts with similar economically disadvantaged student percentages, SISD received a scaled score of a 81 in the last publically reported TAPR, which is an increase from the previous school year.

Domain III: Closing the Gaps

Based off the latest (2021) accountability reports, SISD met 4 out of 21 targets or 19% in Grade Level Performance (STAAR reading and math). In comparison, the state averages only met 7 of the same 21 academic targets. SISD met one out of four targets were met in Graduation Rate, while 100% of targets were met in English Language Proficiency. Zero out of six targets were met in College, Career, and Military Readiness (CCMR). The table below summarizes each student group and the targets met/not met.

Student Group	Grade Level Performance- Reading	Grade Level Performance- Math	Graduation Rate	English Language Proficiency	School Quality Status (CCMR)
All Students	NOT MET	NOT MET	NOT MET		NOT MET
African American	MET	N/A	N/A		N/A
Hispanic	NOT MET	NOT MET	NOT MET		NOT MET
White	NOT MET	NOT MET	NOT MET		NOT MET
Two or More Races	NOT MET	NOT MET	N/A		N/A
Eco Disadvantaged	NOT MET	NOT MET	MET		NOT MET
English Learners	MET	NOT MET	N/A	MET	N/A
Students Receiving Special Education Services	NOT MET	NOT MET	N/A		N/A
Students Formerly Receiving Special Education Services	NOT MET	MET	N/A		N/A
Continuously Enrolled	NOT MET	MET	N/A		NOT MET
Non-Continuously Enrolled	MET	MET	N/A		NOT MET

Other Forms of Data:

The district also utilizes curriculum-based assessments to assess students on the taught curriculum at the end of each instructional unit. Teachers use this data to guide their instruction and create personalized learning plans for students. In addition, the district curriculum is monitored and adjusted based on these assessments.

In grades K-4, a universal screener is also administered three times per year to measure reading and math performance. It should be noted that two new screeners were used during 2020-2021. The mClass DIBELS 8 screener is used for reading, and the NWEA Map Growth assessment is used for math. Below is a summary of the screener results for the 2020-2021 school year:

Reading Performance	% of students on grade level BOY	% of students on grade level MOY	% of students on grade level EOY	% of Growth BOY to EOY
Kinder	28%	52%	77%	+49% pts
First	35%	43%	56%	+21% pts
Second	33%	43%	58%	+25% pts
Third	39%	48%	52%	+13% pts

Reading Performance	% of students on grade level BOY	% of students on grade level MOY	% of students on grade level EOY	% of Growth BOY to EOY
Fourth	47%	57%	56%	+9% pts
District K-4	36%	48%	55%	+19% pts

Math Performance	% of students on grade level BOY	% of students on grade level MOY	% of students on grade level EOY	% of Growth BOY to EOY
Kinder	73%	75%	77%	+4% pts
First	54%	62%	64%	+10% pts
Second	51%	59%	57%	+6% pts
Third	53%	71%	67%	+14% pts
Fourth	61%	69%	71%	+10% pts
District K-4	59%	67%	68%	+9% pts

STAAR/EOC Results for 2020-2021

	Approaches	Meets	Masters
English	69%	50%	7%
English II	68%	54%	5%
Algebra I	82%	45%	26%
Biology	88%	63%	22%
US History	91%	71%	46%
Grade 8 Reading	74%	45%	20%
Grade 8 Math	62%	30%	4%
Grade 8/Algebra I	100%	94%	87%
Grade 8 Science	67%	38%	18%
Grade 8 Social Studies	64%	32%	16%
Grade 7 Reading	69%	44%	22%
Grade 7 Math	63%	24%	8%
Grade 7 Writing	71%	36%	8%
Grade 6 Reading	52%	21%	7%

	Approaches	Meets	Masters
Grade 6 Math	72%	31%	11%
Grade 5 Reading	63%	36%	21%
Grade 5 Math	61%	36%	17%
Grade 5 Science	56%	20%	5%
Grade 4 Reading	70%	41%	19%
Grade 4 Math	73%	43%	27%
Grade 4 Writing	55%	27%	8%
Grade 3 Reading	77%	40%	18%
Grade 3 Math	75%	39%	15%

Student Learning Strengths

- District performance above the state average:
 - STAAR mathematics
 - Meeting the TSI assessment criteria for ELA/R and Math

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): At the end of the 2020-2021 school year, 45% of students in grades K-4 were reading below grade level. **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 (Prioritized): At the end of the 2019- 2020 school year, 62% of graduates were not college, career, or military ready. **Root Cause:** Students were not offered opportunities to earn industry certifications, provided appropriate pathways to earn CCMR readiness, nor provided enough opportunities to take college entrance exams.

Problem Statement 3 (Prioritized): 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.

District Processes & Programs

District Processes & Programs Summary

Curriculum, Instruction, Assessment

Springtown ISD utilizes the TEKS Resource System. All core content areas utilize this curriculum, which lays out the "what" and "when" in teaching. Educators, however, have the opportunity to determine "how" the curriculum will be taught. Teachers are also required to administer unit assessments using the TEKS Resource System item and additional assessment banks. Data is collected and the curriculum is adjusted based on results. All campuses have computer labs and technology devices that allow for interaction with a multitude of information resources to solve real-world problems. The district works to provide technology that is current and beneficial to students. All SISD students and staff members have their own Gmail account and access to the Google for Education Suite, with access to over 1,000 Chromebooks district-wide.

SISD utilizes a the ClassLink Service to offer single-sign on for students and staff. Schoology is also utilized as the adopted SISD Learning Management System (LMS).

Programs & Opportunities for Students

Students in SISD are served by a number of specialized programs related to student need. About five percent of students are served by English as a second language (ESL) programs. Currently, 8.8% of students are served through special education, 4.4% are served through the district dyslexia program, and 4.5% are served through the gifted and talented program. The academic RtI program serves students in grades K through 6 in both reading and mathematics. Students are identified for tiered intervention services using data from universal screeners administered three times each year and through consideration of other performance evidence. The specific services provided for students on Tiers 2 and 3 are outlined in the district RtI Guidelines, which is updated annually to reflect programmatic changes in screening assessments and interventions. Performance data suggests that the RtI program(grades K-4) has been moderately successful in moving students off of tiered interventions. However, there remains a large proportion of students receiving Tier 2 or 3 interventions, (45% in reading and 32% in math for grades K-4 as of May 2020). Moving forward, the district is transitioning from RTI to Multi-Tiered System of Supports (MTSS).

