

Springtown Independent School District

District Improvement Plan

2018-2019

Accountability Rating: C



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

Demographics

Demographics Summary

Springtown Independent School District is a 4A public school district with a student enrollment of 3,576 students, PK3-12th grade. We consist 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 are Title I. 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: 1% African American, 18.7% Hispanic, 77% White, 0.6% American Indian, 0.4% Asian, and 2.3% Two-or-More Races. In SISD, 51.5% of our student population is Economically Disadvantaged, 5.5% are English Learners, 0.0014% are Migrant students, and 0.027% are Homeless. Roughly 49.3% of SISD students are At-Risk and 8.2% are Special Education Students.

The district attendance rate has remained consistent over the last three years, with 95.8% in 2016. The annual dropout rate has also remained stagnant at 1.2%; however, the Hispanic subgroup had a 1.6% 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, 98.82% 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:

African American 0.4%

Hispanic 2.9%

White 94.2%

American Indian 0.4%

Asian 0.0%

Pacific Islander 0.0%

Two or More Races 2.1%

Springtown ISD		State Average	
Teachers by Years of Experience		Teachers by Years of Experience	
Beginning Teachers	5.9%	Beginning Teachers	7.9%
1-5 Years Experience	26.5%	1-5 Years Experience	28.0%
6-10 Years Experience	21.0%	6-10 Years Experience	20.9%
11-20 Years Experience	25.6%	11-20 Years Experience	27.8%
Over 20 Years Experience	21.0%	Over 20 Years Experience	15.5%

The teacher turnover has continued to climb at a slow pace for several years. In 2016-17, the turnover rate for SISD’s teachers increased to 17.5%, slightly higher than the state average of 16.4%. 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 paraprofessionals across the district. Once employed by the district, paraprofessionals apply for an Educational Aide certificate. There are three levels of certification through TEA. In 2017-18, 78.4% of SISD paraprofessionals held a Level I certificate, 5.4% held a Level II certificate, and 16.2% held a Level III certificate.

Demographics Strengths

In Springtown ISD, 99% of our professional staff are certified. In addition, class size averages fall below the state average in the majority of the grade levels. No grade level exceeds 20.2 students per classroom. Springtown ISD continues to strive to keep low student-teacher ratios.

Problem Statements Identifying Demographics Needs

Problem Statement 1: The teacher turnover rate continues to increase each year. **Root Cause:** An unusually high number of teachers left due to retirement last year, and several others accepted new jobs in other districts or a different career field. The local market includes several districts whose salary scales are significantly higher than regional and state averages. Teachers are asked to complete an "exit form" when leaving the District, but many choose not to complete the form.

Student Academic Achievement

Student Academic Achievement Summary

Springtown ISD utilizes a variety of both formative and summative data to inform 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 2017-2018, SISD *Met Standard* and earned a C (78) for acceptable performance through the state accountability system, along with 22.7% of other districts in the state. The district also earned a C in all three accountability system domains: Student Achievement (79), School Progress (75), and Closing the Gaps (74). All six campuses *Met Standard*.

Domain I: Student Achievement

Academic Performance

77% of students met the Approaches Grade Level standard on all tests, while 45% met the Meets Grade Level standard, and 17% at the Master Grade Level standard. SISD performed above the state at the Approaches Grade Level in all areas except reading, in which we had the same performance average of 74%.

Graduation Rate

91% of all SISD students graduated on a 4-year graduation rate with 95% on a 5-year extended graduation rate. The 2016-17 annual dropout rate was 1.7% for all students, with 6% African Americans and 7% two or more races.

College, Career, and Military Readiness

During the 2017-2018 school year, 32% of graduates met the TSI criteria in both reading and math. 29% of students earned credit through Dual Credit courses for at least 3 hours in ELA or math or 9 hours in any subject. 8% of graduates met the criterion score on an AP exam in any subject. 0% earned an industry-based certification from the approved list; however, 4% of graduates received credit in at least one CTE course that was aligned with an industry-based certification.

Domain II: School Progress

Part A: Academic Growth

In comparing prior-year student performance and current-year performance on STAAR, 69% of applicable students met progress in reading and 70% met progress in math.

Part B: Relevant Performance

In comparison to districts with similar economically disadvantaged student percentages, SISD received a scaled score of a 75.

Domain III: Closing the Gaps

SISD met 9 out of 21 targets or 43% in Grade Level Performance(STAAR reading and math). 75% of targets were met in Academic Growth and Graduation Rate, 100% in English Language Proficiency, and 17% in Student Achievement (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	CCMR
All Students	NOT MET	MET	MET		NOT MET
African American	NOT MET	N/A	N/A		N/A
Hispanic	MET	MET	MET		NOT MET
White	NOT MET	NOT MET	MET		NOT MET
Two or More Races	NOT MET	NOT MET	N/A		N/A
Eco Disadvantaged	MET	MET	NOT 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	NOT MET	N/A		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-6, a universal screener is also administered three times per year to measure reading and math performance. Below is a summary of the screener results for the 2017-2018 school year:

Reading Performance	% of students on grade level	% of students on grade level	% of students on grade level	% of Growth BOY to
	BOY	MOY	EOY	EOY
Kinder	55%	75%	87%	+33%
First	75%	71%	74%	-1%
Second	67%	79%	82%	+15%
Third	69%	82%	78%	+9%
Fourth	73%	83%	84%	+11%
Fifth	62%	73%	74%	+12%
Sixth	60%	68%	62%	+2%
District K-6	66%	76%	78%	+12%

Math Performance	% of students on grade level	% of students on grade level	% of students on grade level	% of Growth
	BOY	MOY	EOY	BOY to EOY
First	84%	94%	93%	+9%
Second	75%	84%	88%	+13%
Third	84%	93%	94%	+10%
Fourth	92%	96%	96%	+4%
Fifth	88%	85%	90%	+2%
Sixth	79%	85%	86%	+7%
District 1-6	84%	90%	92%	+8%

Performance Based Monitoring Analysis System (PBMAS):

PBMAS data revealed the district needs improvement in the areas of Grades 3-8 STAAR Passing Rate for special populations in the area of ESL and Special Education. In addition, improvement is needed in Special Education student performance in STAAR EOC Passing Rates with a heavy emphasis in English Language Arts, where the 2018 performance level was a 4. The Special Education population also shows room for improvement in Graduate Rate and CTE EOC Passing Rate.

