

Springtown Independent School District

Reno Elementary

2021-2022



Mission Statement

Mission: The mission of Springtown I.S.D. is 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

Vision: The vision of Reno Elementary is for all students to make one year's growth every school year. Teachers, students, families and the community will work in partnership to create a school that all children will want to attend.

Motto: Creating Successful Adults, One Child at a Time

Table of Contents

Comprehensive Needs Assessment	4
Demographics	4
Student Learning	4
School Processes & Programs	9
Perceptions	11
Priority Problem Statements	13
Comprehensive Needs Assessment Data Documentation	14
Goals	16
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.	17
Goal 2: Springtown ISD will provide a safe, secure, and supportive environment for students, staff, families, and community.	22
Goal 3: Springtown ISD will recruit, employ, develop, and retain a highly-effective staff to optimize student engagement and success.	24
Goal 4: Springtown ISD will promote active parental and community partnerships through communication, collaboration, and participation in order to support student success.	25
Title I Schoolwide Elements	27
ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)	28
1.1: Comprehensive Needs Assessment	28
ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)	28
2.1: Campus Improvement Plan developed with appropriate stakeholders	28
2.2: Regular monitoring and revision	28
2.3: Available to parents and community in an understandable format and language	28
2.4: Opportunities for all children to meet State standards	28
2.5: Increased learning time and well-rounded education	29
2.6: Address needs of all students, particularly at-risk	29
ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)	29
3.1: Develop and distribute Parent and Family Engagement Policy	29
3.2: Offer flexible number of parent involvement meetings	30

Comprehensive Needs Assessment

Demographics

Demographics Summary

Reno Elementary is the home of the Springtown Fighting Porcupines. The campus is surrounded by an agricultural community, neighbored by Reno City Hall, Police and Fire Departments. RES is located northwest of the DFW metroplex and serves students who reside in the eastern portion of the Springtown ISD boundary. Students attending RES have Azle, Reno, Springtown and Boyd addresses. Reno fosters a community spirit, making it a desired place to live, work, and play in Parker County. Reno Elementary is a Title 1, 4A public elementary school opened in 2000 and currently has a student enrollment of 387 students PreK-4th grade. This is an increase of 60 students from the 2020-21 school year. Reno Elementary does accept open enrollment based on availability on a year-to-year basis, and all out-of-district students are required to reapply annually. There is an active PTA at Reno. There are 43 certified staff members and 10 paraprofessionals. Reno student population consists of 27% Hispanic and 66% White students. 75% of our students qualify for free or reduced lunch. 12% of our students are English Language Learners, 1% are GT and 15% receive Special Education Services.

Demographics Strengths

School and community connections and involvement

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Attendance rate at Reno is 94.75% in 2020-2021. **Root Cause:** COVID 19 and lack of school expectations, communication with parents, systems and incentives in place for student attendance.

Problem Statement 2: Number of students who had excessive absences or leave early **Root Cause:** Lack of consistent communication with parents from teachers and administration.