Springtown ISD's Early Childhood Education program is a special program for eligible four-year-old students, designed to meet the needs of a child's early years. Springtown ISD provides a free, full-day prekindergarten program if the child is at least four years of age and meets program requirements. The district strives to ensure that our staff is knowledgeable in research-based best practices to provide effective instruction to students and create family partnerships to ensure the success of every child. All prekindergarten teachers receive 30 hours of early childhood specific professional development.

Personnel-Policy and Procedures

New to Springtown ISD for the 2020-2021 school year is PowerSchool Hire Enterprise, which is used for recruitment and hiring of staff. This program is located on the district website. As positions become available or added, the postings are updated at each of the six campuses as well as the website. SISD uses the T-TESS and T-PESS evaluations for teachers, principals, and assistant principals.

All teachers new to the profession receive an assigned mentor provided by the district. The purpose of a mentor is to provide a safe partnership where the beginning teacher is nurtured and developed for growth toward professionalism in the art of teaching. The result of professional growth is academic achievement for all students. The mentor and teacher partnership may be formed during face-to-face meetings, classroom observations with follow-up discussions, and email correspondence. Retaining the best and most effective teachers possible will make the school district teaching staff stronger. Any experienced teachers new to Springtown ISD, are assigned a mentor teacher at their campus by the principal. The mentor must be in the same subject area or grade level of the new teacher. In addition, new teachers receive training in district resources and initiatives such as Thinking Maps, Eduphoria, TEKS Resource System.

The Special Education Department has a mentoring program for special education teachers with less than 3 years experience teaching special education. The mentoring of SISD special education teachers will be led by the Director of Special Education and the Special Education Instructional Specialist. The program will consist of monthly meetings along with additional professional development opportunities throughout the year. The goals of the program are to: provide new special education teachers with an opportunity for

professional growth and development, retain special education teachers by providing opportunities to develop the necessary knowledge and skills and provide new special education teachers support and assistance in implementing district procedures and complying with legal mandates.

Professional Practices

Professional development for Springtown ISD is planned by looking at district needs. This is done through using STAAR and local assessment results, classroom observations, T-TESS Evaluations, and teacher/administrator feedback. Heavy emphasis is placed on job-embedded professional learning centered around student growth through PLCs and coaching. During the summer of 2021, SISD purchased EduHero, which is a bank of online professional development. Teachers access required compliance trainings through EduHero. In addition, all staff members can access additional courses that may be relevant to their position. Title II funds are dispersed based on district and campus needs.

Safety and Security

In Springtown ISD, we are dedicated to providing a safe and secure environment for the students, faculty, staff and visitors to our campuses and buildings. To accomplish this, we administer programs and procedures to ensure that our schools, students, teachers, and staff are safe. These include:

- Process for ID badging of all employees
- Aiphones on each campus
- Black Creek K-9 Services
- Visitor check-in software for all visitors while on district property
- Emergency operations plans and procedures
- School resource officer program (SRO)
- For each campus: facility security measures, updated employee emergency call lists, an inventory of emergency supplies and equipment, and an emergency response team with identified duties
- Stay ALERT School Safety Program available for students to report bullying, vandalism, drugs & alcohol, unsafe or violent behavior, harassment, weapons, teacher/student conflict, or other safety concerns
- Adopted Guardian Program
- Train all staff in the Civilian Response to Active Shooter Events (CRASE) Avoid/Deny/Defend
- Train all staff in Stop the Bleed
- Safety and Security Audit every three years by an outside group; conduct internal audits yearly
- All staff trained in the Standard Response Protocol (SRP) from the *i love you guys* foundation: Drills include Lockout/Lockdown/Hold/Shelter/Evacuate
- Addition of MyEOP software

Springtown ISD aims at retaining high-quality staff members year to year by providing a family atmosphere, day care for staff members' children, ongoing professional development, staff recognition programs and job-embedded professional learning. The district also provides a consistent, aligned curriculum for grades PK-12. District leaders provide curriculum and assessment support to ensure that staff members are prepared to provide the best instruction for our students.

District leaders also partner with stakeholders to look for ways to improve the safety and security of our schools, students, and community. As a result, building modifications are being made to ensure an extra level of safety and security on each campus.

District Processes & Programs Strengths

- Provide District daycare
- Provide a consistent, aligned curriculum for grades PK-12
- District leaders provide curriculum and assessment support to ensure that staff members are prepared to provide the best instruction for our students

- Partnership with stakeholders to look for ways to improve the safety and security of our schools, students, and community

Problem Statements Identifying District Processes & Programs Needs

Problem Statement 1 (Prioritized): The number of students in grades K-4 who receive interventions is 45%. **Root Cause:** RTI Teams are not targeting the specific needs of each student.; therefore students continue to be a part of the RTI process. In addition, only academic needs are being address; behavior and social emotions interventions are not provided.

Problem Statement 2: Teachers both new to the district and new to the profession need additional support. **Root Cause:** SISD mentoring system has not been strategically designed and scheduled to provide adequate support for new teaching staff.

Perceptions

Perceptions Summary

Springtown Independent School District makes efforts to involve all stakeholders, including students, parents, community members, teachers, and staff in the planning and review of our programs and operations. The district utilizes an automated calling system (ParentLink), Remind, the district website, and social media platforms to communicate with as many parents as possible. Community stakeholders are involved in a variety of activities such as district-level planning committees, the Springtown Education Foundation committees, various Booster Clubs (FFA, music programs, athletics, etc.), and Parent-Teacher Associations. In addition, each Title I campus employees a Parent Liaison who rallies parents to become involved in school activities. These campuses also house a Parent Center in which parents may volunteer their time. Through monthly “Parents in the Know” meetings, coordinated by one of our high school counselors, information for parents regarding topics such as: college applications and SAT/ACT testing; options for advanced courses of study through AP or dual credit; career certification programs; and opportunities to serve in the armed services are all provided. Several campuses also offer parent events to support district academic goals by hosting math, science, and/or literacy nights.

