

# Rockwall Independent School District

## Ouida Springer Elementary

### 2023-2024 Improvement Plan



# Mission Statement

## Our Learner Outcomes

- - All students will be college and/or career ready.
  - All students will demonstrate resilience to navigate adversity and educational challenges.
  - All students will think critically to problem solve independently.
  - All students will possess strong ethical, emotional and social intelligence.
  - All students will apply creativity and innovation in a variety of learning opportunities.
  - All students will create and engage in a personalized learning plan.
  - All students will demonstrate the use of soft skills to effectively collaborate and communicate.
  - All students will utilize a variety of media resources to demonstrate mastery of the curriculum.
  - All students will experience the fulfillment of community service.

### Ouida Springer Elementary Mission

Ouida Springer Elementary will provide a quality education for all students to be prepared to succeed at the next level of learning by:  
fostering a nurturing environment in which every student can achieve,  
recognizing and respecting all students, encouraging family and community involvement, and  
providing an atmosphere that is safe and conducive to learning.

## Vision

**Rockwall ISD empowers learners to embody independence, value relationships and achieve excellence as thriving members of a dynamic global community.**

### Ouida Springer Elementary Vision

Ouida Springer Elementary will empower all students to be their best.

# Value Statement

## We believe that ...

- - We believe that collaborative relationships create a culture where learners thrive.
  - We believe that an effective learning environment is collaborative, safe, challenging and responsive to the diverse needs of all students.
  - We believe that learning is a partnership that engages all members of our community to empower empathetic and responsible citizens for success beyond themselves.
  - We believe that all learners deserve to be challenged in preparation for lifelong learning and future success.

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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

23-24 #'s		RAN: 9/26/2023
Total enrollment:		
Male	331	
Female	292	
Low Socio-Economic Status	31%	218
Total	623	
Total Student Enrollment by Grade Level:		
Grade Level	# of Students	% of Total Pop.
PK	40	6%
K	79	12.70%
1	73	11.70%
2	86	13.80%
3	77	12.40%
4	89	14.30%
5	92	14.80%
6	84	13.50%
Student Enrollment by Ethnicity:		
Ethnicity	# of students	%
White	289	46.40%
Black	69	11.10%
Asian	21	3.40%

American Indian	5	0.80%
Multi-Racial	24	3.90%
Hispanic/Latino	215	34.50%
LEP Students by Grade Level (PK-6):		
Grade Level	# of Students	
PK	23	
K	18	
1	21	
2	25	
3	13	
4	23	
5	18	
6	24	
TOTAL	165	
Total Mobility Rate:		
# of New Students	32	
# of Withdrawn Students	10	
Enrollment on 1st Day	601	
Mobility Rate	15%	
Students Enrolled in Special Programs:		
Program:	# of students	% of Total Enrollment
SPED	104	16.69%
504	33	5%
LEP	165	26%
SAGE	36	6%

### Demographics Strengths

- We are a campus with students of diverse backgrounds.

- We serve bilingual students.
- We represent varied needs.
- Our enrollment has stayed consistent in the past 2 years.
- We recruit highly qualified and effective staff.
- We utilize PLCs for teacher and student growth.
- We have a bilingual administrator.
- We have evening activities specifically for Title I families.
- Communication that goes out to our families is in English and Spanish.
- Streamlined MTSS process to meet the needs of all students

### **Problem Statements Identifying Demographics Needs**

**Problem Statement 1 (Prioritized):** There is not a seamless system to progress monitor special education being served primarily in the general education setting. **Root Cause:** There is not a designated planning time integrated with special program teachers. There is no protocol for communication for all who service the student.

**Problem Statement 2 (Prioritized):** There is a lack of participation in extracurricular activities that encourage community and family involvement for the representative student population. **Root Cause:** Events need to be family friendly and involve parent interaction more often.

**Problem Statement 3:** Lower listening, speaking, reading, and writing on TELPAS hindering exit numbers. **Root Cause:** Clustering these populations into one class during 5th and 6th grade years and lack of academic language use in second language..