Student Learning

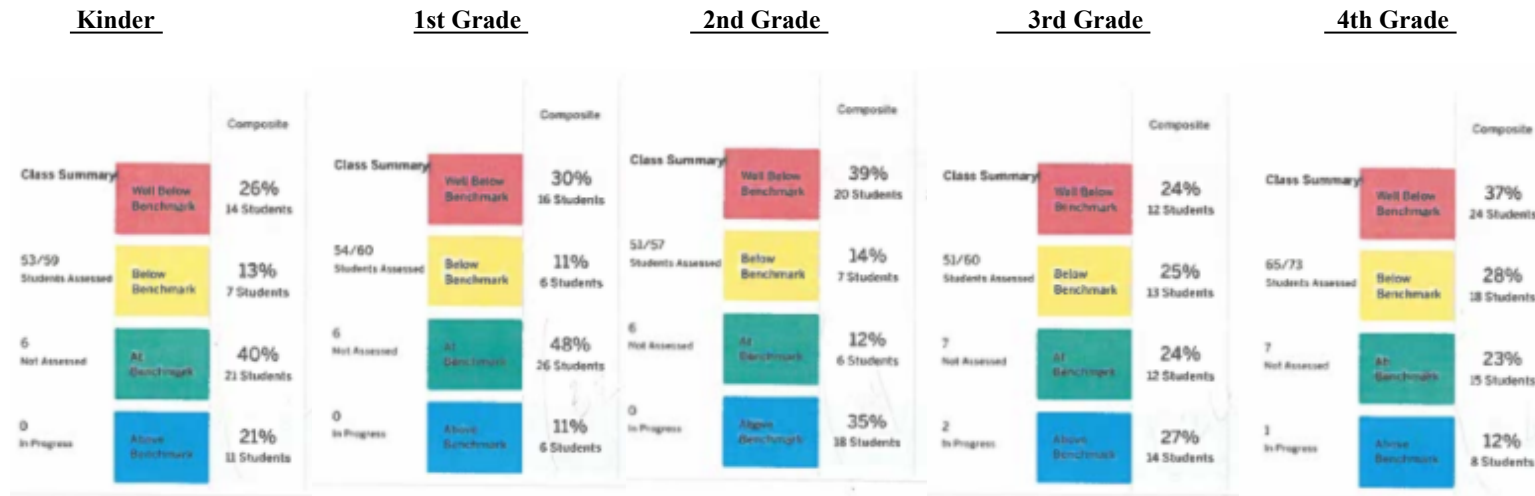
Student Learning Summary

The last rating Reno Elementary received was in 2018-19 and was rated a C with an overall score of 73 out of 100. All campuses were "Not Rated: Declared State of Disaster." for the 2019-20 and 2020-21 school years.

Using data from mClass/Amplify, NWEA/Dreambox, grades, teacher input, STAAR, district assessments, BAS (Benchmark Assessment System) and discipline reports, K-4 students received Tier 2 or Tier 3 interventions/supports. The RTI committee met every six weeks and discussed student needs. When a student had been on Tier 3 with no improvement, a special education referral was considered by the committee. Interventions to support students included Leveled Literacy Intervention (LLI), Amplify & Burst lessons, assignments in Dreambox and Do the Math for 2nd-4th grade. The ARD, LPAC, 504 and RTI committee made decisions concerning state assessment accommodations for 3rd & 4th grade students. Interventions recommended from the RTI committee were implemented by the specialists, instructional assistants and classroom teachers. Tier 3 student interventions were overseen by the reading and math specialists in small groups. Tier 2 students were placed in small groups and seen by the classroom teachers and other instructional support staff.

Support for Special Education students included targeted interventions in an inclusion setting provided by the SPED teacher and/or instructional assistant and/or pull-out support. Last year students identified with dyslexia received System 44 and iRead from our dyslexia teacher and 504 students received interventions recommended by the RTI committee.

mClass Data



2020-2021	BOY			MOY			EOY		
	# of students on grade	# of students	% of students who met	# of students on	# of students	% of students who met	# of students on	# of students	% of students who met
Reading									

	level	tested	benchmark	grade level	tested	benchmark	grade level	tested	benchmark
Kinder	18	65	28%	27	67	40%	40	69	58%
First	23	62	37%	24	63	38%	34	60	57%
Second	18	51	35%	23	58	40%	30	59	51%
Third	25	62	40%	32	63	51%	34	61	56%
Fourth	32	73	44%	38	74	51%	27	74	36%
Campus (K-3)	84	240	35%	106	251	42%	165	323	51%
Campus K-4	116	313	37%	144	325	44%	165	323	51%
District K-4	459	1,261	36%	503	1057	48%	582	1052	55%