The district makes every effort to translate documents for parents who speak Spanish as their first language. This is an area that continues to need support to ensure consistency throughout the district.

It is the District's desire to maintain the safety of our students at all times. The District 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”).

As students and staff continue to grapple with the effects of the Covid Pandemic, SISD recognizes the critical need to address the social emotional wellbeing of students and staff. Counselor, parent and student feedback state students continue to struggle with feelings of anxiousness and uneasiness within the classroom and social settings. Similarly, parent perception data revealed a strong appreciation for SISD to provide Covid rapid testing and in-person learning opportunities for students.

Perceptions Strengths

- District solicits feedback from various stakeholder groups before making important decisions for the District
- Significant time and effort committed to including the community in SISD’s anti-bullying and social-emotional learning is but one example of the District’s desire to involve stakeholders in cooperative efforts to improve every aspect of our students’ lives
- 97% of staff members have a positive perception of the district, according to the District Needs Assessment Survey sent out during the 2018-19 school year
- Covid Rapid testing
- Face-to-face learning opportunities

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): In surveys provided to both teachers and parents/guardians, the social-emotional well-being of SISD students is a common concern. **Root Cause:** The district does not implement a common Social-Emotional Learning curriculum.

Priority Problem Statements

Problem Statement 1: Student enrollment has increased.

Root Cause 1: New construction and available housing has increased within the district boundaries.

Problem Statement 1 Areas: Demographics

Problem Statement 2: At the end of the 2020-2021 school year, 45% of students in grades K-4 were reading below grade level.

Root Cause 2: 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 Areas: Student Learning

Problem Statement 3: At the end of the 2019- 2020 school year, 62% of graduates were not college, career, or military ready.

Root Cause 3: Students were not offered opportunities to earn industry certifications, provided appropriate pathways to earn CCMR readiness, nor provided enough opportunities to take college entrance exams.

Problem Statement 3 Areas: Student Learning

Problem Statement 4: 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 4: Strategies have focused on getting students to the Approaches level.

Problem Statement 4 Areas: Student Learning

Problem Statement 5: The number of students in grades K-4 who receive interventions is 45%.

Root Cause 5: RTI Teams are not targeting the specific needs of each student.; therefore students continue to be a part of the RTI process. In addition, only academic needs are being address; behavior and social emotions interventions are not provided.

Problem Statement 5 Areas: District Processes & Programs

Problem Statement 6: In surveys provided to both teachers and parents/guardians, the social-emotional well-being of SISD students is a common concern.

Root Cause 6: The district does not implement a common Social-Emotional Learning curriculum.

Problem Statement 6 Areas: Perceptions

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus/District improvement plans (current and prior years)
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.
- State and federal planning requirements
- Covid-19 Factors and/or waivers

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- Federal Report Card Data

Student Data: Assessments

- State and federally required assessment information
- (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR released test questions
- STAAR EL progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Postsecondary college, career or military-ready graduates
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- SAT and/or ACT assessment data
- Student Success Initiative (SSI) data for Grades 5 and 8
- Student failure and/or retention rates
- Local benchmark or common assessments data
- Prekindergarten Self-Assessment Tool
- Texas approved PreK - 2nd grade assessment data
- Other PreK - 2nd grade assessment data

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and progress
- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and progress

- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Career and Technical Education (CTE) data, including coherent sequence coursework aligned with the industry-based certifications, program growth and student achievement by race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data
- Dual-credit and/or college prep course completion data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Mobility rate, including longitudinal data
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact

Parent/Community Data

- Parent surveys and/or other feedback

Support Systems and Other Data

- Communications data
- Budgets/entitlements and expenditures data

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: The percentage of prekindergarten students that perform on or above grade level as identified by the Circle PM: Rapid Vocabulary measure will increase from 25% to 60% by June 2024.

Evaluation Data Sources: Measures may include:
CIRCLE PM Assessment

Strategy 1 Details	Reviews			
<p>Strategy 1: Provide the required 30 hours of Early Childhood specific training and coaching to Prekindergarten teachers (15 hours of training and 15 hours of coaching) focusing on the implementation of the new curriculum.</p> <p>Strategy's Expected Result/Impact: 100% of PreK teachers will have 30 hours of early childhood specific professional learning, including at least 15 hours of coaching</p> <p>Staff Responsible for Monitoring: Director of Elementary Curriculum & Instruction</p> <p>Campus Administrators</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Implement an early childhood transition plan, including partnering with the childcare facilities within the district boundaries.</p> <p>Strategy's Expected Result/Impact: A transition plan outlining details for the transition of:</p> <ul style="list-style-type: none"> -PreK students to Kindergarten -Daycare students to PreK -completed by December 2021 <p>Implementation of transition plan by June 2022.</p> <p>Staff Responsible for Monitoring: Director of Elementary Curriculum & Instruction</p> <p>Title I Schoolwide Elements: 2.6</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Utilize the new CIRCLE Curriculum to continue to create classrooms based on learning experiences.</p> <p>Strategy's Expected Result/Impact: Increase in the Circle PM: Rapid Vocabulary measure</p> <p>Build student background knowledge</p>	Formative			Summative
	Nov	Feb	Apr	June

Staff Responsible for Monitoring: Director of Elementary Curriculum & Instruction

Title I Schoolwide Elements: 2.4, 2.5, 2.6



No Progress



Accomplished



Continue/Modify



Discontinue





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 2: The percentage of K-3 students that perform on or above grade level as measured by mClass Dibels 8th Edition will increase from 34% to 65% by June 2024.

