

Richardson Independent School District
Springridge Elementary
2021-2022 Campus Improvement Plan



Mission Statement

Springridge will provide a rigorous and safe environment that honors and respects its diverse population so that all children may succeed and flourish

Vision

Where All Students Connect, Learn, Grow, and Succeed

Value Statement

Integrity - Inspiration - Inclusiveness - Innovation

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Comprehensive Needs Assessment

Revised/Approved: July 19, 2021

Demographics

Demographics Summary

Springridge Elementary is composed of a diverse student population of approximately 350 KG – 6th students. We are a small, Berkner High School feeder campus.

The student/teacher ratio at Springridge Elementary is 13.4, which is the 6th best among 40 elementary schools in the Richardson Independent School District.

Springridge Elementary employs 24.7 full-time teachers.

Many of our students represent cultures from all over the globe covering at least 3 continents of varying African, Asian and Middle-Eastern countries and speaking over 10 different languages on our campus. About 39% of our students are African American, 18% are Hispanic, 25% are white, 14% are Asian and less than 1% of our student population is Native Hawaiian or Pacific Islander.

About 62% of our students are Economically Disadvantaged. Our Title 1 campus is recognized as a high-performing campus with higher-poverty enrollments that have closed achievement gaps among different student groups.

The driving force behind Springridge Elementary is an inherent, heartfelt belief that all children can succeed and the dedicated teacher is the catalyst. This belief is mirrored in the enthusiasm and positive learning attitude displayed by our students. Their pride in their school is clearly evident as they walk down the halls, actively participate in class, and demonstrate the Rockin' Rhinos 3Rs of being Respectful, Responsible, and Ready to Learn.

To instruct and educate our eager students, the principal was intentional this year in searching for new teachers that not only are knowledgeable about curriculum and relevant instructional strategies but also understand the developmental needs of students and reflect our student demographic. Key qualities sought in candidates are flexibility, organization, a willingness to further their own learning, to continue growth, and to do whatever it takes to make students successful. Teachers who instruct with a “parent's heart” and with a commitment to the belief that all students can succeed, are selected to be part of the Springridge Elementary staff.

Prior to the COVID-19 pandemic, our PTA would actively work to support the school by providing additional classroom enrichment materials, working as volunteers, helping fund field trips, and beautifying our school and campus grounds. Volunteer parents and community members put in an incredible number of hours working in the building and preparing instructional materials to enrich students' academic experiences. A strong academic foundation is greatly supported through the efforts of volunteers and the PTA.

Springridge continues to focus on the performance of our special populations on local, state, and national assessments for English language learners and our students served through special education. Springridge values these diverse student and community populations which result in a rich learning environment for all.

Demographics Strengths

Springridge Elementary has a multitude of demographic strengths including:

1. Springridge Elementary is located within the Richardson Independent School district. Richardson Independent School District is a highly rated, public school district.
2. Despite the significant demographic shifts in our campus in the last 3 years, Springridge students continue to excel as evidenced by the TEA Accountability rating.
3. Springridge is a highly diverse campus with students speaking over 10 different native languages as of August 2021. 4
4. The Springridge Elementary Staff participates in on-going high-quality staff development aligned to targeted campus needs in order to increase teacher knowledge and student achievement.
5. The Springridge Elementary Staff is collaborative in their teaching approach.
6. Staff and parents both believe the number one strength of the campus is the caring, dedicated staff.
7. We have put in place behavior and attendance incentives that seem to have been effective.
8. We have implemented a school-wide SEL program to address student needs in those areas.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Our Special Education Students served within our inclusive education program are served through our campus-based pull-out inclusive program, but differentiation, acceleration, academic intervention, and behavior support in the classroom is not as evident for these students. **Root Cause:** Teachers are not always equipped to differentiate activities for mixed populations during instruction.

Problem Statement 2: The 2019/2020 data shows Economically disadvantaged students receive a disproportionate number of behavior referrals. **Root Cause:** These students tend to come with higher needs from home and lack problem-solving skills.

Problem Statement 3: Due to the COVID-19 pandemic, there are gaps between performance levels within our different demographic groups. **Root Cause:** Poverty and opportunities created these gaps.

Student Learning

Student Learning Summary

Our campus has shown growth in the areas of reading, math, and writing. We met this goal by using the data points & sources that the district and campus administrators provided.