Student Academic Achievement Strengths

When reviewing data at the district level, combined across grade level and subject areas, students scored higher than the state average on STAAR testing. Although not all SISD students are currently reading on grade level, there was a 14% increase of students, grades K-3, reading on/at above grade level from the beginning to the end of the 2017-2018 school year. This success may be contributed to the refinement of the Response to Intervention (RtI) process at the elementary campuses. The district continues to push this model forward through the secondary campuses.

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: At the end of the 2017-2018 school year, 22% of SISD students in grades K-6 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: Collective student performance in all tested subjects remained relatively stagnant between 2017-2018 in all three performance areas: Approaches, Meets, and Masters. **Root Cause:** SISD students continue to thrive on the STAAR assessments; however, low-level tasks in some grade levels, content areas, and campuses may hinder students from being challenged to meet his/her academic growth potential.

Problem Statement 3: Despite gains in academic success, achievement gaps still exist within the Performance Based Monitoring Analysis System (PBMAS) subgroups- SPED and ELs. **Root Cause:** Special populations of students identified in PBMAS have been underrepresented in CTE courses. In addition, classroom teachers are lacking sufficient training in differentiating instruction to meet the needs of all student groups.

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 bank. 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.

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, 8.2% 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 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, (22% in reading and 8% in math for grades K-6 as of May 2018).

Springtown ISD's Early Childhood Education program is a special program for eligible three- and four-year-old students, designed to meet the needs of a child's early years. Springtown ISD provides a free, half-day prekindergarten program if the child is at least three 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.

Personnel-Policy and Procedures

Springtown ISD uses Frontline Applicant Tracking 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 or teachers with two years or less of experience, 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.

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 was placed on implementing Professional Learning Communities during the 2017-18 school year to provide job-embedded professional learning centered around student growth. Additional learning opportunities were offered monthly through Tuesdays for Teachers, and a book study was conducted with Assistant Principals and Principals. During the summer of 2018, SISD hosted Pojo University, in which a variety of learning sessions were offered during a four-day conference. The sessions were created based on a staff survey results and were often led by SISD educators.

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
- Safety drills to be conducted throughout the school year. Drills include, but are not limited to fire drills, lockdown drills, evacuation drills, shelter-in-place drills, etc.
- 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

District Processes & Programs Strengths

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.

Problem Statements Identifying District Processes & Programs Needs

Problem Statement 1: English Learners are not currently served in a Bilingual Program. **Root Cause:** Parents opt out of Bilingual services and choose to have their child(ren) served through ESL services. This may be due to a lack of understanding of the benefits of a Bilingual Program or the inconvenience of having to transfer campuses. Additionally, it has been difficult to find qualified, certified Bilingual teachers to teach Bilingual Education.

Problem Statement 2: The district has not met all the criteria set forth by the state to ensure the district has a Highly-Qualified Prekindergarten program. **Root Cause:** Rider 78 has not been implemented with fidelity in the areas of: Teacher Qualification, Family Engagement, and Progress Monitoring.

Problem Statement 3: Across the entire country, concerns related to school safety and security are at an all-time high. Springtown ISD is no exception, and recognizes that significant changes regarding policies, procedures, and infrastructure are necessary. **Root Cause:** The thought of being ill-prepared or under-equipped to address school shootings and campus violence has a negative impact on our learning environment.

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), 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 cyber bullying that have taken place off campus (permissible under “David's Law”).

In the summer of 2018, a group of parents, community members, and school representatives began meeting to discuss concerns about bullying in our schools. With a shared desire to become actively involved in promoting a character education program focused on bullying prevention, the group established a theme of “Be a Buddy, not a Bully” to rally around. Early discussions included phone calls, e-mails, and face-to-face meetings often centered on addressing rules and consequences. The Family Educational Rights and Privacy Act prevents schools from sharing disciplinary records without a parent or guardian’s consent, giving rise to a perception voiced by some parents that “nothing (punitive) is ever done.” Through what is now called “the UPstander Initiative,” the District made efforts to more effectively communicate policies and procedures already in place. Continuing the work of the “Upstanders,” the District is committed to working towards eliminating instances of peer meanness and school bullying by communicating common anti-bullying vocabulary in the schools and in the community.

Perceptions Strengths

The District solicits feedback from various stakeholder groups before making important decisions for the District. The significant time and effort committed to including the community in SISD’s anti-bullying is but one example of the District’s desire to involve stakeholders in cooperative efforts to improve every

aspect of our students' lives. As the District grows, we anticipate additional opportunities for students and parents to become more actively involved in school programs.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Although a significant amount of feedback that can be drawn from personal conversations and e-mails representing anecdotal evidence, quantitative data regarding stakeholder perceptions of the District's programs is difficult to secure **Root Cause:** A very small percentage of stakeholders responded to the 2018 Community and Student Engagement Surveys distributed by campuses.

Problem Statement 2: Reports of bullying by students and parents are perceived to have increased based on social media. **Root Cause:** There has been a lack of fidelity of implementation regarding a district-wide character education program focused on bullying prevention.