HB3 Goal

Evaluation Data Sources: Measures may include:
mClass Dibels 8

Strategy 1 Details	Reviews			
<p>Strategy 1: Utilize daily WIN "What I Need Time," Amplify Reading, mClass Intervention, and Imagine Espanol to address reading deficits of ALL students.</p> <p>Strategy's Expected Result/Impact: Growth in mClass composite scores</p> <p>Staff Responsible for Monitoring: Director of Elementary Curriculum & Instruction</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - Results Driven Accountability</p> <p>Problem Statements: Student Learning 1, 3</p> <p>Funding Sources: Reading Intervention Specialists - 199-PIC-24 State Comp Ed (SCE) 55% - \$167,470, Reading Interventionist Specialists - 211- Title I, Part A - \$68,505, Read 180/System 44 Coaching for Teachers - 255 Title II, Part A - \$9,600, Amplify Reading/mCLASS - 199-PIC-24 State Comp Ed (SCE) 55% - \$14,861, Amplify Reading/mCLASS PD/Coaching - 199-PIC-24 State Comp Ed (SCE) 55% - \$7,250, Initial Reading Decks for Small Group Instruction - 199-PIC-24 State Comp Ed (SCE) 55% - \$105.50, Benchmark Assessment System materials - 282 - ESSER III - \$360</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Provide Bilingual instruction in grades PK-2 in literacy.</p> <p>Strategy's Expected Result/Impact: Growth in mClass IDEL 7 composite scores</p> <p>Staff Responsible for Monitoring: Directors of Curriculum & Instruction</p> <p>Title I Schoolwide Elements: 2.4, 2.6</p> <p>Problem Statements: Student Learning 1, 3</p> <p>Funding Sources: Valley Speech Language Spanish Intervention Materials - 199-PIC-24 State Comp Ed (SCE) 55% - \$1,892, Imagine Espanol - 199-PIC-24 State Comp Ed (SCE) 55% - \$8,750, Bilingual Intervention Specialist - 199-PIC-24 State Comp Ed (SCE) 55% - \$42,315, Bilingual Intervention Specialist - 211- Title I, Part A - \$22,135, Sistema de evaluacion de lectura K-2 - 282 - ESSER III - \$863.50</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 3 Details	Reviews			
<p>Strategy 3: 100% of PK-4 teachers and administrators will successfully complete the Reading Academy by June 2023.</p> <p>Strategy's Expected Result/Impact: Growth in mClass composite scores Improved reading performance</p> <p>Staff Responsible for Monitoring: Director of Elementary Curriculum & Instruction</p> <p>Title I Schoolwide Elements: 2.4, 2.6</p> <p>Problem Statements: Student Learning 1, 3</p> <p>Funding Sources: Reading Academy Fees - 199-PIC 36 Early Childhood Allotment - \$56,200, Reading Academy Stipends - 282 - ESSER III - \$20,500</p>	Formative			Summative
	Nov	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 2 Problem Statements:

Student Learning
<p>Problem Statement 1: At the end of the 2020-2021 school year, 45% of students in grades K-4 were reading below grade level. 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.</p>
<p>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.</p>





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 3: The percentage of K-3 students that perform on or above grade level as measured by NWEA Map Growth Math will increase from 36% to 70% by June 2024.

HB3 Goal

Evaluation Data Sources: NWEA Map Growth

Strategy 1 Details	Reviews			
<p>Strategy 1: Utilize daily WIN "What I Need Time," DreamBox, Do the Math!, and STEMscopes Math to address math deficits of all students.</p> <p>Strategy's Expected Result/Impact: Growth in NWEA Map Growth Overall scores</p> <p>Staff Responsible for Monitoring: Director of Elementary Curriculum & Instruction</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p> <p>Problem Statements: Student Learning 3</p> <p>Funding Sources: NWEA Map Growth Screener - 199-PIC-24 State Comp Ed (SCE) 55% - \$25,102.50, Math Intervention Specialists - 199-PIC-24 State Comp Ed (SCE) 55% - \$224,720, Math Intervention Specialists - 211- Title I, Part A - \$85,793, DreamBox - 199-PIC-24 State Comp Ed (SCE) 55% - \$34,111.50</p>	Formative			Summative
	Nov	Feb	Apr	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Performance Objective 3 Problem Statements:

Student Learning
<p>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.</p>

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 4: SISD will increase student performance cumulatively on all STAAR/EOC assessments administered in the 2021-2022 school year by 9% in Meets Grade Level.

Targeted or ESF High Priority

Evaluation Data Sources: Measures may include:


3-8 STAAR

STAAR EOC (English I & II, Algebra, Biology, US History)

Strategy 1 Details	Reviews			
<p>Strategy 1: Utilize Branching Minds to create student support plans for at-risk students.</p> <p>Strategy's Expected Result/Impact: Increased performance of all students</p> <p>Close achievement gap of students</p> <p>Staff Responsible for Monitoring: Directors of Curriculum & Instruction</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - Results Driven Accountability</p> <p>Problem Statements: Student Learning 1, 3 - District Processes & Programs 1</p> <p>Funding Sources: Secondary MTSS Coordinator - 211- Title I, Part A - \$36,225, Branching Minds Training/Coaching - 282 - ESSER III - \$19,360, Branching Minds Platform - 282 - ESSER III - \$29,456, Secondary MTSS Coordinator - 289 - Title IV, Part A-SSAEP - \$32,225</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Implement "What I Need Time" (WIN) in grades K-12 in the areas of math, reading, science, and social studies to provide accelerated instruction to at-risk students, using supplemental resources.</p> <p>Strategy's Expected Result/Impact: Increased performance of all students</p> <p>Close achievement gap of students</p> <p>Staff Responsible for Monitoring: Directors of Curriculum & Instruction</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p> <p>Problem Statements: Student Learning 1, 3</p> <p>Funding Sources: STEMscopes Math - 282 - ESSER III - \$14,020.80, STEMscopes Science & Training - 282 - ESSER III - \$16,884.75, HMH Go Math! Students & Teacher Digital Resources - 282 - ESSER III - \$55,845.10</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 3 Details	Reviews			
<p>Strategy 3: Provide learning opportunities for GT teachers to collaboratively plan learning experiences that result in the development of higher-level products or performances.</p> <p>Strategy's Expected Result/Impact: Increase performance of GT students at the Meets and Masters distinction levels on STAAR/EOC</p> <p>Staff Responsible for Monitoring: Director of Secondary Curriculum & Instruction GT Coordinator</p> <p>Title I Schoolwide Elements: 2.4, 2.5</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 4 Details	Reviews			
<p>Strategy 4: Provide a continuum of placements to meet the instructional needs of students with disabilities (i.e. in class support, co-teach, resource and self-contained programs), dyslexia, and other learning difficulties along with training opportunities on instructional practices and strategies for staff.</p> <p>Strategy's Expected Result/Impact: Increased performance of special education students</p> <p>Close achievement gap of students</p> <p>Staff Responsible for Monitoring: Director of Special Education</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - Results Driven Accountability</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 5 Details	Reviews			
<p>Strategy 5: Provide a transitional bilingual program for PK - 2, a content-based ESL program in grades 3 - 4, and pull-out ESL program through ELAR at grades 5 - 12</p> <p>Strategy's Expected Result/Impact: Increase performance of English Learners.</p> <p>Close achievement gap of students.</p> <p>Staff Responsible for Monitoring: Director of Secondary Curriculum & Instruction</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 6 Details	Reviews			
<p>Strategy 6: Provide a nontraditional learning environment in order for students to recover credits (PACE Lab) at the high school level.</p> <p>Strategy's Expected Result/Impact: Increased performance of enrolled students</p>	Formative			Summative
	Nov	Feb	Apr	June