NWEA Map Growth Data

Kinder	BOY	MOY	EOY
BELOW Grade Level	28%	32%	31%
ON Grade Level	33%	20%	26%
ABOVE Grade Level	38%	48%	43%
1st Grade	BOY	MOY	EOY
BELOW Grade Level	39%	32%	35%
ON Grade Level	26%	35%	22%
ABOVE Grade Level	35%	32%	43%
2nd Grade	BOY	MOY	EOY
BELOW Grade Level	60%	50%	56%
ON Grade Level	16%	32%	20%
ABOVE Grade Level	25%	18%	24%
3rd Grade	BOY	MOY	EOY
BELOW Grade Level	46%	25%	35%
ON Grade Level	25%	34%	23%
ABOVE Grade Level	29%	41%	42%
4th Grade	BOY	MOY	EOY
BELOW Grade Level	44%	33%	36%
ON Grade Level	29%	29%	23%
ABOVE Grade Level	26%	38%	41%

2020-2021	BOY			MOY			EOY		
Math	# of students on grade level	# of students tested	% of students who met benchmark	# of students on grade level	# of students tested	% of students who met benchmark	# of students on grade level	# of students tested	% of students who met benchmark
Kinder	43	60	72%	45	66	68%	48	70	69%
First	38	62	61%	42	64	66%	40	61	66%
Second	23	57	40%	30	58	52%	26	59	44%
Third	35	65	54%	50	66	76%	42	65	65%
Fourth	40	72	56%	50	75	67%	50	77	65%
Campus (K-3)	179	316	57%	217	329	66%	206	332	62%
Campus K-4	179	316	57%	217	329	66%	206	332	62%
District K-4	768	1,312	59%	895	1327	67%	898	1330	68%

DISTRICT	Approaches Grade Level	Meets Grade Level	Masters Grade Level
Grade 3			
Reading	77%	40%	18%
Math	75%	39%	15%
Grade 4			
Reading	70%	41%	19%
Math	73%	43%	27%
Writing	55%	27%	8%

RES	Approaches Grade Level	Meets Grade Level	Masters Grade Level
Grade 3			
Reading	81%	43%	16%
Math	73%	32%	10%
Grade 4			
Reading	64%	33%	14%

Math	68%	36%	22%
Writing	53%	25%	6%

Texas Education Agency
2021 Closing the Gaps
SPRINGTOWN RENO EL (184902107) - SPRINGTOWN ISD

* Confidential *

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EL (Current & Monitored)+	Special Ed (Current)	
Academic Achievement Status												
ELA/Reading Target	44%	32%	37%	60%	43%	74%	45%	56%	33%	29%	19%	
Target Met	No		No	No					No			
% at Meets GL Standard or Above	36%	-	21%	41%	-	-	-	0%	27%	0%	19%	
# at Meets GL Standard or Above	44	-	6	38	-	-	-	0	22	0	4	
Total Tests	123	-	28	93	-	-	-	2	82	11	21	
Mathematics Target	46%	31%	40%	59%	45%	82%	50%	54%	36%	40%	23%	
Target Met	No		No	No					No			
% at Meets GL Standard or Above	33%	-	18%	39%	-	-	-	0%	29%	9%	14%	
# at Meets GL Standard or Above	41	-	5	36	-	-	-	0	24	1	3	
Total Tests	123	-	28	93	-	-	-	2	82	11	21	
Total Indicators												
Participation 2018-19												
Target	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	
ELA/Reading												
% Participation	100%	-	100%	100%	-	-	-	100%	100%	100%	100%	
# Participants	119	-	35	81	-	-	-	3	82	17	17	
Total Tests	119	-	35	81	-	-	-	3	82	17	17	
Mathematics												
% Participation	100%	-	100%	100%	-	-	-	100%	100%	100%	100%	
# Participants	118	-	34	81	-	-	-	3	81	16	17	
Total Tests	118	-	34	81	-	-	-	3	81	16	17	
Participation 2020-21												
Target	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	
ELA/Reading												
% Participation	97%	100%	97%	96%	-	-	-	100%	97%	100%	96%	
# Participants	143	1	35	104	-	-	-	3	91	15	23	
Total Tests	148	1	36	108	-	-	-	3	94	15	24	
Mathematics												
% Participation	97%	100%	97%	96%	-	-	-	100%	97%	100%	96%	
# Participants	143	1	35	104	-	-	-	3	91	15	23	