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Domain 1 - Student Achievement
- Domain 2 - Student Progress
- Domain 3 - Closing the Gaps
- System Safeguards and Texas Accountability Intervention System (TAIS) data
- Critical Success Factor(s) data
- Accountability Distinction Designations
- Federal Report Card Data
- PBMAS data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR EL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Postsecondary college, career or military-ready graduates data
- Texas Success Initiative (TSI) data for postsecondary/college-ready graduates data
- 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
- Local benchmark or common assessments data
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Local benchmark or common assessments data

- Student failure and/or retention rates
- Prekindergarten Self-Assessment Tool

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress for each group
- Special Programs 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,
- Male / Female performance, progress, and participation data
- Special education population, including performance, discipline, progress, and participation data
- Migrant population, including performance, progress, discipline, attendance, and mobility
- At-Risk population, including performance, progress, discipline, attendance, and mobility
- EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- Career and Technical Education (CTE) data, including academic achievement, progress, program growth, race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Response to Intervention (RtI) student achievement data
- Dyslexia 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
- Discipline records
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data
- Student surveys and/or other feedback
- School safety data

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- State certified and high quality staff data
- Teacher/Student Ratio
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data

- Evaluation(s) of professional development implementation and impact
- T-TESS

Parent/Community Data

- Parent surveys and/or other feedback
- Parent Involvement Rate
- Community surveys and/or other feedback

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- 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: SISD will place an increased emphasis on literacy to ensure that at least 85% of students are reading on or above grade level in grades K-4.

Evaluation Data Source(s) 1: Measures may include:
 Renaissance Universal Screener Data, Grades K-4
 Benchmark Assessment System Data

Summative Evaluation 1:

TEA Priorities: 2. Build a foundation of reading and math.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>PBMAS Critical Success Factors CSF 1 CSF 2 CSF 7</p> <p>1) Implement the Fountas & Pinnell Benchmark Assessment System (BAS) in grades K-2</p>	2.4, 2.5, 2.6	Director of Elementary Curriculum & Instruction Campus Administrators Reading Intervention Specialists	Initially impacts K-2 students Quality data to ensure differentiation Close achievement gaps for all learners				
Problem Statements: Student Academic Achievement 1, 3							

PBMAS Critical Success Factors CSF 1 CSF 3 CSF 7 2) Provide Guided Reading training and coaching to all teachers grades K-2 and elementary campus administrators	2.4, 2.5, 2.6	Director of Elementary Curriculum & Instruction Campus Administrators	Initially impacts K-2 students Improved differentiated instruction Close achievement gaps for all learners Improved literacy instructional knowledge for elementary campus administrators				
	Problem Statements: Student Academic Achievement 1, 3 Funding Sources: 255 Title II, Part A, TPTR - 9037.89						
Critical Success Factors CSF 1 CSF 7 3) Create curriculum support documents to enhance literacy instruction in grades PK-4	2.4, 2.5	Director of Elementary Curriculum & Instruction Reading Intervention Specialists	Initially impacts K-4 students Improved Tier I instruction Close achievement gaps for all learners				
	Problem Statements: Student Academic Achievement 1, 2						

Performance Objective 1 Problem Statements:

Student Academic Achievement
<p>Problem Statement 1: At the end of the 2017-2018 school year, 22% of SISD students in grades K-6 were reading below grade level. Root Cause 1: 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: Collective student performance in all tested subjects remained relatively stagnant between 2017-2018 in all three performance areas: Approaches, Meets, and Masters. Root Cause 2: SISD students continue to thrive on the STAAR assessments; however, low-level tasks in some grade levels, content areas, and campuses may hinder students from being challenged to meet his/her academic growth potential.</p>
<p>Problem Statement 3: Despite gains in academic success, achievement gaps still exist within the Performance Based Monitoring Analysis System (PBMAS) subgroups- SPED and ELs. Root Cause 3: Special populations of students identified in PBMAS have been underrepresented in CTE courses. In addition, classroom teachers are lacking sufficient training in differentiating instruction to meet the needs of all student groups.</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 2: SISD will increase student performance for each STAAR/EOC assessment from 2017-18 by: 8% in Approaches Grade Level, 5% in Meets Grade Level, 5% in Masters Grade Level.

Evaluation Data Source(s) 2: Measures may include:
 3-8 STAAR
 STAAR EOC (English I & II, Algebra, Biology, US History)

Summative Evaluation 2:

TEA Priorities: 3. Connect high school to career and college. 2. Build a foundation of reading and math.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
PBMAS Critical Success Factors CSF 1 CSF 2 1) Implement and improve the district Response to Intervention process, grades PK-12	2.4, 2.5, 2.6	Directors of Curriculum & Instruction Campus Administrators	Impacts at-risk students				
			An increase of students performing on grade level Close achievement gaps for all learners				
Problem Statements: Student Academic Achievement 1, 2, 3							
PBMAS Critical Success Factors CSF 1 CSF 6 CSF 7 2) Implement Thinking Maps consistently across the district, grades PK-12; training is provided	2.4, 2.5, 2.6	Directors of Curriculum & Instruction Campus Administrators	Impacts all students				
			An increase in students performing at the Meets and Masters distinction levels An increase in student writing performance				
Problem Statements: Student Academic Achievement 1, 2, 3							
Funding Sources: 255 Title II, Part A, TPTR - 9000.00, 199-PIC 11, Basic Education Services - 78500.00							