<p>Close achievement gap of students</p> <p>Improved graduation rate</p> <p>Staff Responsible for Monitoring: Superintendent</p> <p>Director of Secondary Curriculum & Instruction</p> <p>Results Driven Accountability</p>				
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 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Performance Objective 4 Problem Statements:

Student Learning
<p>Problem Statement 1: At the end of the 2020-2021 school year, 45% of students in grades K-4 were reading below grade level. 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.</p>
<p>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.</p>
District Processes & Programs
<p>Problem Statement 1: The number of students in grades K-4 who receive interventions is 45%. Root Cause: RTI Teams are not targeting the specific needs of each student.; therefore students continue to be a part of the RTI process. In addition, only academic needs are being address; behavior and social emotions interventions are not provided.</p>





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 5: SISD will increase the number of students who meet a college, career, or military readiness indicator from 52% to 77% by August 2024.

HB3 Goal

Evaluation Data Sources: Measures may include:

- Schedules
- PEIMS Coding
- Transcripts
- TAPR
- CCMR Results





Strategy 1 Details	Reviews			
<p>Strategy 1: Implement CTE courses that align with the statewide CTE Programs of Study and result in students earning a recognized Industry Based Certification.</p> <p>Strategy's Expected Result/Impact: Students are prepared to enter the workforce or continue their education.</p> <p>Staff Responsible for Monitoring: Superintendent</p> <p>Director of Secondary Curriculum & Instruction</p> <p>Results Driven Accountability</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: District will provide testing opportunities for the ACT, SAT, or TSIA and IBC in order to for students to graduate college, career, or military ready.</p> <p>Strategy's Expected Result/Impact: Higher percentage of students passing to prepare them for college enrollment and career readiness.</p> <p>Staff Responsible for Monitoring: Director of Secondary Curriculum and Instruction</p> <p>Director of Assessment</p> <p>SHS Campus Administration</p> <p>Guidance Counselors</p> <p>Title I Schoolwide Elements: 2.6</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 2: Springtown ISD will provide a safe, secure, and supportive environment for students, staff, families, and community.

Performance Objective 1: SISD will ensure that every student, staff member, and guest is in the safest and most secure environment possible enabling them to function effectively.

Evaluation Data Sources: Measures may include:
Stakeholder feedback





Strategy 1 Details	Reviews			
<p>Strategy 1: Improve utilization of SROs to maintain safe and secure environments through the use of law enforcement presence.</p> <p>Strategy's Expected Result/Impact: Improved sense of safety and security through effective use of SROs</p> <p>Staff Responsible for Monitoring: Superintendent</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Continue implementation of the safety and security updates (i.e. Stop the Bleed, SRP, CRASE).</p> <p>Strategy's Expected Result/Impact: Impacts all students</p> <p>Completion of planned safety and security upgrades will strengthen our facilities for greater protection and safety in an emergency situation</p> <p>Staff Responsible for Monitoring: Assistant Superintendent</p> <p>Director of Student Services</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Provide crossover activities and/or events to facilitate smooth transitions for students between schools.</p> <p>Strategy's Expected Result/Impact: 100% of students enrolled in grades 4, 6, or 8 during the 2021-2022 school year will participate in a transitional activity or event.</p> <p>Staff Responsible for Monitoring: Assistant Superintendent</p> <p>Directors of Curriculum & Instruction</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 4 Details	Reviews			
<p>Strategy 4: Design and implement Communicable Disease Annex for SISD Emergency Operations Plan.</p> <p>Strategy's Expected Result/Impact: Impact all student and staff.</p> <p>SISD will be better equipped to respond and mitigate the effect of an outbreak of a communicable disease.</p> <p>Staff Responsible for Monitoring: Director of Student Services</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 5 Details	Reviews			
<p>Strategy 5: Design and implement Continuity of Operations Plan to be included in the SISD Emergency Operations Plan.</p> <p>Strategy's Expected Result/Impact: Impact of all students and staff.</p> <p>SISD will be better equipped to respond to unexpected disruption of operations. SISD will have clear plan of succession for leadership and continuity of operation in emergency situations.</p> <p>Staff Responsible for Monitoring: Director of Student Services.</p>	Formative			Summative
	Nov	Feb	Apr	June
<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 2: SISD will design and implement policy, procedures and structures to address the district response to the spread of infectious disease.





Evaluation Data Sources: District COVID-19 Infection rates.
 Student and staff attendance records.
 Stakeholder feedback.
 SISD health professional and School Health Advisory Council (SHAC) feedback.

