

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



# **Mission Statement**

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

## **Vision**

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

## **Value Statement**

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

## **Students Exemplifying Success**

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# Goals

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





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

## HB3 Goal

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

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





Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Implement the NWEA Map Growth and Dreambox Program with fidelity.  <b>Strategy's Expected Result/Impact:</b> 100% of teachers will implement the programs to improve awareness of student strengths and deficits.  <b>Staff Responsible for Monitoring:</b> Administration, Instructional Specialists  <b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Provide literacy coaching/ training to teachers- Teachers will receive literacy training from Sarah Waller, including coaching time, observations and feedback.  <b>Strategy's Expected Result/Impact:</b> Walk-through data will show the literacy training received being implemented.  <b>Staff Responsible for Monitoring:</b> Administration, Reading Intervention Specialist  <b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> Provide supplemental focused/accelerated instruction for all sub-populations of students, including iREAD or System 44 for 3 students with dyslexia.  <b>Strategy's Expected Result/Impact:</b> Reading levels of SPED &amp; TIER 3 students that are provided intervention will increase.  <b>Staff Responsible for Monitoring:</b> Specialists, SPED teachers, Dyslexia teacher  <b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 5: Effective Instruction</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 6 Details	Reviews			
<p><b>Strategy 6:</b> Utilize student data (STAAR failures) for grouping of students for accelerated instruction during WIN (What I Need) time to provide students will more differentiated access to grade level curriculum.  <b>Strategy's Expected Result/Impact:</b> Students will receive more targeted interventions.  <b>Staff Responsible for Monitoring:</b> Principal, Specialists, Team Leads  <b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>

Strategy 7 Details	Reviews			
<b>Strategy 7:</b> Provide technology devices and necessary support equipment for to support the Title I program. <b>Strategy's Expected Result/Impact:</b> Improved student achievement <b>Staff Responsible for Monitoring:</b> Administrative team <b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 5: Effective Instruction	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 8 Details	Reviews			
<b>Strategy 8:</b> Provide supplemental reading, writing, and math resources to support the Title I Schoolwide program. <b>Strategy's Expected Result/Impact:</b> Improved student achievement <b>Staff Responsible for Monitoring:</b> Administrative team <b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
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**Goal 2:** Springtown ISD will provide a safe, secure, and supportive environment for students, staff, families, and community.





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

**Evaluation Data Sources:** PEIMS Discipline Data

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

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

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





Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Train staff on all emergency and crisis plan procedures. <b>Strategy's Expected Result/Impact:</b> Staff will be prepared for the various circumstances that can occur within or outside of our buildings, <b>Staff Responsible for Monitoring:</b> Administrative Team, Counselor, Parent Liaison	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Utilize the Positive Proof visitor management badge system daily and at all special events within the school day. <b>Strategy's Expected Result/Impact:</b> Consistent expectations for parents and visitors who enter our building. <b>Staff Responsible for Monitoring:</b> Administrative Team, Counselor, Office Staff	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Transition opportunities for students to visit new classrooms and other campuses; specifically Pre-K and 4th grade. <b>Strategy's Expected Result/Impact:</b> Students feel secure moving to new surroundings <b>Staff Responsible for Monitoring:</b> Pre-K teachers; 4th Grade Teachers, Counselor	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 4 Details	Reviews			
<b>Strategy 4:</b> Conduct a required safety drills; monitor and make adjustments as needed. <b>Strategy's Expected Result/Impact:</b> Increased safety and preparedness <b>Staff Responsible for Monitoring:</b> Administrative Team, Office Staff, Counselor	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
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**Goal 2:** Springtown ISD will provide a safe, secure, and supportive environment for students, staff, families, and community.

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





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

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Provide individual and group counseling/ guidance sessions <b>Strategy's Expected Result/Impact:</b> Improved self esteem; students will make better choices; less office referrals <b>Staff Responsible for Monitoring:</b> Counselor	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Provide parents with a listing of support services to help them or their children cope with everyday life and stress. <b>Strategy's Expected Result/Impact:</b> Improved self esteem; students will make better choices; less office referrals <b>Staff Responsible for Monitoring:</b> Counselor	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
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**Goal 3:** Springtown ISD will recruit, employ, develop, and retain a highly-effective staff to optimize student engagement and success.

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





**Evaluation Data Sources:** HR records

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Provide professional development to staff (Embedded PLC time each week, instructional coaching, PD during inservice days and after school, Region Service Center trainings, District PD) PD topics will be chosen on a basis off of teacher proficiency and areas of need to further support them as teacher professionals.</p> <p><b>Strategy's Expected Result/Impact:</b> More developed teachers; Improved instruction; clear expectations for planning and instruction. Increase in staff retention rate</p> <p><b>Staff Responsible for Monitoring:</b> Principal; Assistant Principal; Reading and Math Specialist; Team Leads of each grade.</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Provide professional development opportunities for campus administrators, specialists, counselor, physical education, music, library, technology, and auxiliary staff.</p> <p><b>Strategy's Expected Result/Impact:</b> Provide professional development opportunities for campus administrators, specialists, counselor, physical education, music, library, technology, and auxiliary staff.</p> <p><b>Staff Responsible for Monitoring:</b> Administrative staff</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Improve low-performing schools</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
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**Goal 4:** Springtown ISD will promote active parental and community partnerships through communication, collaboration, and participation in order to support student success.

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





**Evaluation Data Sources:** PEIMS Data

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Inform parents of attendance policies and required documentation using all of the following modalities; Student Handbook notification; Website notification; Personal reminders made during daily attendance messages.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase student achievement with better attendance, Increased parent communication</p> <p><b>Staff Responsible for Monitoring:</b> Attendance reports</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Recognize students with perfect attendance every nine weeks. Prize for all students with perfect attendance and drawing for end of year perfect attendance for different type of prize.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase student achievement due to students missing less instruction</p> <p><b>Title I Schoolwide Elements:</b> 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p>	Formative			Summative
	Nov	Feb	Apr	June
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**Goal 4:** Springtown ISD will promote active parental and community partnerships through communication, collaboration, and participation in order to support student success.

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

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

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

# **Title I Schoolwide Elements**

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

### **1.1: Comprehensive Needs Assessment**

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

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

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

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

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

### **2.2: Regular monitoring and revision**

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

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

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

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

The school determines campus-wide reform strategies based upon formative and summative student achievement data. The CIP includes a description of how such strategies will provide opportunities for all children, including each of the student populations (economically disadvantaged students, students from major racial and ethnic groups, children with disabilities and English learners [Sec 1111(c)(2)] to meet the challenging state academic standards. This requirement is documented at the strategy level in Plan4Learning. Each strategy meeting the requirements of 2.4 includes this Element designation above the strategy.

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

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

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

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

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

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

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

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

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

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

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

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

# Addendums