Total Tests	148	1	36	108	-	-	-	3	94	15	24
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Student Learning Strengths

- Identifying student needs through RTI committees
- Providing interventions to TIER 2 & 3 students
- 4th grade Math STAAR Masters were above the district and state
- 3rd grade Math STAAR Meets & Masters were above the district and state
- 3rd grade Reading STAAR Approaches and Meets was above state and Approaches Meets & Masters were higher than RES 2019 3rd grade Reading STAAR.
- RES improved in 4th grade Reading/Masters; 3rd grade Reading/Approaches and Masters were higher than RES 2019 STAAR scores.
- RES improved in 3rd grade Math/Approaches & Meets were higher than RES 2019 STAAR scores.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Closing the Gaps indicators were met. The following subgroups did not meet target for ELAR or Math: All Students; Hispanic, White, Economically Disadvantaged; Continuously Enrolled, and Non Continuously Enrolled. The following subgroups did not meet target for ELAR: All Students; Hispanic, White, Economically Disadvantaged; Continuously Enrolled, and Non Continuously Enrolled. **Root Cause:** Not using data to drive instruction and interventions; Lack of solid Tier 1, 2, and 3 instruction.

Problem Statement 2 (Prioritized): At EOY, 56% of Kinder students met benchmark according to mClass. This was behind district average of 77% and the 85% (GCES) and 81% (SES). **Root Cause:** Covid-19, quarantines, virtual learning and lack of time in school, TIER 1 instruction

Problem Statement 3 (Prioritized): At EOY, 69% of Kinder students met benchmark according to NWEA Map Growth. This was behind district average of 77% and the 82% (GCES) and 77% (SES). **Root Cause:** Covid-19, quarantines, virtual learning and lack of time in school, TIER 1 instruction

Problem Statement 4 (Prioritized): At EOY, 44% of Second grade students met benchmark according to NWEA Map Growth. This was behind district average of 57% and the 63% (GCES) and 61% (SES). **Root Cause:** Covid-19, quarantines, virtual learning and lack of time in school, TIER 1 instruction

Problem Statement 5 (Prioritized): At EOY, 36% of 4th Grade students met benchmark according to mClass. This was behind district average of 56% and the 71% (GCES) and 73% (SES).

School Processes & Programs

School Processes & Programs Summary

Professional Practices

There was a 98% retention rate among certified staff. The district provides new teachers to SISD training in August and new teachers to the profession are provided a district mentor who observes and gives them feedback throughout the year. When new staff are hired, they receive a newsletter from the principal with general information. Grade level teams work together to disseminate information to new team members. There are 9 professional development days in August before students return and additional days built in the school calendar. Teachers present information learned to their team in PLCs and on PD days. Teacher capacity is built throughout the school year through PLCs, informal and formal observations by administration, support from the reading and math specialist, and through teachers observing each other. SISD uses T-TESS and T-PESS evaluations for teachers, principals and assistant principals. The principal sends a weekly newsletter to all staff communicating upcoming events, important information and recognizing positive happenings. Teachers are able to be part of a Leadership team that meets once per month with administration.

Curriculum & Instruction

District curriculum directors create a pacing guide for teachers to follow and make sure the curriculum is aligned with the TEKS and ELPS. An additional hour per week of PLC time has been built in the master schedule so that there is time to plan, review data and discuss best practices. District curriculum includes: HMH (K-4), Heggerty (K-2), Go Math (K-4), Zanier-Bloser (K-2), Stem Scopes (K-4), Social Studies Weekly (K-4), Thinking Maps (K-4) & TEKS Resources (K-4), CLI Engage (PreK). Supplemental resources include: Secret Stories (K-2), Time for Kids (2-4), Social Studies Weekly (K-4), Building Fact Fluency (2-4), Number Corner (K&1).