Strategy 1 Details	Reviews			
Strategy 1: SISD will supply PPE to students and staff. Strategy's Expected Result/Impact: Reduce the spread of infectious disease Staff Responsible for Monitoring: Assistant Superintendent and Director of Student Services.	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: SISD will limit campus visitors and attendance at various district functions and activities. Strategy's Expected Result/Impact: Reduce the spread of infectious disease through increased area for social distancing. Staff Responsible for Monitoring: Campus and District Administrators.	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3 Details	Reviews			
Strategy 3: SISD will partner with local health institutions to implement testing, contact tracing, and possible isolation/quarantine recommendations for potential cases of COVID-19. Strategy's Expected Result/Impact: Reduce the spread of infectious disease. Staff Responsible for Monitoring: Superintendent and Assistant Superintendent.	Formative			Summative
	Nov	Feb	Apr	June
Strategy 4 Details	Reviews			
Strategy 4: SISD will offer drive-through COVID testing to students and staff. Strategy's Expected Result/Impact: Early identification of persons with possible COVID infection. Staff Responsible for Monitoring: Superintendent and Assistant Superintendent	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 2: Springtown ISD will provide a safe, secure, and supportive environment for students, staff, families, and community.

Performance Objective 3: SISD will implement and train staff in trauma-informed care.





Evaluation Data Sources: Certificates of completion.

Strategy 1 Details	Reviews			
<p>Strategy 1: All SISD staff will be trained in TEA's Texas Project Restore.</p> <p>Strategy's Expected Result/Impact: Increase teacher/staff effectiveness in recognizing, responding and supporting trauma and stress.</p> <p>Staff Responsible for Monitoring: Director of Assessment and Accountability</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 2: Springtown ISD will provide a safe, secure, and supportive environment for students, staff, families, and community.

Performance Objective 4: SISD will promote social emotional competence of all students.

Evaluation Data Sources: DESSA Mini
SECCA Mini

Strategy 1 Details	Reviews			
Strategy 1: Administer the DESSA mini screener to all students in grades K-4. Strategy's Expected Result/Impact: Improved social emotional competence of all students Growth between administrations of DESSA mini screener Staff Responsible for Monitoring: Director of Elementary Curriculum & Instruction Title I Schoolwide Elements: 2.5, 2.6	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: Implement the Choose Love social-emotional curriculum in grades PK-12. Strategy's Expected Result/Impact: Improved social emotional competence of all students Growth between administrations of DESSA/SECCA mini screener Staff Responsible for Monitoring: Directors of Curriculum and Instruction Counselors Title I Schoolwide Elements: 2.5, 2.6 Problem Statements: District Processes & Programs 1 - Perceptions 1 Funding Sources: Choose Love Training/Coaching - 282 - ESSER III - \$6,500	Formative			Summative
	Nov	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 4 Problem Statements:

District Processes & Programs
Problem Statement 1: The number of students in grades K-4 who receive interventions is 45%. Root Cause: RTI Teams are not targeting the specific needs of each student.; therefore students continue to be a part of the RTI process. In addition, only academic needs are being address; behavior and social emotions interventions are not provided.
Perceptions
Problem Statement 1: In surveys provided to both teachers and parents/guardians, the social-emotional well-being of SISD students is a common concern. Root Cause: The district does not implement a common Social-Emotional Learning curriculum.

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

Performance Objective 5: SISD will add additional classrooms to meet the need of the increasing student enrollment.





Evaluation Data Sources: Purchase records

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

Performance Objective 1: SISD will have a teacher retention rate of 90% or higher at the end of the 2021-2022 school year.

Evaluation Data Sources: Measures may include:

- TAPR
- Resignation List
- New Teacher Orientation List
- Human Resources Records





Strategy 1 Details	Reviews			
<p>Strategy 1: Utilize the TASB Salary Survey and other data points to ensure that the District provides competitive salary and benefits packages to teachers across the pay scale without compromising the District's overall operating budget</p> <p>Strategy's Expected Result/Impact: Increased teacher retention rate</p> <p>Increased number and improved quality of applicants responding to job postings</p> <p>Staff Responsible for Monitoring: Superintendent</p> <p>Assistant Superintendent</p> <p>Chief Financial Officer</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Create a plan for the Teacher Incentive Allotment.</p> <p>Strategy's Expected Result/Impact: Completed plan for by the end of the 2021-2022 school year.</p> <p>Staff Responsible for Monitoring: Assistant Superintendent/Director of Assessment and Accountability</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Provide a retention stipend to all staff for continuing to work in the education profession despite the presence of COVID in schools.</p> <p>Strategy's Expected Result/Impact: Increased retention of staff</p> <p>Staff Responsible for Monitoring: Superintendent</p> <p>Funding Sources: Retention Stipends-COVID 19 - 282 - ESSER III - \$56,020</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: SISD will increase family engagement in district and campus activities by 10% by June 2022.

Evaluation Data Sources: Measures may include:

- Sign-In sheets
- Surveys
- Parent & Family Engagement Logs

Strategy 1 Details	Reviews			
<p>Strategy 1: Offer a variety of workshops, support services, and programs digitally at a variety of times to enhance and increase parental involvement</p> <p>Strategy's Expected Result/Impact: Increased parental attendance at academic events</p> <p>Increased parental involvement</p> <p>Staff Responsible for Monitoring: Directors of Curriculum & Instruction</p> <p>Title I Schoolwide Elements: 3.2</p> <p>Problem Statements: Student Learning 1, 2, 3 - Perceptions 1</p> <p>Funding Sources: Parent Liaison Stipends - 211- Title I, Part A - \$15,000</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Provide Choose Love parent classes to complement school implementation.</p> <p>Strategy's Expected Result/Impact: Increased parental involvement</p> <p>Improved social emotional competence of all students</p> <p>Staff Responsible for Monitoring: Directors of Curriculum & Instruction</p> <p>Title I Schoolwide Elements: 3.1, 3.2</p>	Formative			Summative
	Nov	Feb	Apr	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 1 Problem Statements:

Student Learning
<p>Problem Statement 1: At the end of the 2020-2021 school year, 45% of students in grades K-4 were reading below grade level. 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.</p>
<p>Problem Statement 2: At the end of the 2019- 2020 school year, 62% of graduates were not college, career, or military ready. Root Cause: Students were not offered opportunities to earn industry certifications, provided appropriate pathways to earn CCMR readiness, nor provided enough opportunities to take college entrance exams.</p>

Student Learning

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.