While sustaining our student performance across all subjects during a pandemic year, according to our 2021 State Accountability Reports, our ELL students performed lower than the African American, Asian, and White populations. We must continue to identify effective strategies and differentiated instructional activities to increase the Hispanic and economically disadvantaged population student performance.

We must continue to build upon the current SRE programs for acceleration and interventions to improve student success. Training, mentoring, and support in these areas are being sought through the utilization of District Instructional Specialists. Under HB4545, tutorials will be provided in all subjects to students to ensure success.

We are in the process of strengthening our teams vertically to increase productivity in all content areas. In our grade level meetings, PLCs, Instructional Leadership Team Meeting, and vertical team meetings, the team will provide best teaching practices to be shared in order to maintain consistency across the grade levels to close gaps and prepare students to become academically and socially successful.

Springridge Elementary continues to provide a quality education for our Eagles.

On the most recent STAAR (2021), Springridge Elementary had the following results:

Grade Level	Content	# Tested	DNP	Appr	Meets	Master	Passing %
3rd	Math	39	13	13	9	4	(26) 66.6%
	Reading	39	14	10	9	6	(25) 64.1%
4th	Math	41	17	9	3	12	(24) 58.5%
	Reading	41	18	9	6	8	(23) 56.0%
	Writing	42	20	10	10	2	(22) 52.4%
5th	Math	47	15	8	8	16	(32) 68.0%
	Reading	46	14	10	4	18	(32) 69.5%
	Science	46	15	13	12	6	(31) 67.4%
6th	Math	37	8	7	14	8	(29) 78.4%
	Reading	37	15	14	3	5	(22) 59.5%

TELPAS Composite Rating

	0										
	Total Students	Raw Score	Scale Score	Percent Score	Date Taken	TELPAS Composite Rating					
						No Rating	Beginning	Intermediate	Advanced	Advanced High	
Springridge Elementary	15	0	0	0%	03/01/21	0%	33.33%	33.33%	26.67%	6.67%	
Economic Disadvantage	12	0	0	0%	03/01/21	0%	33.33%	41.67%	16.67%	8.33%	
Asian	3	0	0	0%	03/01/21	0%	66.67%	33.33%	0%	0%	
Black/African American	7	0	0	0%	03/01/21	0%	14.29%	28.57%	42.86%	14.29%	
Hispanic	5	0	0	0%	03/01/21	0%	40%	40%	20%	0%	
LEP	15	0	0	0%	03/01/21	0%	33.33%	33.33%	26.67%	6.67%	
Special Ed Indicator	4	0	0	0%	03/01/21	0%	75%	25%	0%	0%	

Student Learning Strengths

- Small groups, and interventions by the classroom teachers, paras, and interventionists.
- Multi-Tiered Supports monitoring, which is also used to help with student attendance and academic acceleration and interventions.
- Special programs (504,ARDs) address these areas in conjunction with the other committees.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Based on the 2020 Accountability Report, our ELL students showed an increase in academic performance; however, they scored slightly below all other groups in Reading and Math. **Root Cause:** Teachers should use more hands-on activities, technology, and differentiated instruction to connect with ELL students students to the content and enhance motivation, engagement, and increase performance.

Problem Statement 2: Based on the 2020 Accountability Report, more students performed at the approaches level than at the meets and masters level. **Root Cause:** Teachers should set and maintain high expectations, increase small group targeted instruction, identify & track student levels of performance, utilize questioning stems to enhance critical thinking and problem-solving skills, and develop differentiated lessons/activities that challenge students in all subjects.

School Processes & Programs

School Processes & Programs Summary

Springridge Elementary has highly effective teams. The Administrative team consists of the Principal, the Assistant Principal, and the Counselor.

The Instructional team consists of the Instructional Coach, Campus, Instructional Specialists/EL Campus Contact, Lead Teachers, and Literacy/Math Interventionist.

Each team meets weekly to plan and analyze data to improve student achievement.

Systems in place are monitored and adjusted on a consistent basis to impact both teacher effectiveness and scholar growth. A focus on instructional best practices, gap areas and identification of root causes forms the basis for improvement in the scope and sequence curriculum document. Data driven decisions for improvement in scope and sequenced curriculum and instructional methodologies are based on state and local assessments and campus walkthrough data.