# Student Learning

## Student Learning Summary

### MClass BOY 2023

Rockwall ISD (TX)		Current as of 09/27/2023	
Grade K	Reference Data	Reference Point: District	
	23-24 BOY		1096
Ouida Springer	23-24 BOY		59
Grade 1	Reference Data	Reference Point: District	
	23-24 BOY		1201
Ouida Springer	23-24 BOY		51
Grade 2	Reference Data	Reference Point: District	
	23-24 BOY		1291
Ouida Springer	23-24 BOY		64

### MAP (3-6) Fall to Spring progress

Achievement by Grade			
Springer Elementary   Math K-12			
Grade ↑	Achievement Spring 2022-2023 Median and Distribution	Sort by -- select an option --	Number of Students
Grade 3			83
Grade 4			91
Grade 5			81
Grade 6			107

Percentiles Key: ● 1st - 20<sup>th</sup> ● 21st - 40<sup>th</sup> ● 41st - 60<sup>th</sup> ● 61st - 80<sup>th</sup> ● >80<sup>th</sup>

### 2023 STAAR



3-6 Reading goal: approaches 86, meets 57, masters 36  
3-6 Reading preliminary summary: approaches 83, meets 63, masters 37

23-24 Goals: approaches 90, meets 68, masters 42

3-6 Math goal: approaches 92, meets 69, masters 46  
3-6 Math preliminary summary: approaches 83, meets 56, masters 31

23-24 Goals: approaches 90, meets 65, masters 40.

### **Student Learning Strengths**

6th grade Map Math Growth achieved well above the projected growth.

K-2 mCLASS is within the district average at MOY and EOY. 2nd grade is well above the district average for meets and well above in MCLASS Reading scores.

In all grades and subjects, Springer is within 2 points or well above average district on MAP growth and STAAR projections.

### **The following actions contributed to these strengths:**

3rd grade, 1st time taking math so growth projection is below their actual ability. Need to explain MAP to 3rd graders before BOY and create goals with each student.

Targeted intervention in all grades for both Math and Reading, streamlined MTSS process with well-organized intervention schedule and “all hands on deck” mentality for who is responsible for interventions at all tiers.

Goal setting with students to imagine math has been positive because of quick celebration.

## **Problem Statements Identifying Student Learning Needs**

**Problem Statement 1 (Prioritized):** We had inconsistent MAP growth in math grades 3-6 from BOY to EOY. **Root Cause:** We do not have formative assessments across all grade levels within the lesson structure for checking understanding during the lesson.

**Problem Statement 2 (Prioritized):** Our data tracking binders do not appear to have a positive impact on student performance. **Root Cause:** We do not have systems in place to ensure all students and parents understand the Data Tracking Binders This is the first year of implementation. We do not believe all grades have explained the why behind data binders and there may not be consistency among grades and vertically among subjects.

**Problem Statement 3:** Our low socio-economic student group did not perform as well as their peers on MAP and STAAR in reading and math. **Root Cause:** There is a need to promote attendance for all students and have a way to systematically check for understanding throughout the lesson.

# School Processes & Programs

## School Processes & Programs Summary

What are our programs and processes?

- Scope and sequence
- Master schedule
- Intervention schedule
- PLCs
- Campus Improvement Committee
- Teacher and parent anonymous surveys
- Survey for input
- Increased technology
- Data walks
- Teacher committees
- Vertical teams
- Data driven decisions
- Safe environment where staff can voice opinions
- Weekly door audits
- PBIS
- CHAMPS
- District curriculum documents
- Curriculum Design Teams with district/campus staff
- PTA
- House System with house points
- Data Notebooks
- HB4545 tutoring
- Sister School PLCs
- 1:1 Chromebooks
- Interactive touch screens
- Technology choice sessions for professional development
- 4th-6th grade check-in with our counselor
- Scheduled guidance lessons

## School Processes & Programs Strengths

- Scope and sequence
- Master schedule
- Intervention schedule
- PLCs
- Campus Improvement Committee
- Teacher and parent anonymous surveys
- Survey for input
- Increased technology
- Data walks
- Teacher committees
- Vertical teams
- Data driven decisions
- Safe environment where staff can voice opinions
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- Scheduled guidance lessons

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

**Problem Statement 1:** Not all students have access to weekly restorative circles **Root Cause:** We do not have a weekly protocol to ensure they are implemented weekly.

**Problem Statement 2:** Our students who are at the master level on MAP are not meeting their MAP goals at the same percentage as other groups of students **Root Cause:** Our curriculum and enrichment time do not have lessons to challenge these groups of students

**Problem Statement 3:** PBIS implementation in classrooms is inconsistent among grade-levels. **Root Cause:** Positive reinforcement is not seen in some classrooms or no given consistently to impact student choices.