Perceptions

Problem Statement 1: In surveys provided to both teachers and parents/guardians, the social-emotional well-being of SISD students is a common concern. **Root Cause:** The district does not implement a common Social-Emotional Learning curriculum.

State Compensatory

Budget for District Improvement Plan

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
6100 Payroll Costs		
199 E 11 6118 00 XXX 0 24 000	6118 Extra Duty Stipend - Locally Defined	\$1,250.00
199 E 11 6129 00 XXX 0 30 000	6118 Extra Duty Stipend - Locally Defined	\$500.00
199 E 11 6119 00 XXX 0 24 000	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$218,385.14
199 E 11 6119 00 XXX 0 30 000	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$717,642.50
199 E 11 6129 00 XXX 0 24 000	6129 Salaries or Wages for Support Personnel	\$27,302.00
199 E 11 6129 00 XXX 0 30 000	6129 Salaries or Wages for Support Personnel	\$280,126.00
199 E 11 6142 00 XXX 0 24 000	6129 Salaries or Wages for Support Personnel	\$7,288.58
199 E 11 6142 00 XXX 0 30 000	6129 Salaries or Wages for Support Personnel	\$33,521.70
199 E 11 6129 00 XXX 0 24 000	6141 Social Security/Medicare	\$5,889.41
199 E 11 6141 00 XXX 0 30 000	6141 Social Security/Medicare	\$14,474.98
199 E 11 6143 00 XXX 0 24 000	6143 Workers' Compensation	\$1,210.02
199 E 11 6143 00 XXX 0 30 000	6143 Workers' Compensation	\$4,891.63
199 E 11 6144 00 XXX 0 24 000	6144 Teacher Retirement/TRS Care - On Behalf Payment	\$4,735.10
199 E 11 6144 00 XXX 0 30 000	6144 Teacher Retirement/TRS Care - On Behalf Payment	\$31,845.30
199 E 11 6146 00 XXX 0 24 000	6146 Teacher Retirement/TRS Care	\$15,694.80
199 E 11 6146 00 XXX 0 30 000	6146 Teacher Retirement/TRS Care	\$57,086.98
6100 Subtotal:		\$1,421,844.14

Personnel for District Improvement Plan

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Abigail Plymell	Teacher	SMS	.13
Alex Phillips	Teacher	SMS	.13
Amanda Flaugher	Teacher	SMS	.13
Amber Headley	Instructional Aide	SES	.5
Amy Martinez	Reading Intervention Specialist	SES	.7
Ana Criger	Instructional Aide	SES	1
Annette Burns	Teacher	SIS	.22
Ashleigh Ward	Instructional Aide	GCES	1
Ashley Edge	Teacher	SMS	.13
Audra Baker	Instructional Aide	RES	1
Brenna Chuprathoom	Instructional Aide	SES	1
Brent Russell	Teacher	SIS	.11
Britaney Foster	Teacher	SMS	.13
Candace Adams	Teacher	SMS	.13
Carmen Apolinar	Instructional Aide	RES	1
Carrie Rogers	Teacher	SIS	.22
Charla Stephens	Teacher	SIS	.44
Chelsea Strickland	Teacher	SIS	.22
Cheryl Rowe	Teacher	SIS	.22
Christie Duncan	Teacher	SMS	.3
Christine Morgan	Instructional Aide	RES	.5
Christy Hass	Teacher	SHS	1
Corey Moreno	Teacher	SMS	.13
Dani Johnson	Teacher	SMS	.5
Danielle Benton	Teacher	SHS	.25
Diana Bosch	Teacher	SIS	.22
Djauhn Cross	Teacher	SIS	.22
Donna Seglem	Teacher	SES	.5

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Genise Miller	Teacher	SIS	.11
Hannah Adams	Teacher	SHS	.13
Holly Legan	Teacher	SMS	.13
Jacquelyn Tomsy	Teacher	SIS	.22
Jenifer Jones	Teacher	SIS	.22
Jessica Frame	Instructional Aide	SES	1
Jessica Hall	Math Interventionist	SMS	.8
Jill Rutherford	Teacher	SIS	.22
Jodi Atchley	Instructional Aide	GCES	1
Jonna ALEXander	Teacher	SHS	.13
Joyce Jones	Teacher	SIS	.5
Judy Workman	Math Intervention Specialist	SES	.7
Karan Whitehead	Teacher	SIS	.11
Karen Ohm	Teacher	SIS	.11
Kari Hamilton	Teacher	SMS	.13
Karina Robledo	Instructional Aide	GCES	1
Kathy Hulsey	Instructional Aide	SES	.5
Kay Alexander	Reading Interventionist	SMS	.5
Kaylon Patterson	Teacher	SMS	.13
Kyle Pustejovsky	Teacher	SMS	.13
Lisa Scott	Reading Intervention Specialist	GCES	.7
Lori Pitts	Teacher	GCES	.5
Lucretia Fergueson	Instructional Aide	RES	1
Madison Kearby	Teacher	SIS	.22
Makenzie Heil	Teacher	SIS	.22
Mandi Hutchison	Teacher	SIS	.22
Mandy Bourgeois	Teacher	SMS	.13
Marilyn Sherrill	Instructional Aide	GCES	.5
Martha Gomez	Bilingual Instructional Aide	SES	1
Mary Rodgers	Teacher	SIS	.22

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Pat Green	Instructional Aide	RES	1
Rachel Craig	Teacher	SIS	.22
Rebecca Tamporello	Instructional Aide	RES	1
Ronda Collier	Reading Intervention Specialist	RES	.7
Sabra Hall	Teacher	SHS	.5
Samantha Gray	Teacher	SMS	.13
Sheila Rowell	Teacher	SIS	.22
Sherri Hoffman	Teacher	SIS	.22
Shirley Cole	Teacher	RES	.5
Stephanie Sanders	Instructional Aide	SES	1
Sylvia Pinto	Instructional Aide	GCES	1
Tammy Grazer	Math Intervention Specialist	GCES	.7
Tara Chesney	Math Intervention Specialist	RES	.7
Tara Zacek	Instructional Aide	SES	.5
Wendy Kennedy	Teacher	SIS	.11
Wendy West	Teacher	SIS	.11

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.