Embedded professional development, increased use of scope and sequence curriculum, and analysis of data will continue to provide the basis for monitoring accountability progress at Springridge Elementary.

Assessment plays a major role in decision-making and take on many different forms at Springridge Elementary.

Authentic assessments drive us to improve, innovate, and develop action plans based on strategic goals. The campus is committed to offer much room for new learning and changes in the written, taught, and assessed curriculum areas. Student engagement, rigorous coursework, relevance in learning, innovative educational strategies, and increased use of accessible technologies are the five goal areas. The driver for all five goals has been identified as alignment of instructional processes and educational resources to meet rigorous standards and will be the focus area in 2021-2022.

Campus level dis-aggregation is dependent upon the plotting of critical skills and expectations at the beginning of each formative assessment period based on analysis of student need and curricular expectations. Kindergarten through second-grade focus upon mClass and MAP, as well as campus and district assessment.

Third through fifth-grade focus on STAAR, MAP, and campus/district assessments. Special courses and programs such as physical education, music, special education, dyslexia, and ELL instruction use the same standard of assessment as the grade levels of their students. Texas English Language Proficiency Assessment System (TELPAS) is a major assessment for ELL students.

Student progress is monitored as prescribed by the intervention at 4-9-week intervals depending on individual students' needs. The MTSS committee meetings are held once each three weeks during professional learning time. The data from campus and district assessments are used to identify students that are performing below grade level. Questions are asked about what is being done to address these students' needs. Are they making progress? What interventions/accelerations are being used? What parent communication is being conducted?

These meetings are held by the teachers and the Principal and/or Assistant Principal. Student Decision Point Meetings are held every six to nine weeks to review intervention data and student progress.

Data has shown that after school tutoring has made little progress, so a multi-tiered instructional approach that provides instructional and/or behavioral intervention during the school day is in place. For the last four years, the campus implemented I Time" for all staff and students.

This daily, 30-minute time period is designated for prescriptive interventions based on individual student needs. The campus critically analyzed the school culture and climate to ensure that students are being provided with a safe and disciplined environment conducive to scholar learning. Campus long-range plans, policies and procedures, and safety issues are communicated to both the parents and community members in order to assist their campus in providing a positive culture and climate.

Parents are strongly encouraged to get involved in volunteering opportunities. Concerns are reviewed and discussed through consistent dialogue and both administrators and teachers create a plan to improve concerns that affect school culture and climate. Furthermore, administrators, faculty, and staff consistently provide opportunities for professional collegial interaction to mold professional learning communities, positive working relationships, team building, and motivation. Intentional academic focuses and processes will be implemented to increase the fidelity of curriculum implementation, instructional best practices, programs, processes, and procedures for compliance. All decisions regarding professional development, programs, and practices are based upon the needs identified in this improvement plan.

Staff will be more involved in student-centered committees that promote the positive school climate and culture that exists at Springridge Elementary. More clubs and organizations will be added to the school this year to enhance the learning environment for scholars. A system for monitoring the attendance of scholars will be refined this school year yielding a higher impact on scholar achievement. Attendance incentives for scholars, classes, grade levels, and staff will be implemented.

School Processes & Programs Strengths

Springridge Elementary has an experienced administrative and teaching staff. The administrative team coaches and guides staff to make the best instructional plans for individual scholar growth and achievement. Components such as daily classroom schedules, discipline, curriculum, and interventions are strategically planned to meet the needs of all scholars. If some instructional programs, schedules, or interventions are not working, the team at Springridge monitors and adjusts to meet the needs of the staff, the scholars, and the community.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: The Springridge model for PLC could be stronger and followed with intentional fidelity. **Root Cause:** Campus PLC meetings are in need of following the proper protocols as required by the district. Instructional leadership team members will provide consistent PLC alignment with district expectations.

Problem Statement 2: Students and teachers need additional training and strategies that address the social and emotional learning needs of students. **Root Cause:** Social and Emotional Learning practices (CHAMPS and PBIS) were not consistently implemented and monitored to promote changes in the behaviors of both the scholars and those who educate them.