<p align="center">Critical Success Factors CSF 1</p> <p>3) Dyslexia teachers will target specific areas of student needs through the use of the Barton Reading Program (K-4), Read 180 (5-8), System 44 (5-8), and a specialized Reading Course (9-12)</p>	2.4, 2.5, 2.6	Director of Elementary Curriculum & Instruction Campus Administrators	Increased performance of dyslexia students Close achievement gap of dyslexia students				
Problem Statements: Student Academic Achievement 1, 2							
<p align="center">Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 7</p> <p>4) Provide learning opportunities for GT teachers to collaboratively plan learning experiences that result in the development of higher-level products or performances</p>	2.4, 2.5	Director of Secondary Curriculum & Instruction Campus Administrators	Increase performance of GT students at the Meets and Masters distinction levels on STAAR/EOC				
Problem Statements: Student Academic Achievement 2							
<p align="center">Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 7</p> <p>5) Utilize Eduphoria AWARE to create assessments and analyze data to improve student performance</p>	2.4, 2.6	Directors of Curriculum & Instruction Campus Administrators Special Education Director Specials Programs Coordinator	Increase the use of quality data to drive individualized instruction Increase performance of all students Close achievement gap of students				
Problem Statements: Student Academic Achievement 1, 2, 3							
<p align="center">PBMAS Critical Success Factors CSF 1</p> <p>6) Provide a Reading and Math Intervention Specialist at each campus (grades PK-8) to work with targeted students and teachers to improve student performance</p>	2.4, 2.5, 2.6	Directors of Curriculum & Instruction Campus Administrators	Increased performance of all students Close achievement gap of students				
Problem Statements: Student Academic Achievement 1, 3							

<p align="center">PBMAS Critical Success Factors CSF 1 CSF 4</p> <p>7) Provide a continuum of placements to meet the instructional needs of students with disabilities, including in class support, co-teach, resource and self-contained programs</p>	2.4, 2.5, 2.6	Director of Special Education	Increased performance of special education students Close achievement gap of students				
	Problem Statements: Student Academic Achievement 3						
<p align="center">PBMAS Critical Success Factors CSF 1</p> <p>8) Provide content-based ESL program at grades K - 4 and pull-out ESL program through ELAR at grades 5 - 12</p>	2.4, 2.5, 2.6	Special Programs Coordinator	Increase performance of English Learners. Close achievement gap of students.				
	Problem Statements: Student Academic Achievement 3						
<p align="center">Critical Success Factors CSF 1 CSF 2</p> <p>9) Utilize eSTAR RtI to document the Response to Intervention process and meet state and federal requirements</p>	2.6	Directors of Curriculum & Instruction Campus Administrators Campus RtI/Intervention Specialists	Meet all state and federal RtI requirements Improved district RtI documentation process Close achievement gap of students				
	Problem Statements: Student Academic Achievement 1, 2, 3 Funding Sources: 199-PIC-24 State Comp Ed (SCE) 48% Indirect Costs - 3000.00						
<p align="center">PBMAS Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>10) Provide supplemental reading, writing, and math resources (i.e. Motivation Math/Reading, MyOn, Read & Write, Edgenuity, etc.)</p>	2.4, 2.5, 2.6	Superintendent Directors of Curriculum & Instruction	Increased performance of all students Close achievement gap of students				
	Problem Statements: Student Academic Achievement 1, 2, 3 Funding Sources: 199-PIC 11, Basic Education Services - 5572.66, 199-PIC-24 State Comp Ed (SCE) 52% - 39500.00						

Critical Success Factors CSF 1 CSF 4 11) Provide a nontraditional learning environment in order for students to recover credits (PACE Lab) at the high school level	2.4, 2.5, 2.6	Superintendent	Increased performance of enrolled students				
		Director of Secondary Curriculum & Instruction	Close achievement gap of students				
Problem Statements: Student Academic Achievement 2 Funding Sources: 199-PIC-24 State Comp Ed (SCE) 52% - 78914.48							
Critical Success Factors CSF 1 12) Refine the DAEP academic and self-discipline program to ensure that is leads to graduation and includes instruction in each student's currently enrolled foundation curriculum necessary to meet the student's individual graduation plan, including special education services	2.4, 2.5, 2.6	Superintendent	Increased performance of enrolled students				
		Director of Secondary Curriculum & Instruction	Close achievement gap of students				
Problem Statements: Student Academic Achievement 2							
PBMAS Critical Success Factors CSF 1 CSF 4 13) Provide accelerated instruction through the use of small group instruction and/or scheduled classes	2.4, 2.5, 2.6	Directors of Curriculum & Instruction	Increased student performance				
		Campus Administrators	Close achievement gaps of students				

Performance Objective 2 Problem Statements:

Student Academic Achievement

Problem Statement 1: At the end of the 2017-2018 school year, 22% of SISD students in grades K-6 were reading below grade level. **Root Cause 1:** 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>Problem Statement 2: Collective student performance in all tested subjects remained relatively stagnant between 2017-2018 in all three performance areas: Approaches, Meets, and Masters.</p> <p>Root Cause 2: SISD students continue to thrive on the STAAR assessments; however, low-level tasks in some grade levels, content areas, and campuses may hinder students from being challenged to meet his/her academic growth potential.</p>
<p>Problem Statement 3: Despite gains in academic success, achievement gaps still exist within the Performance Based Monitoring Analysis System (PBMAS) subgroups- SPED and ELs. Root Cause 3: Special populations of students identified in PBMAS have been underrepresented in CTE courses. In addition, classroom teachers are lacking sufficient training in differentiating instruction to meet the needs of all student groups.</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: SISD will provide viable pathways for students to pursue career, college, and/or military endeavors.