# Perceptions

## Perceptions Summary

Springer provides a welcoming and safe environment for all stakeholders. Normal operations include lunch with parents, family events after school hours, kindergarten graduation program with families, 6th-grade graduation with families, musical grade-level performances, and field day. The House System continues in all grade levels, creating unity among students and staff, opportunities for connections across grade levels, and opportunities for positive interactions in planned assemblies. Stakeholders expressed that there was a general positive culture when entering our campus and interacting with members of our learning community. Common direction and a sense of community is developed from the regular parent and counselor newsletters, the anonymous tip line, and the PTA's involvement in multiple events. The safety of our students continues to be a priority as we hold safety drills, maintain locked doors, signs on doors, employee badges, and manage a strict check-in system. The facility is well-maintained and clean.

## Perceptions Strengths

- House System
- PTA
- Musical and Art Performance Nights for Grade-levels
- Social Media Presence
- Communication via School, Counselor and Grade level newsletters
- Community partnerships to support families and students
- Campus Committees
- CHAMPS
- Student Academic Achievement
- Families' participation during school functions: Booktacular/Book Fair; Stallion TV; Student Showcase Night
- Instructional Coaches Support Teachers via feedback, observations, and resources.
- Choice of SEL, R-Time, and Better Together for community / Social-emotional building
- Home Parent-Child Projects

## Problem Statements Identifying Perceptions Needs

**Problem Statement 1 (Prioritized):** PBIS in common areas not followed consistently among all grade levels. **Root Cause:** Expectations are not reviewed and rehearsed consistently throughout the year.

**Problem Statement 2 (Prioritized):** Bilingual families are not as involved in our PTA as Monolingual families. **Root Cause:** Meetings are not offered in both English and Spanish, as well, as there is an absence of bilingual families on the PTA board.

**Problem Statement 3 (Prioritized):** House Point System was not consistently implemented throughout the school year. **Root Cause:** Too many systems of giving points causes many teachers to not give any points at all.

# Priority Problem Statements

**Problem Statement 1:** There is not a seamless system to progress monitor special education being served primarily in the general education setting.

**Root Cause 1:** There is not a designated planning time integrated with special program teachers. There is no protocol for communication for all who service the student.

**Problem Statement 1 Areas:** Demographics

**Problem Statement 2:** There is a lack of participation in extracurricular activities that encourage community and family involvement for the representative student population.

**Root Cause 2:** Events need to be family friendly and involve parent interaction more often.

**Problem Statement 2 Areas:** Demographics

**Problem Statement 3:** We had inconsistent MAP growth in math grades 3-6 from BOY to EOY.

**Root Cause 3:** We do not have formative assessments across all grade levels within the lesson structure for checking understanding during the lesson.

**Problem Statement 3 Areas:** Student Learning

**Problem Statement 4:** Our data tracking binders do not appear to have a positive impact on student performance.

**Root Cause 4:** We do not have systems in place to ensure all students and parents understand the Data Tracking Binders. This is the first year of implementation. We do not believe all grades have explained the why behind data binders and there may not be consistency among grades and vertically among subjects.

**Problem Statement 4 Areas:** Student Learning

**Problem Statement 5:** PBIS in common areas not followed consistently among all grade levels.

**Root Cause 5:** Expectations are not reviewed and rehearsed consistently throughout the year.

**Problem Statement 5 Areas:** Perceptions

**Problem Statement 6:** Bilingual families are not as involved in our PTA as Monolingual families.

**Root Cause 6:** Meetings are not offered in both English and Spanish, as well, as there is an absence of bilingual families on the PTA board.

**Problem Statement 6 Areas:** Perceptions

**Problem Statement 7:** House Point System was not consistently implemented throughout the school year.

**Root Cause 7:** Too many systems of giving points causes many teachers to not give any points at all.

**Problem Statement 7 Areas:** Perceptions



# Goals

Revised/Approved: September 25, 2023





**Goal 1:** Ouida Springer Elementary will ensure consistent vertical alignment in instructional processes to help ensure that the curriculum is consistent and builds upon prior knowledge as students move from one grade to another.