Perceptions

Perceptions Summary

At Springridge Elementary we strive to create a mutually respectful and inclusive environment where different cultures, beliefs, and opinions are valued by all. We believe that students learn best in an environment where differences are valued and mistakes are seen as opportunities to learn and grow. We have implemented the "No Place For Hate" initiative to support our efforts.

Through lessons and discussions about respecting others and valuing differences, students and staff are encouraged to take an active role in creating an environment where everyone can feel safe and appreciated.

Springridge Elementary embraces the understanding that ALL scholars matter. We have a shared vision that ALL scholars can learn and deserve a positive learning climate where they are challenged to succeed every day. The staff created the vision together and are committed to helping students learn and grow as they continue to set goals in their own learning. Students are taught schoolwide expectations throughout the school year in a systematic format involving all stakeholders.

There is a need for consistent Character Education/Social Skills Instruction for students. This is an area being addressed by the district through our DEI department. The staff has expressed a need to refresh on the CHAMPS training and restorative discipline model.

Perceptions Strengths

1. Positive Behavior Interventions and Support (PBIS Committee) functions to improve the overall climate of the scholars and staff.
2. Cohesive Staff - all staff are a part of a variety of committees that function to improve the climate and culture of the campus focusing on scholar support, staff encouragement, and parent/community involvement.
3. Positive communications to parents and community include Social Media, Websites, Newsletters, Flyers sent home, and campus call outs.
4. Mentor teachers support learning for new staff.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Students and teachers need training and strategies that address the social and emotional learning needs of students. **Root Cause:** Social and Emotional Learning practices, paired with our campus RISE expectations and Routines, were not consistently implemented and monitored to promote changes in the behaviors of both the scholars and the and adults who educate them.

Priority Problem Statements

Problem Statement 1: Our Special Education Students served within our inclusive education program are served through our campus-based pull-out inclusive program, but differentiation, acceleration, academic intervention, and behavior support in the classroom is not as evident for these students.

Root Cause 1: Teachers are not always equipped to differentiate activities for mixed populations during instruction.

Problem Statement 1 Areas: Demographics

Problem Statement 2: Based on the 2020 Accountability Report, our ELL students showed an increase in academic performance; however, they scored slightly below all other groups in Reading and Math.

Root Cause 2: Teachers should use more hands-on activities, technology, and differentiated instruction to connect with ELL students students to the content and enhance motivation, engagement, and increase performance.

Problem Statement 2 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 Reading and math goals for PreK-3
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

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
- Targeted support Identification data
- Accountability Distinction Designations
- Federal Report Card Data
- Local Accountability Systems (LAS) data
- Community Based Accountability System (CBAS)

Student Data: Assessments

- State and federally required assessment information
- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR released test questions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Student Success Initiative (SSI) data for Grades 5 and 8
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data

- Other PreK - 2nd grade assessment data
- State-developed online interim assessments
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data
- STEM and/or STEAM data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- Equity data
- TTESS data
- T-PESS data

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate

- Community surveys and/or other feedback

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results
- Other additional data

Goals

Revised/Approved: October 18, 2021

Goal 1: We will ensure that we have diverse and engaging programs and learning opportunities to meet the unique needs of all our students.

Performance Objective 1: Multiple modalities of qualitative and quantitative data will be analyzed and utilized to respond to the needs of all learners.

Targeted or ESF High Priority

Evaluation Data Sources: Response to intervention data-RTI/MTSS/Branching Minds

Student Discipline Data

Campus Walkthroughs

Student Performance Data

Teachers receive weekly lesson plan feedback from the leadership team in order to revise and maximize instruction.

STAAR data

District universal screener data,

Collaborative planning data (pre and post-assessments, common formative assessments)