Evaluation Data Source(s) 3: Measures may include:

- Schedules
- PEIMS Coding
- Transcripts
- TAPR

Summative Evaluation 3:

TEA Priorities: 2. Build a foundation of reading and math. 3. Connect high school to career and college.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>Critical Success Factors CSF 1 CSF 5</p> <p>1) Middle school and high school students, teachers, counselors, and parents will be provided information about: higher education admissions and financial aid opportunities; TEXAS grant program and the Teach for Texas grant program; the need for students to make informed curriculum choices to be prepared for success beyond high school; and source of information on higher education admissions and financial aid.</p>	2.5	Director of Secondary Curriculum & Instruction	Students are prepared for success after high school.				
<p>PBMAS Critical Success Factors CSF 1 CSF 2 CSF 7</p> <p>2) CTE teachers will participate in PLCs focusing on academic integration, industry certifications, professional skills, and CCMR indicators.</p>	2.4, 2.5	Special Programs Coordinator Director of Secondary Curriculum & Instruction	Students will meet CCMR standards. Increase performance of CTE and special populations students. Close achievement gap.				
Problem Statements: Student Academic Achievement 3							
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>= Accomplished</p> </div> <div style="text-align: center;">  <p>= Continue/Modify</p> </div> <div style="text-align: center;">  <p>= No Progress</p> </div> <div style="text-align: center;">  <p>= Discontinue</p> </div> </div>							

Performance Objective 3 Problem Statements:

Student Academic Achievement

Problem Statement 3: Despite gains in academic success, achievement gaps still exist within the Performance Based Monitoring Analysis System (PBMAS) subgroups- SPED and ELs. **Root Cause 3:** Special populations of students identified in PBMAS have been underrepresented in CTE courses. In addition, classroom teachers are lacking sufficient training in differentiating instruction to meet the needs of all student groups.

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 meet 100% of the state-mandated High-Quality Prekindergarten requirements.

Evaluation Data Source(s) 4: Measures may include:
 Prekindergarten Self-Assessment Tool (TEA)
 PEIMS Reports

Summative Evaluation 4:

TEA Priorities: 2. Build a foundation of reading and math.

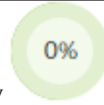
Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Critical Success Factors CSF 1 CSF 2 CSF 7 1) Pre-K/EE students will use the CIRCLE Progress Monitoring assessment tool and protocols to help teachers target instruction and prepare students for kindergarten	2.4, 2.5, 2.6	Director of Elementary Curriculum & Instruction Campus Administrators	Provide quality data to inform targeted instruction Increase student performance				
				Problem Statements: Student Academic Achievement 1 - School Processes & Programs 2			
Critical Success Factors CSF 1 CSF 5 2) Create and implement a Prekindergarten Family Engagement Plan	3.1, 3.2	Director of Elementary Curriculum Campus Administrators	Increase family engagement Increase student performance				
				Problem Statements: School Processes & Programs 2			
Critical Success Factors CSF 1 CSF 7 3) Provide the required 30 hours of Early Childhood specific training and coaching to Prekindergarten teachers (15 hours of training and 15 hours of coaching)	2.4, 2.5, 2.6	Director of Elementary Curriculum & Instruction Campus Administrators	Increase teacher quality and effectiveness Increase student performance				
				Problem Statements: School Processes & Programs 2			



= Accomplished



= Continue/Modify



= No Progress



= Discontinue

Performance Objective 4 Problem Statements:

Student Academic Achievement

Problem Statement 1: At the end of the 2017-2018 school year, 22% of SISD students in grades K-6 were reading below grade level. **Root Cause 1:** 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.

School Processes & Programs

Problem Statement 2: The district has not met all the criteria set forth by the state to ensure the district has a Highly-Qualified Prekindergarten program. **Root Cause 2:** Rider 78 has not been implemented with fidelity in the areas of: Teacher Qualification, Family Engagement, and Progress Monitoring.

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 establish a Bilingual Program to meet the needs of Bilingual students and meet federal and state requirements.





Evaluation Data Source(s) 5: Measures may include:

- PEIMS Enrollment
- Parent Feedback
- Schedules
- TAPR

Summative Evaluation 5:

TEA Priorities: 2. Build a foundation of reading and math.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>Critical Success Factors CSF 1 CSF 5 CSF 6</p> <p>1) Conduct a parent information meeting to raise awareness of the benefits of a Bilingual Education Program</p>	3.2	Director of Elementary Curriculum & Instruction Special Programs Coordinator Campus Administrator	Increased parent interest in Bilingual Pre-K (3&4) Enough parent interest to offer a Bilingual Pre-K (3&4) class				
				Problem Statements: School Processes & Programs 1			
<p>2) Establish a Pre-K3 and Pre-K 4 Bilingual Program with a certified Bilingual teacher</p>	2.6	Director of Elementary Curriculum & Instruction Special Programs Coordinator Campus Administrator	Initially impacts Prek3 and Prek4 students Close achievement gaps				
				Problem Statements: School Processes & Programs 1			

Critical Success Factors CSF 1 3) Design and implement curriculum for the Bilingual Pre-K program to utilize	2.6	Director of Elementary Curriculum & Instruction Special Programs Coordinator Campus Administrator	Initially impacts Prek3 and Prek4 students Close achievement gaps				
		Problem Statements: School Processes & Programs 1					
Critical Success Factors CSF 1 4) Design an implementation plan to extend the Bilingual Education Program into Kindergarten during the 2019-2020 school year	2.6	Director of Elementary Curriculum & Instruction Special Programs Coordinator Campus Administrator	Future kindergarten students Close achievement gaps Increase student performance				
		Problem Statements: School Processes & Programs 1					
Critical Success Factors CSF 1 CSF 2 CSF 5 5) Survey parents of students who qualified for Bilingual PreK to gather feedback, including those who opted out of services		Special Programs Coordinator Director of Elementary Curriculum & Instruction Campus Administrator	Quality feedback and data to improve the Bilingual Program and future implementation				
		Problem Statements: School Processes & Programs 1					
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>= Accomplished</p> </div> <div style="text-align: center;">  <p>= Continue/Modify</p> </div> <div style="text-align: center;">  <p>= No Progress</p> </div> <div style="text-align: center;">  <p>= Discontinue</p> </div> </div>							

Performance Objective 5 Problem Statements:

School Processes & Programs

Problem Statement 1: English Learners are not currently served in a Bilingual Program. **Root Cause 1:** Parents opt out of Bilingual services and choose to have their child(ren) served through ESL services. This may be due to a lack of understanding of the benefits of a Bilingual Program or the inconvenience of having to transfer campuses. Additionally, it has been difficult to find qualified, certified Bilingual teachers to teach Bilingual Education.