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Amy Martinez	Reading Intervention Specialist	SES	.3
Dini Torres	Parent/Family Engagement Coordinator	SES	Stipend Only
Jenny Chavez	Parent/Family Engagement Coordinator	SMS	Stipend Only
Jessica Hall	Math Interventionist	SMS	.2
Judy Workman	Math Intervention Specialist	SES	.3
Laurie Parton	Parent/Family Engagement Coordinator	SIS	Stipend Only
Lisa Scott	Reading Intervention Specialist	GCES	.3
Lisa Taylor	MTSS Coordinator	SIS	.5
Michelle Michel	Bilingual Intervention Specialist	SES	.3
Nikki Wiens	Parent/Family Engagement Coordinator	GCES	Stipend Only
Ronda Collier	Reading Intervention Specialist	Reno	.3
Tammy Grazer	Math Intervention Specialist	GCES	.3
Tammy Young	Parent/Family Engagement Coordinator	Reno	Stipend Only
Tara Chesney	Math Intervntionist	RES	.3

District Funding Summary

199-PIC 22 State Career & Technical Ed (CTE)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$3,127,666.00
+/- Difference					\$3,127,666.00
199-PIC 23 State Special Education (SpEd)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$2,970,428.00
+/- Difference					\$2,970,428.00
199-PIC 25 State Bilingual/ESL					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$155,044.00
+/- Difference					\$155,044.00
199-PIC 26 SCE, Non-Disciplinary AEP					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$1.00
+/- Difference					\$1.00
199-PIC 28 SCE, DAEP					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00

199-PIC 28 SCE, DAEP					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
Budgeted Fund Source Amount					\$1.00
+/- Difference					\$1.00
199-PIC 30 SCE, Title IA, Schoolwide Activity					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$1.00
+/- Difference					\$1.00
199-PIC 37 State Dyslexia					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$123,816.00
+/- Difference					\$123,816.00
199-PIC 38 State CCMR					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$33,000.00
+/- Difference					\$33,000.00
211- Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	1	Reading Interventionist Specialists		\$68,505.00
1	2	2	Bilingual Intervention Specialist		\$22,135.00
1	3	1	Math Intervention Specialists		\$85,793.00
1	4	1	Secondary MTSS Coordinator		\$36,225.00
4	1	1	Parent Liaison Stipends		\$15,000.00
Sub-Total					\$227,658.00
Budgeted Fund Source Amount					\$453,724.00

211- Title I, Part A						
Goal	Objective	Strategy	Resources Needed	Account Code	Amount	
					+/- Difference	\$226,066.00
212 Title I, Part C - Migrant						
Goal	Objective	Strategy	Resources Needed	Account Code	Amount	
					\$0.00	
					Sub-Total	\$0.00
					Budgeted Fund Source Amount	\$4,386.00
					+/- Difference	\$4,386.00
255 Title II, Part A						
Goal	Objective	Strategy	Resources Needed	Account Code	Amount	
1	2	1	Read 180/System 44 Coaching for Teachers		\$9,600.00	
					Sub-Total	\$9,600.00
					Budgeted Fund Source Amount	\$98,312.00
					+/- Difference	\$88,712.00
263 Title III - LEP						
Goal	Objective	Strategy	Resources Needed	Account Code	Amount	
					\$0.00	
					Sub-Total	\$0.00
					Budgeted Fund Source Amount	\$26,968.00
					+/- Difference	\$26,968.00
199-PIC-24 State Comp Ed (SCE) 55%						
Goal	Objective	Strategy	Resources Needed	Account Code	Amount	
1	2	1	Reading Intervention Specialists		\$167,470.00	
1	2	1	Amplify Reading/mCLASS		\$14,861.00	
1	2	1	Amplify Reading/mCLASS PD/Coaching		\$7,250.00	
1	2	1	Initial Reading Decks for Small Group Instruction		\$105.50	
1	2	2	Valley Speech Language Spanish Intervention Materials		\$1,892.00	
1	2	2	Imagine Espanol		\$8,750.00	
1	2	2	Bilingual Intervention Specialist		\$42,315.00	
1	3	1	NWEA Map Growth Screener		\$25,102.50	

199-PIC-24 State Comp Ed (SCE) 55%					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	1	Math Intervention Specialists		\$224,720.00
1	3	1	DreamBox		\$34,111.50
Sub-Total					\$526,577.50
Budgeted Fund Source Amount					\$1,437,245.00
+/- Difference					\$910,667.50
199-PIC 11, Basic Education Services					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$17,820,788.00
+/- Difference					\$17,820,788.00
199-PIC 36 Early Childhood Allotment					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	3	Reading Academy Fees		\$56,200.00
Sub-Total					\$56,200.00
Budgeted Fund Source Amount					\$397,413.00
+/- Difference					\$341,213.00
282 - ESSER III					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	1	Benchmark Assessment System materials		\$360.00
1	2	2	Sistema de evaluacion de lectura K-2		\$863.50
1	2	3	Reading Academy Stipends		\$20,500.00
1	4	1	Branching Minds Training/Coaching		\$19,360.00
1	4	1	Branching Minds Platform		\$29,456.00
1	4	2	STEMscopes Math		\$14,020.80
1	4	2	STEMscopes Science & Training		\$16,884.75
1	4	2	HMH Go Math! Students & Teacher Digital Resources		\$55,845.10
2	4	2	Choose Love Training/Coaching		\$6,500.00
3	1	3	Retention Stipends-COVID 19		\$56,020.00

282 - ESSER III					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
Sub-Total					\$219,810.15
Budgeted Fund Source Amount					\$2,514,858.00
+/- Difference					\$2,295,047.85
281 - ESSER II					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$1,679,664.00
+/- Difference					\$1,679,664.00
289 - Title IV, Part A-SSAEP					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	4	1	Secondary MTSS Coordinator		\$32,225.00
Sub-Total					\$32,225.00
Budgeted Fund Source Amount					\$36,501.00
+/- Difference					\$4,276.00
Grand Total					\$1,072,070.65