**Performance Objective 1:** The percentage of students reaching Approaches, Meets, or Masters in grades 3-6 reading will increase from approaches 83%, meets 63%, and masters 37 % to 90% approaches, 68% meets, 42% masters

**High Priority**

**Evaluation Data Sources:** formative assessments, unit assessments, and map performance

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Monitor student reading progress through MCLASS, CCAs, formative assessments, MAP in grades 3-6, and DRA in grades K-3 three times a year. Collaborate the DRA process through training and/or providing consistent assessment</p> <p><b>Strategy's Expected Result/Impact:</b> Consistent, reliable data to monitor students' reading growth in grades PreK-6</p> <p><b>Staff Responsible for Monitoring:</b> coaches, administrators</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math -</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Use the PLC process to create, update, and monitor student progress including students that receive intervention</p> <p><b>Strategy's Expected Result/Impact:</b> Implementation of interventions will be able to be monitored for fidelity to watch for student growth</p> <p><b>Staff Responsible for Monitoring:</b> teachers, instructional coaches</p> <p><b>ESF Levers:</b> Lever 5: Effective Instruction</p> <p><b>Funding Sources:</b> Title One Instructional Assistant - 211 - Title I Funds - \$67,082</p>	Formative			Summative
	Dec	Feb	Apr	June





Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Teachers will help students will set goals and monitor their progress towards meeting their goals.  <b>Strategy's Expected Result/Impact:</b> Master's level will increase  <b>Staff Responsible for Monitoring:</b> teachers, administration</p> <p><b>Funding Sources:</b> SAGE Teacher - 211 - Title I Funds - \$10,000</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Vertical teams will meet systematically to align ELAR instruction.  <b>Strategy's Expected Result/Impact:</b> Students will meet expected growth.  <b>Staff Responsible for Monitoring:</b> administration, teachers, coaches</p> <p><b>ESF Levers:</b>  Lever 5: Effective Instruction</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> ELAR/SS Instructional coach will work with new to grade level and new to Springer staff by going through the coaching cycle.  <b>Strategy's Expected Result/Impact:</b> Tier One instruction will result in 85% of students being at Tier One.  <b>Staff Responsible for Monitoring:</b> instructional coaches, administrators</p> <p><b>TEA Priorities:</b>  Recruit, support, retain teachers and principals, Build a foundation of reading and math  -</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 6 Details	Reviews			
<p><b>Strategy 6:</b> Teachers and part-time interventionists will provide intervention to students who are below grade level.  <b>Strategy's Expected Result/Impact:</b> Students will make a minimum of one year's growth.  <b>Staff Responsible for Monitoring:</b> teachers, administration</p> <p><b>Funding Sources:</b> interventionists - 211 - Title I Funds - \$12,000</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
<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 1:** Ouida Springer Elementary will ensure consistent vertical alignment in instructional processes to help ensure that the curriculum is consistent and builds upon prior knowledge as students move from one grade to another.

**Performance Objective 2:** The percentage of students reaching Approaches, Meets, or Masters in grades 3-6 math will increase from 83% approaches, 56% meets, and 31% masters to 90% approaches, 65% meets, and 40% masters

**Evaluation Data Sources:** formative assessments, map, STAAR





Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Monitor student math progress through MAP testing, CCAs, and formative assessments and plan for intervention and enrichment.</p> <p><b>Strategy's Expected Result/Impact:</b> Consistent, reliable data to monitor students' math growth in grades PreK-6</p> <p><b>Staff Responsible for Monitoring:</b> teachers, instructional coaches, administration</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Use the PLC process to create, update, and monitor student progress including students that receive intervention</p> <p><b>Strategy's Expected Result/Impact:</b> Implementation of interventions will be able to be monitored for fidelity to watch for student growth</p> <p><b>Staff Responsible for Monitoring:</b> teachers, instructional coaches, administration</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p> <p><b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Teachers will help students set goals and monitor their progress towards meeting their goals.</p> <p><b>Strategy's Expected Result/Impact:</b> 3rd, 4th, and 5th grade Math MAP will achieve projected growth.</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>

Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Math/Science Instructional coach will work with new to grade level and new to Springer staff by going through the coaching cycle.</p> <p><b>Strategy's Expected Result/Impact:</b> Tier One instruction will result in 85% of students being at tier one.</p> <p><b>Staff Responsible for Monitoring:</b> instructional coaches, administration</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>-</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> Vertical teams will meet systematically to align mathematics instruction.</p> <p><b>Strategy's Expected Result/Impact:</b> Math STAAR scores will increase.</p> <p><b>Staff Responsible for Monitoring:</b> instructional coach, teachers, administration</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 6 Details	Reviews			
<p><b>Strategy 6:</b> Teachers and part-time interventionists will provide intervention to students who are below grade level.</p> <p><b>Strategy's Expected Result/Impact:</b> Students who are below grade level will make a minimum of one year's growth.</p> <p><b>Staff Responsible for Monitoring:</b> staff, administration</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p> <p><b>Funding Sources:</b> Interventionist - 211 - Title I Funds</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
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**Goal 1:** Ouida Springer Elementary will ensure consistent vertical alignment in instructional processes to help ensure that the curriculum is consistent and builds upon prior knowledge as students move from one grade to another.