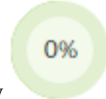

Goal 2: Springtown ISD will provide a safe, secure, and supportive environment for students, staff, families, and community.

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

Evaluation Data Source(s) 1: Measures may include:
Stakeholder feedback

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Critical Success Factors CSF 6 1) Add an additional SRO (2 total) to maintain safe and secure environments through the use of law enforcement presence		Assistant Superintendent	Impacts all students and staff Improved sense of safety and security				
	Problem Statements: School Processes & Programs 3						
Critical Success Factors CSF 6 2) Continue implementation of the safety and security updates		Assistant Superintendent	Impacts all students Completion of planned safety and security upgrades will strengthen our facilities for greater protection and safety in an emergency situation				
	Problem Statements: School Processes & Programs 3						
Critical Success Factors CSF 6 3) Implement district-wide Upstander Initiative to promote character education focused on bullying prevention		Superintendent Campus Counselors	Improved campus climate and culture Increased feeling of safety on campuses Decreased number of bullying incidents Increased student performance and attendance				
	Problem Statements: Perceptions 2						
Critical Success Factors CSF 6 4) Continue to utilize the anonymous online reporting mechanism for students who feel they are being bullied or harassed		Superintendent Campus Administrators	Students will feel an increased safety at school				
	Problem Statements: Perceptions 2						

<p>Critical Success Factors CSF 6</p> <p>5) Develop an action plan based on the results of the 2017 Safety and Security Audit</p>	Assistant Superintendent	Impacts all students and staff				
<p>Critical Success Factors CSF 6</p> <p>6) Implement proactive strategies that address offenses such as: bullying, harassment, violence, sexual abuse, suicide awareness, substance abuse, unwanted physical or verbal abuse, sex trafficking, maltreatment of children, and crisis</p>	<p>Superintendent</p> <p>Assistant Superintendent</p> <p>Campus Administrators</p> <p>Campus Counselors</p>	<p>Impacts all students</p> <p>Increased student capacity for dealing with difficult life situations</p> <p>Improve campus climate</p> <p>Increased student performance</p> <p>Improved graduation rate</p>				
Problem Statements: School Processes & Programs 3 - Perceptions 2						
<p>Critical Success Factors CSF 5</p> <p>7) Facilitate parent information session(s) focused on digital citizenship, digital literacy, and social media</p>	Superintendent	<p>Increase in parent involvement</p> <p>Improved ability to safely and collectively develop our students' digital presence</p>				
Problem Statements: Perceptions 2						
<p style="text-align: center;">  = Accomplished  = Continue/Modify  = No Progress  = Discontinue </p>						

Performance Objective 1 Problem Statements:

School Processes & Programs
<p>Problem Statement 3: Across the entire country, concerns related to school safety and security are at an all-time high. Springtown ISD is no exception, and recognizes that significant changes regarding policies, procedures, and infrastructure are necessary. Root Cause 3: The thought of being ill-prepared or under-equipped to address school shootings and campus violence has a negative impact on our learning environment.</p>
Perceptions
<p>Problem Statement 2: Reports of bullying by students and parents are perceived to have increased based on social media. Root Cause 2: There has been a lack of fidelity of implementation regarding a district-wide character education program focused on bullying prevention.</p>

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 provide professional development that is responsive to the individual needs of stakeholders.



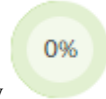

Evaluation Data Source(s) 1: Measures may include:

- Eduphoria Data Reports
- Professional Development Surveys

Summative Evaluation 1:

TEA Priorities: 1. Recruit, support, retain teachers and principals.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>Equity Plan Strategy Critical Success Factors CSF 1 CSF 6 CSF 7</p> <p>1) SISD will solicit feedback from staff to improve professional learning opportunities</p>	2.5	Directors of Curriculum & Instruction Special Education Director Special Programs Coordinator	Increased teacher and student performance Increased teacher engagement				
				Problem Statements: Demographics 1 - Perceptions 1			
<p>PBMAS Equity Plan Strategy Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 6 CSF 7</p> <p>2) SISD will provide quality professional development opportunities to improve student performance</p>	2.4, 2.5, 2.6	Assistant Superintendent Directors of Curriculum & Instruction Special Education Director Special Programs Coordinator	Increased teacher and student performance Increased teacher engagement Increased teacher retention rate Close achievement gaps for all learners				
				Problem Statements: Demographics 1 - Student Academic Achievement 1, 2, 3			

PBMAS Equity Plan Strategy Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 6 CSF 7 3) Campus administration will provide PLC time within the school day	2.4, 2.5, 2.6	Superintendent Directors of Curriculum & Instruction Campus Administrators	Increased student and teacher performance 				
	Problem Statements: Student Academic Achievement 1, 2, 3						
PBMAS Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 7 4) Implement Student Learning Objectives (SLO) as part of the T-TESS Student Growth Measure	2.4, 2.5, 2.6	Superintendent Assistant Superintendent Directors of Curriculum & Instruction Campus Administration	Increased student and teacher performance Close achievement gaps for all learners				
	Problem Statements: Student Academic Achievement 1, 2, 3						
Critical Success Factors CSF 3 CSF 4 CSF 6 CSF 7 5) Utilize Eduphoria Strive for teacher goal-setting, professional development, and evaluation		Superintendent Directors of Curriculum & Instruction Campus Administration	Improved process for documenting evaluations and professional development hours				
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue							