Staff members are included in decision making on the district and campus level. The district has a DIAC committee with representation from all schools. Principals meet with district directors and the superintendent on a regular basis. Reno has a Leadership Team that meets at least once per month. The leadership team consists of 14 members. 9 of the members are K-4 classroom teachers. Other members include the principal, assistant principal, counselor, reading specialist, math specialist and dyslexia teacher. All members volunteered to be part of the team. These team members will help lead professional development, PLCs and weekly grade level plannings. The principal seeks feedback from the staff on a regular basis through emails, surveys and informal conversations.

Student Programs

Students attend "Power Hour" each week while teachers are in PLC time. They rotate through the following classes: PE, music/computers, library and counselor. Third and fourth grade students are able to be recommended for Student Council. Student council members help out in a variety of ways, such as assisting with student arrival and reading with students.

Discipline

Guidance lessons were provided by the counselor to all students each month during Power Hour and teachers had the opportunity to sign up

for additional times. Schoolwide expectations created by the PBIS committee were maintained, positive supports continued (Positive office referrals, Classroom PBIS; Golden Spoon).

Technology

Each K-4 student received a touchscreen chromebook.

School Processes & Programs Strengths

- Retention rate amongst staff
- Time embedded for PLC (Professional Learning Communities)
- Positive supports for students- Positive Office Referrals; Classroom PBIS systems; Golden Spoon (Cafeteria)

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Utilizing technology to increase rigor. **Root Cause:** Lack of PD utilizing technology as a tool to help achieve learning standards.

Perceptions

Perceptions Summary

School Safety

At Reno, we are dedicated to providing a safe and secure environment for the students, staff and visitors to our campus. Emergency Binders are given to each staff member at the BOY to be kept by the exit door. Visitors must ring a doorbell in the front to signal when they arrive. All employees receive CRASE training (intruders/ active shooter) annually, each classroom has a safe, additional cameras have been installed throughout the building, and classroom doors are kept locked. All staff wear ID badges, visitors check in the front office with Intercept software, and the district provides a school resource officer. Emergency/ weather drill expectations are reviewed with staff and drills are scheduled once per month.

Culture & Climate

Staff describe RES as student centered and a positive culture. Staff feel supported by administration and feel that they are involved in the design and implementation of important decisions and policies. School, team and individual student and staff accomplishments are recognized and celebrated. There are celebration assemblies each 9 weeks to recognize students and staff; students receive positive office referrals and staff receive shout-outs from peers and parents. Staff feel that RES fosters collegiality and team building. Campus leadership has quality interactions with students and staff.

Parent & Community Engagement

Reno Elementary 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 campus utilizes an automated calling system (Parent-Link), the campus website, Facebook and Twitter to communicate with as many parents as possible. The principal sends a monthly newsletter to parents via Facebook & school messenger (email & text message). All grade levels send a monthly or weekly newsletter to parents. Community stakeholders are involved in a variety of activities such as the site based committee and Parent-Teacher Association.

Perceptions Strengths

- School safety
- School culture for students and staff
- Communication to parents of school events
- Increased participation in family events

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Limited number of opportunities to engage in academic events **Root Cause:** There were limited opportunities for parents to participate in school events on campus because of Covid-19.

Priority Problem Statements

Problem Statement 1: Attendance rate at Reno is 94.75% in 2020-2021.

Root Cause 1: COVID 19 and lack of school expectations, communication with parents, systems and incentives in place for student attendance.

Problem Statement 1 Areas: Demographics

Problem Statement 2: Closing the Gaps indicators were met. The following subgroups did not meet target for ELAR or Math: All Students; Hispanic, White, Economically Disadvantaged; Continuously Enrolled, and Non Continuously Enrolled. The following subgroups did not meet target for ELAR: All Students; Hispanic, White, Economically Disadvantaged; Continuously Enrolled, and Non Continuously Enrolled.

Root Cause 2: Not using data to drive instruction and interventions; Lack of solid Tier 1, 2, and 3 instruction.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: At EOY, 56% of Kinder students met benchmark according to mClass. This was behind district average of 77% and the 85% (GCES) and 81% (SES).