**Performance Objective 3:** The percentage of students reaching approaches, meets, or masters on the grade 5 Science STAAR will increase from 80% approaches, 49% meets, and 22% masters to 85%, approaches, 55% meets, and 38% masters.

**Evaluation Data Sources:** STAAR

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Monitor student science progress through CCA and CBA data. <b>Strategy's Expected Result/Impact:</b> Consistent, reliable data to monitor students' science growth in grades 2-6 <b>Staff Responsible for Monitoring:</b> teachers coaches, administrators	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Use the PLC process to create, update, and monitor student progress including students that receive intervention <b>Strategy's Expected Result/Impact:</b> Implementation of interventions will be able to be monitored for fidelity to watch for student growth <b>Staff Responsible for Monitoring:</b> teachers, instructional coaches, administrators	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Set a vertical science team that will focus on student mastery of grade level science academic vocabulary. <b>Strategy's Expected Result/Impact:</b> The Science CBA approaches, meets, and masters will be above district average. <b>Staff Responsible for Monitoring:</b> teachers, coaches, administration	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 4 Details	Reviews			
<b>Strategy 4:</b> Math/Science Instructional coach will work with new to the grade level and new to Springer staff by going through the coaching cycle. <b>Strategy's Expected Result/Impact:</b> 85% of students will meet content expectations through tier one instruction	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
<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 1:** Ouida Springer Elementary will ensure consistent vertical alignment in instructional processes to help ensure that the curriculum is consistent and builds upon prior knowledge as students move from one grade to another.





**Performance Objective 4:** Student groups that did not meet the target on STAAR for the 22-23 school year will meet the STAAR target in growth and achievement including the following student groups:

Academic growth in math:

Achievement in math:





**High Priority**

**Evaluation Data Sources:** STAAR

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Monitor student progress in core content areas through district-provided assessment tools</p> <p><b>Strategy's Expected Result/Impact:</b> Consistent, reliable data to monitor students' growth in grades PreK-6 will results in student growth</p> <p><b>Staff Responsible for Monitoring:</b> teachers, instructional coaches, administration</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Use the PLC process to create, update, and monitor student progress including students that receive intervention</p> <p><b>Strategy's Expected Result/Impact:</b> Implementation of interventions will be able to be monitored for fidelity to watch for student growth</p> <p><b>Staff Responsible for Monitoring:</b> teachers, instructional coaches, administration</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Our SAGE, special education teachers, and ESL teacher will monitor student growth and work with teachers and students to provide support if a student is not meeting targeted growth according to CCAs and MAP.</p> <p><b>Strategy's Expected Result/Impact:</b> Student groups that did not meet the target on STAAR for the 21-22 school year will meet the STAAR target in growth and achievement including the following student groups: Hispanic, emergent bilingual and English language learners</p> <p><b>Staff Responsible for Monitoring:</b> SAGE, ESL, and special education teachers, administration</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**Goal 1:** Ouida Springer Elementary will ensure consistent vertical alignment in instructional processes to help ensure that the curriculum is consistent and builds upon prior knowledge as students move from one grade to another.

**Performance Objective 5:** Utilize campus instructional coach to support new and returning educators to strengthen Tier 1 instruction.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Instructional coach will collaboratively plan with educators weekly.</p> <p><b>Strategy's Expected Result/Impact:</b> Educator lesson plans will align with district scope and sequence.</p> <p><b>Staff Responsible for Monitoring:</b> Instructional Coach Campus Administrators</p> <p><b>Title I:</b> 2.4, 2.5</p> <p>- <b>TEA Priorities:</b> Recruit, support, retain teachers and principals</p> <p><b>Funding Sources:</b> Instructional Coach Salary - 211 - Title I Funds</p>	Formative			Summative
	Dec	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				





**Goal 2:** Ouida Springer Elementary will ensure a safe and civil environment that is responsive to the needs of our diverse community.

**Performance Objective 1:** Springer Elementary will ensure a safe and civil environment that is responsive to the needs of our diverse community.