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: The teacher turnover rate continues to increase each year. Root Cause 1: An unusually high number of teachers left due to retirement last year, and several others accepted new jobs in other districts or a different career field. The local market includes several districts whose salary scales are significantly higher than regional and state averages. Teachers are asked to complete an "exit form" when leaving the District, but many choose not to complete the form.
Student Academic Achievement

Problem Statement 1: At the end of the 2017-2018 school year, 22% of SISD students in grades K-6 were reading below grade level. **Root Cause 1:** 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: Collective student performance in all tested subjects remained relatively stagnant between 2017-2018 in all three performance areas: Approaches, Meets, and Masters. **Root Cause 2:** SISD students continue to thrive on the STAAR assessments; however, low-level tasks in some grade levels, content areas, and campuses may hinder students from being challenged to meet his/her academic growth potential.

Problem Statement 3: Despite gains in academic success, achievement gaps still exist within the Performance Based Monitoring Analysis System (PBMAS) subgroups- SPED and ELs. **Root Cause 3:** Special populations of students identified in PBMAS have been underrepresented in CTE courses. In addition, classroom teachers are lacking sufficient training in differentiating instruction to meet the needs of all student groups.

Perceptions

Problem Statement 1: Although a significant amount of feedback that can be drawn from personal conversations and e-mails representing anecdotal evidence, quantitative data regarding stakeholder perceptions of the District's programs is difficult to secure **Root Cause 1:** A very small percentage of stakeholders responded to the 2018 Community and Student Engagement Surveys distributed by campuses.

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

Performance Objective 2: SISD will have a teacher retention rate of 85% or higher.

Evaluation Data Source(s) 2: Measures may include:

TAPR

Resignation List


New Teacher Orientation List

Human Resources Records

Summative Evaluation 2:

TEA Priorities: 1. Recruit, support, retain teachers and principals.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Equity Plan Strategy Critical Success Factors CSF 7 1) Teachers new to the profession will participate in a district mentor program, while experienced teachers new to the district will be assigned a campus-level mentor		Superintendent	Increased student and teacher performance				
		Assistant Superintendent	Increased teacher retention rate				
		Campus Administrators	Improved school/district climate				
Problem Statements: Demographics 1 - Student Academic Achievement 1, 2, 3							
Critical Success Factors CSF 7 2) 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		Superintendent	Increased teacher retention rate				
		Assistant Superintendent	Increased number and improved quality of applicants responding to job postings				
		Chief Financial Officer					
Problem Statements: Demographics 1							

3) Provide affordable district daycare to district employees	Assistant Superintendent	Increased teacher retention rate				
	Director of Gilley Early Learning Center					
Problem Statements: Demographics 1						
4) Design and utilize a district Exit Survey that is given to employees when they leave the district	Assistant Superintendent	Quality data to determine why teachers are leaving the district				
		Improved teacher retention rate				
Problem Statements: Demographics 1						
5) Provide supplemental pay to ESL and Bilingual certified teachers who currently served identified students .	Special Programs Coordinator	Increased teacher retention rate.				
	Business Office					
Problem Statements: Demographics 1 - School Processes & Programs 1						
						

Performance Objective 2 Problem Statements:

Demographics	
Problem Statement 1: The teacher turnover rate continues to increase each year. Root Cause 1: An unusually high number of teachers left due to retirement last year, and several others accepted new jobs in other districts or a different career field. The local market includes several districts whose salary scales are significantly higher than regional and state averages. Teachers are asked to complete an "exit form" when leaving the District, but many choose not to complete the form.	
Student Academic Achievement	
Problem Statement 1: At the end of the 2017-2018 school year, 22% of SISD students in grades K-6 were reading below grade level. Root Cause 1: 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.	
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School Processes & Programs	

Problem Statement 1: English Learners are not currently served in a Bilingual Program. **Root Cause 1:** Parents opt out of Bilingual services and choose to have their child(ren) served through ESL services. This may be due to a lack of understanding of the benefits of a Bilingual Program or the inconvenience of having to transfer campuses. Additionally, it has been difficult to find qualified, certified Bilingual teachers to teach Bilingual Education.

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



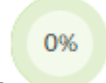

Performance Objective 1: SISD will increase family involvement and district and campus activities.

Evaluation Data Source(s) 1: Measures may include:

- Sign-In sheets
- Surveys

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Critical Success Factors CSF 5 CSF 6 1) Create and distribute a district-wide survey to gather feedback from all stakeholders (students, staff, family, community)		Superintendent	Increased stakeholder involvement in the decision-making process				
		Campus Administrators	Increased qualitative data				
Problem Statements: Perceptions 1							
Critical Success Factors CSF 5 2) Offer a variety of workshops, support services, and programs in multiple modes and at a variety of times to enhance and increase parental involvement	3.2	Director of Federal Programs	Increased parental attendance at academic events				
		Directors of Curriculum & Instruction	Increased parental involvement				
Critical Success Factors CSF 5 3) Provide structured training and expectations to campus Parent Liaisons on Title I campuses	3.1	Campus Administration	Increased parental attendance at academic events				
		Director of Federal Programs	Increased parental involvement				
Critical Success Factors CSF 5 4) Create and implement district-wide tools to gather data of the number of parent involvement/engagement activities offered as well and the number of parents participating in each activity	3.1, 3.2	Campus Administration	Increased student performance				
		Director of Federal Programs	Finished tool to gather data to evaluate parental involvement effectiveness				
		Special Programs Coordinator	Increased parental involvement				