Root Cause 3: Covid-19, quarantines, virtual learning and lack of time in school, TIER 1 instruction

Problem Statement 3 Areas: Student Learning

Problem Statement 4: At EOY, 69% of Kinder students met benchmark according to NWEA Map Growth. This was behind district average of 77% and the 82% (GCES) and 77% (SES).

Root Cause 4: Covid-19, quarantines, virtual learning and lack of time in school, TIER 1 instruction

Problem Statement 4 Areas: Student Learning

Problem Statement 5: At EOY, 44% of Second grade students met benchmark according to NWEA Map Growth. This was behind district average of 57% and the 63% (GCES) and 61% (SES).

Root Cause 5: Covid-19, quarantines, virtual learning and lack of time in school, TIER 1 instruction

Problem Statement 5 Areas: Student Learning

Problem Statement 6: At EOY, 36% of 4th Grade students met benchmark according to mClass. This was behind district average of 56% and the 71% (GCES) and 73% (SES).

Root Cause 6:

Problem Statement 6 Areas: Student Learning

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- 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 released test questions
- STAAR EL progress measure data
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student failure and/or retention rates
- Local benchmark or common assessments data
- Running Records results

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and progress
- Special programs data, including number of students, academic achievement, discipline, attendance, and progress
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Dyslexia Data
- Response to Intervention (RTI) student achievement data

Student Data: Behavior and Other Indicators

- Class size averages by grade and subject
- School safety data

Employee Data

- State certified and high quality staff data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact





Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation
- Study of best practices

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 3rd and 4th grade students that perform at the meets level on Reading STAAR will increase to 50% by June 2024.

Strategy 1 Details	Reviews			
<p>Strategy 1: Utilize daily "WIN" What I Need to address reading deficits of all students utilizing district and supplemental resources.</p> <p>Strategy's Expected Result/Impact: Growth in meets level on STAAR Reading 3rd & 4th grade</p> <p>Staff Responsible for Monitoring: Principal & Reading Specialist</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p> <p>Problem Statements: Student Learning 1</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Provide a continuum of placements to meet the instructional needs of students with disabilities (in class support, co-teach, resource) and dyslexia.</p> <p>Strategy's Expected Result/Impact: Increased performance of special education students</p> <p>Staff Responsible for Monitoring: SPED teachers, Dyslexia Teacher, Principal</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF</p> <p>Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1</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 1 Problem Statements:





Student Learning
<p>Problem Statement 1: Closing the Gaps indicators were met. The following subgroups did not meet target for ELAR or Math: All Students; Hispanic, White, Economically Disadvantaged; Continuously Enrolled, and Non Continuously Enrolled. The following subgroups did not meet target for ELAR: All Students; Hispanic, White, Economically Disadvantaged; Continuously Enrolled, and Non Continuously Enrolled. Root Cause: Not using data to drive instruction and interventions; Lack of solid Tier 1, 2, and 3 instruction.</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: The percentage of K-3 students that perform on or above grade level as measured by mClass Dibels 8th Edition will increase from 35% to 65% by June 2024.

HB3 Goal

Evaluation Data Sources: Measures may include: mClass Dibels 8

Strategy 1 Details	Reviews			
<p>Strategy 1: Addressing student needs during "WIN" What I Need time utilizing district and supplemental resources. Strategy's Expected Result/Impact: Growth in mClass composite scores Staff Responsible for Monitoring: Campus Administrators; Reading Specialist Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction Problem Statements: Student Learning 2, 5 Funding Sources: - 211- Title I, Part A</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: 100% of PK-4 teachers and administrators will successfully complete the Reading Academy by June 2023. Strategy's Expected Result/Impact: Growth in mClass composite scores; Improved reading performance Staff Responsible for Monitoring: Director of Curriculum and Instruction; Campus Administrators Title I Schoolwide Elements: 2.4, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Feb	Apr	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Performance Objective 2 Problem Statements:

Student Learning
<p>Problem Statement 2: At EOY, 56% of Kinder students met benchmark according to mClass. This was behind district average of 77% and the 85% (GCES) and 81% (SES).</p>
<p>Root Cause: Covid-19, quarantines, virtual learning and lack of time in school, TIER 1 instruction</p>
<p>Problem Statement 5: At EOY, 36% of 4th Grade students met benchmark according to mClass. This was behind district average of 56% and the 71% (GCES) and 73% (SES).</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 prekindergarten students that perform on or above grade level as identified by the Circle P: Rapid Vocabulary measure will increase from 27% to 60% by June 2024.