**Evaluation Data Sources:** Data Walks, PLCs, office referrals

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> A social-emotional curriculum will be implemented in all classrooms through restorative circles each week for the 23-24 school year  <b>Strategy's Expected Result/Impact:</b> Decrease in office referrals  <b>Staff Responsible for Monitoring:</b> teachers, counselor, administration</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Students will randomly receive Golden Tickets for exhibiting expectations in the common areas  <b>Strategy's Expected Result/Impact:</b> Reduced office referrals  <b>Staff Responsible for Monitoring:</b> counselor, teachers, administration</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> CHAMPS implementation will occur in all classrooms and PBIS in the common areas to develop common language to decrease office referrals and increase student positive behavior  <b>Strategy's Expected Result/Impact:</b> Decreased office referrals, increased student engagement  <b>Staff Responsible for Monitoring:</b> teachers, administration, instructional coaches</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Counseling lessons will be regularly scheduled for students to strengthen an inclusive, supportive environment.  <b>Strategy's Expected Result/Impact:</b> decreased office referrals, positive impact on school culture as noted through surveys  <b>Staff Responsible for Monitoring:</b> counselor</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> Positive Office Referrals will be awarded to students randomly by teachers.  <b>Strategy's Expected Result/Impact:</b> Increased positive behavior, decrease in office referrals, positive culture as evidenced by surveys  <b>Staff Responsible for Monitoring:</b> counselor, classroom teachers</p>	Formative			Summative
	Dec	Feb	Apr	June







Strategy 6 Details	Reviews			
<p><b>Strategy 6:</b> Springer will participate in all required safety drills and provide an updated emergency procedures document in all classrooms.</p> <p><b>Strategy's Expected Result/Impact:</b> Documented evidence of safety procedures followed</p> <p><b>Staff Responsible for Monitoring:</b> administration, teachers</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 7 Details	Reviews			
<p><b>Strategy 7:</b> Springer Elementary will implement a schoolwide House system to build community among learners and use House system to celebrate student achievement every 9 weeks.</p> <p><b>Strategy's Expected Result/Impact:</b> Positive behavior will increase and office referrals will decrease</p> <p><b>Staff Responsible for Monitoring:</b> all staff</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 8 Details	Reviews			
<p><b>Strategy 8:</b> Springer Elementary will provide bilingual family events to increase parental connections and build community.</p> <p><b>Strategy's Expected Result/Impact:</b> An increased number of bilingual families will participate in Springer events, the PTA, and volunteer opportunities.</p> <p><b>Staff Responsible for Monitoring:</b> Title One parent liaison, administration</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
<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:** Ouida Springer Elementary will ensure compliance with the Local Wellness Policy through the implementation of the District Wellness Plan in the areas of Nutrition Promotion, Nutrition Education, Physical Activity, and Other School-Based Activities.

**Performance Objective 1:** Springer Elementary will ensure compliance with the Local Wellness Policy through the implementation of the District Wellness Plan in the areas of Nutrition Promotion, Nutrition Education, Physical Activity, and Other School-Based Activities.

**Evaluation Data Sources:** PE/Recess

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Students will attend PE three times a week to facilitate healthy habits or, if schedule does not allow, two times a week along with structured recess for a minimum of 45 minutes a week.</p> <p><b>Strategy's Expected Result/Impact:</b> Promoting health and wellness by providing opportunities for physical fitness</p> <p><b>Staff Responsible for Monitoring:</b> Administration and teachers</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> All required health screenings will be completed and results communicated, as necessary, with parents</p> <p><b>Strategy's Expected Result/Impact:</b> Students will receive supports needed, (glasses, hearing aides, etc)</p> <p><b>Staff Responsible for Monitoring:</b> Nurse</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Proper handwashing will be taught within the first week of school in all grades to promote proper handwashing techniques.</p> <p><b>Strategy's Expected Result/Impact:</b> Decrease Illness</p> <p><b>Staff Responsible for Monitoring:</b> Nurse and teachers</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

# Title I

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

The CIP was created with stakeholders in the spring.

# Campus Funding Summary

211 - Title I Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	Title One Instructional Assistant		\$67,082.00
1	1	3	SAGE Teacher		\$10,000.00
1	1	6	interventionists		\$12,000.00
1	2	6	Interventionist		\$0.00
1	5	1	Instructional Coach Salary		\$0.00
<b>Sub-Total</b>					<b>\$89,082.00</b>