<p>Critical Success Factors CSF 2 CSF 5 CSF 6</p> <p>5) Utilize Bright Bytes survey program to measure technology usage/knowledge by staff, students, and parents</p>		<p>Chief Technology Officer</p>	<p>Quality data to make informed decisions regarding technology in the district</p>				
<p>Critical Success Factors CSF 5</p> <p>6) Make contact with parent and families in a variety of ways (email, phone, website, other forms of technology, etc.)</p>		<p>Director for Federal Programs</p> <p>Campus Administrators</p>	<p>Improved communication with parents</p> <p>Increased parental involvement</p> <p>Increased student performance</p>				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>= Accomplished</p> </div> <div style="text-align: center;">  <p>= Continue/Modify</p> </div> <div style="text-align: center;">  <p>= No Progress</p> </div> <div style="text-align: center;">  <p>= Discontinue</p> </div> </div>							

Performance Objective 1 Problem Statements:

Perceptions
<p>Problem Statement 1: Although a significant amount of feedback that can be drawn from personal conversations and e-mails representing anecdotal evidence, quantitative data regarding stakeholder perceptions of the District’s programs is difficult to secure Root Cause 1: A very small percentage of stakeholders responded to the 2018 Community and Student Engagement Surveys distributed by campuses.</p>

State Compensatory

Personnel for District Improvement Plan:

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Amber Headley	Instructional Aide	SES	0.5
Ana Criger	Instructional Aide-PK	SES	1
Angela Back	Instructional Aide	Reno	0.5
Ashley O'Dell	RtI Math Teacher-6th	SIS	0.13
Autumn Reed	RtI-ELAR Teacher-5th	SIS	0.13
Bianca Davila	Instructional Aide-PreK	SES	1
Brenna Chuprathoom	Instructional Aide-PreK	SES	1
Carmen Apolinar	Instructional Aide-PreK	Reno	1
Carrie Rogers	RtI ELAR Teacher-5th	SIS	0.13
Charla Stephens	RtI Math Teacher-6th	SIS	0.13
Chelsea Strickland	RtI Math Teacher-6th	SIS	0.13
Cheryl Rowe	RtI-ELAR Teacher-5th	SIS	0.13
Crystal Kacala	Instructional Aide- 4th Grade	Reno	1
Cynthia Quirarte	Instructional Aide-PreK	SES	1
Deborah Perkins	Teacher- Practical Writing	SHS	0.14
Diana Bosch	RtI-ELAR Teacher-5th	SIS	0.13
Janet Munoz-Castillo	Instructional Aide	SES	1
Janet Tamporello	Instructional Aide	Reno	1
Janetta Thompson	RtI Math Teacher-5th	SIS	0.13
Jonna Alexander	Math Interventionist	SMS	1
Judy Workman	Math Interventionist	SES	0.5
Karen Whitehead	RtI Math Teacher-6th	SIS	0.13

Kay Alexander	Reading Interventionist	SMS	1
Leslie Stewart	RtI Math Teacher-5th	SIS	0.13
Linda Burnett	Instructional Aide	SES	1
Lisa Goben	Math Interventionist	SIS	0.5
Lucretia Ferguson	Instructional Aide-2nd Grade	Reno	1
Mary King	Instructional Aide	SES	1
Mary Rodgers	RtI Math Teacher-5th	SIS	0.13
Missy Castro	Teacher-PACE Lab	SHS	0.14
Misty Cato	RtI-ELAR Teacher-5th	SIS	0.13
Nina Henderson	Instructional Aide	GCES	1
Patricia Green	Instructional Aide-1st Grade	Reno	1
Paula Moore	Instructional Aide	SES	1
Rhonda Seabourn	Teacher-PACE Lab	SHS	0.86
Sharon Beckworth	Instructional Aide- 3rd & 4th RtI	GCES	1
Sheri Seckel	Teacher-Practical Writing	SHS	0.43
Sylvia Pinto	Instructional Aide	GCES	1
Tamara Grazer	Math Interventionist	GCES	0.4
Tara Chesney	Math Interventionist	Reno	0.4

District Instructional Advisory Committee

Committee Role	Name	Position
Classroom Teacher	Angela Alvis	SIS Teacher
Classroom Teacher	Velvet Barker	SES Librarian
Parent	Jessica Beaman	SES/SMS Parent
Paraprofessional	Sharon Beckworth	Instructional Aide
Dean of Students	Brittany Chavez	SHS Dean of Students
Classroom Teacher	Tara Chesney	Reno Intervention Specialist
Classroom Teacher	Tory Cochran	Reno SPED Teacher
Parent	Chantal Dauenhauer	SMS Parent
Classroom Teacher	Jennifer Logsdon	SMS Teacher
Classroom Teacher	Lisa Goben	SIS Teacher
Parent	Marissa Hansen	SMS/SHS Parent
Classroom Teacher	Jennifer Hentschel	GCES Teacher
Classroom Teacher	Natalie Hill	SMS Teacher
Classroom Teacher	Saskia Hornback	SHS Teacher
Classroom Teacher	Jeff Hunt	SHS Teacher
District-level Professional	Mike Kelley	Superintendent
Classroom Teacher	Wendy Kennedy	SIS Teacher
Parent	Angie McAclister	SIS Parent
Parent	Jaimie Mobley	GCES Parent
Parent	Rachel Norton	SHS/SMS/SIS/Reno Parent
Classroom Teacher	Danice Novak	GCES Teacher
Business Representative	Paige Pearson	SHS Business Rep
District-level Professional	Shane Strickland	Asst. Superintendent
Parent	Rebecca Tamporello	SIS Parent
Classroom Teacher	Melissa Westberry	GCE Teacher

Community Representative	Cally Winstead	SHS/SMS Community Rep
Business Representative	James Wooten	SHS/SMS Business Rep
Classroom Teacher	Carrie Morgan	SES Teacher