Targeted or ESF High Priority

Evaluation Data Sources: Circle PM Assessment

Strategy 1 Details	Reviews			
<p>Strategy 1: Provide the required 30 hours of Early Childhood specific training and coaching to Pre-Kindergarten teachers (15 hours of training and 15 hours of coaching) focusing on the implementation of 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; Campus Administrators</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction</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 (but specifically the Reno area) boundaries.</p> <p>Strategy's Expected Result/Impact: A transition plan outlining details for the transition of: -PreK students to Kindergarten -Daycare students to PreK</p> <p>Staff Responsible for Monitoring: Director of Elementary Curriculum & Instruction; Campus Administrators</p> <p>Title I Schoolwide Elements: 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning</p> <p>Funding Sources: mCLASS with Amplify Reading - 199-PIC 30 SCE, Title IA, Schoolwide Activity - \$13,457, mCLASS with Amplify Reading Professional Development - 199-PIC 30 SCE, Title IA, Schoolwide Activity - \$668</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. Build student background knowledge.</p> <p>Staff Responsible for Monitoring: Director of Elementary & Instruction; Campus Administrators; PreK teachers</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Feb	Apr	June
<p>  No Progress  Accomplished  Continue/Modify  Discontinue </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: The percentage of 3rd and 4th grade students that perform at the meets level on Math STAAR will increase to 55% by June 2024.

Targeted or ESF High Priority

Evaluation Data Sources: 3-4 STAAR scores

Strategy 1 Details	Reviews			
<p>Strategy 1: Utilize daily "WIN" What I Need to address math deficits of all students utilizing district and supplemental resources.</p> <p>Strategy's Expected Result/Impact: Increase performance of all students; Close achievement gaps of students</p> <p>Staff Responsible for Monitoring: Campus Administrators; Specialist</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Provide a continuum of placements to meet the instructional needs of students with disabilities (i.e. in class support, co-teach, and resource programs) dyslexia.</p> <p>Strategy's Expected Result/Impact: Increased performance of special education students; close achievement gap of students</p> <p>Staff Responsible for Monitoring: Campus Administrators; Special Education teachers</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1</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>				

Performance Objective 4 Problem Statements:





Student Learning
<p>Problem Statement 1: Closing the Gaps indicators were met. The following subgroups did not meet target for ELAR or Math: All Students; Hispanic, White, Economically Disadvantaged; Continuously Enrolled, and Non Continuously Enrolled. The following subgroups did not meet target for ELAR: All Students; Hispanic, White, Economically Disadvantaged; Continuously Enrolled, and Non Continuously Enrolled. Root Cause: Not using data to drive instruction and interventions; Lack of solid Tier 1, 2, and 3 instruction.</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: The percentage of K-3 students that perform on or above grade level as measured by NWEA Map Growth Math will increase from 37% 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 to address math deficits of all students utilizing district and supplemental resources.</p> <p>Strategy's Expected Result/Impact: Growth in NWEA Map Growth Overall Scores</p> <p>Staff Responsible for Monitoring: Campus Administrators; Math Specialist</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 3, 4</p>	Formative			Summative
	Nov	Feb	Apr	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				





Performance Objective 5 Problem Statements:

Student Learning
<p>Problem Statement 3: At EOY, 69% of Kinder students met benchmark according to NWEA Map Growth. This was behind district average of 77% and the 82% (GCES) and 77% (SES). Root Cause: Covid-19, quarantines, virtual learning and lack of time in school, TIER 1 instruction</p> <p>Problem Statement 4: At EOY, 44% of Second grade students met benchmark according to NWEA Map Growth. This was behind district average of 57% and the 63% (GCES) and 61% (SES). Root Cause: Covid-19, quarantines, virtual learning and lack of time in school, TIER 1 instruction</p>

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: Provide guidance sessions targeting social emotional learning to students utilizing Choose Love and supplemental resources.</p> <p>Strategy's Expected Result/Impact: Decrease in office referrals and bus write ups, etc. ; growth as indicated on the DESSA mini screener.</p> <p>Staff Responsible for Monitoring: Counselor; Assistant Principal</p> <p>Title I Schoolwide Elements: 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Provide crossover activities and/or events to facilitate smooth transitions for students between schools.</p> <p>Strategy's Expected Result/Impact: 70% of students enrolled in grade Pre-K and 4 will participate in a transitional activity or event.</p> <p>Staff Responsible for Monitoring: Campus Administrator</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Hold behavior MTSS meetings for students who need TIER 3 interventions.</p> <p>Strategy's Expected Result/Impact: Assistant Principal; Counselor</p> <p>Title I Schoolwide Elements: 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  0% No Progress </div> <div style="text-align: center;">  100% 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 2: SISD will promote social emotional competence of all students.





Evaluation Data Sources: DESSA Mini

Strategy 1 Details	Reviews			
<p>Strategy 1: Administer the DESSA mini screener to all students in grades K-4. Strategy's Expected Result/Impact: Improve the social emotional competence of all students; Growth between administrations of DESSA mini screener. Staff Responsible for Monitoring: Campus Administrators; Counselor ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>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 mini screener. Staff Responsible for Monitoring: Campus Administrators; Counselors ESF Levers: Lever 3: Positive School Culture</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 3: Springtown ISD will recruit, employ, develop, and retain a highly-effective staff to optimize student engagement and success.

Performance Objective 1: Reno Elementary will have a staff retention rate of 90% or higher for the 2020-2021 school year.





Targeted or ESF High Priority

Strategy 1 Details	Reviews			
<p>Strategy 1: Provide professional development to staff (Embedded PLC time each week, instructional coaching, PD during inservice days and after school, Region Service Center trainings, District PD) PD topics will be chosen on a basis off of teacher proficiency and areas of need to further support them as teacher professionals.</p> <p>Strategy's Expected Result/Impact: More developed teachers; Improved instruction; clear expectations for planning and instruction. Increase in staff retention rate</p> <p>Staff Responsible for Monitoring: Principal; Assistant Principal; Reading and Math Specialist; Team Leads of each grade.</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 2: Effective, Well-Supported Teachers</p> <p>Funding Sources: PK Professional Development and Coaching (ESC 11) - 255 Title II, Part A - \$5,279</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Provide professional development opportunities for campus administrators, specialists, counselor, physical education, music, library, technology, and auxiliary staff.</p> <p>Strategy's Expected Result/Impact: Knowledgeable staff members who can better support teachers and assist with student needs.</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools</p> <p>Funding Sources: Effective Schools Framework Training - 255 Title II, Part A - \$100, BER Dyslexia Conference - 255 Title II, Part A - \$459</p>	Formative			Summative
	Nov	Feb	Apr	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

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

Performance Objective 1: 100% of the parents/ guardians of students at Reno will take an active part in the education of their children by participating in at least one academic event hosted by the school.

Evaluation Data Sources: Parent Sign in sheets

Strategy 1 Details	Reviews			
<p>Strategy 1: Each teacher will complete a Parent/teacher conference in the Fall.</p> <p>Strategy's Expected Result/Impact: Parent/teacher will have better communication and parent will gain knowledge to be an academic partner in their child's education.</p> <p>Staff Responsible for Monitoring: Principal; Assistant Principal; Parent Liaison; Team Leads in each grade level.</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p>	Formative			Summative
	Nov	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <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 2: For the 2021-22 school year, attendance rate will increase to 96%

Targeted or ESF High Priority

Evaluation Data Sources: Data from Skyward

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.