Learning walks, walkthroughs

Learner data notebooks/Student Goal Setting Meetings

Summative Evaluation: Significant progress made toward meeting Objective

Next Year's Recommendation: Continue this targeted Support Strategy

Strategy 1 Details	Reviews			
<p>Strategy 1: The Multi Tiered System and Supports (MTSS) process will be integrated in to collaborative planning time and address learner progress in mastering the high priority learning standards. Educators will identify learners in need of additional support for targeted intervention and instruction.</p> <p>Strategy's Expected Result/Impact: Educators will use data to design targeted interventions for all learners.</p> <p>Educators will identify learners that meet the criteria for additional, targeted intervention.</p> <p>The MTSS process will be a fluid process that is timely and targeted.</p> <p>Educators will utilize common assessment data, STAAR data, NWEA MAP data, and district universal screener data to make instructional decisions for learners.</p> <p>Staff Responsible for Monitoring: Educators Campus Administrators Instructional Coach</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6</p> <ul style="list-style-type: none"> - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy 	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 2 Details	Reviews			
<p>Strategy 2: Collaborative teams will meet (1) at the beginning of the year to review learner data from the previous year; (2) after the beginning of the year NWEA MAP assessments and; (3) after the middle of the year NWEA MAP assessments to analyze data. Educators will determine if additional assessments are needed to target instruction (iXL, mClass, district-developed math screeners).</p> <p>Strategy's Expected Result/Impact: Educators will develop proficiency with the use of NWEA MAP data to plan instruction. Educators will use multiple sources of data during collaborative planning and design days.</p> <p>Staff Responsible for Monitoring: Educators Instructional Leadership Team Campus Administrators</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- 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>- Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy</p>	Formative			Summative
	Nov	Jan	Mar	June
	 20%  30%  45%  100%			
Strategy 3 Details	Reviews			
<p>Strategy 3: We will provide resources and specific training to educators in order to help support and provide appropriate interventions for our Special Education, 504, English Learners, and Tier II and Tier III learners.</p> <p>Strategy's Expected Result/Impact: -The Assistant Principal and Instructional Coach will train educators in the Response to Intervention process and using Branching Minds. -There will be an increase in academic achievement and growth for all learners. -IEPs and 504 service plans will be designed to meet the needs of our learners.</p> <p>Staff Responsible for Monitoring: Campus Administrators Educators ESL Facilitator Interventionist Special Education Educators Dyslexia Teacher</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.6</p>	Formative			Summative
	Nov	Jan	Mar	June
	N/A	 20%	 45%	
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 2: We will guarantee that all students will perform at or above grade level.

Performance Objective 1: Student achievement and progress levels will exceed state standards/averages for all student groups.

Targeted or ESF High Priority

HB3 Goal

Evaluation Data Sources: TELPAS Student Data

3rd-6th Grade reading performance

3rd-6th Grade Math Performance

Student Growth and Success on Priority TEKS via Lead4ward heat map

Accelerated Learning Plans

Texas Reading Academies

GT enrollment, retention, and performance

GT Professional Dev. Hours & Certificate (foundational -30 hours/update - 6 hours)

AVID

K-6th MAP (Ensure parent and student education piece, including student goal-setting for growth)

STAAR Data

Summative Evaluation: Significant progress made toward meeting Objective

Next Year's Recommendation: Continue this targeted Support Strategy

Strategy 1 Details	Reviews			
<p>Strategy 1: STAAR and TELPAS data will be analyzed to determine areas of growth and areas for additional educator professional learning.</p> <p>Strategy's Expected Result/Impact: STAAR data will indicate that we are closing the gaps with student groups. TELPAS data will indicate learners are making expected growth. Educators are implementing strategies for English language development.</p> <p>Staff Responsible for Monitoring: Campus Administrators ESL Facilitator Instructional Coach Instructional Leadership Team</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: The entire SRE instructional staff will receive targeted professional learning based on restorative discipline practices facilitated through out RISD Student Support Services Department.</p> <p>Strategy's Expected Result/Impact: -Educators will implement restorative practices in response to disciplinary issues. -Educators will improve educator-learner relationships.</p> <p>Staff Responsible for Monitoring: Campus Administrators Instructional Leadership Team Educators</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.5, 2.6 - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 3 Details	Reviews			
<p>Strategy 3: Provide educators with instructional support and professional learning in order to effectively progress monitor and meet the needs of English language learners.</p> <p>Strategy's Expected Result/Impact: English language learners will demonstrate growth on district benchmark assessments and state assessments.</p> <p>Staff Responsible for Monitoring: Campus Administrators ESL Facilitator Instructional Coach</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.6 - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 4 Details	Reviews			
<p>Strategy 4: Educators will provide opportunities for learners to set goals, monitor their progress, and reflect on their learning.</p> <p>Strategy's Expected Result/Impact: -Learners will take ownership of their learning and be able to articulate their goals and next steps. -Educators will provide specific and timely feedback to learners.</p> <p>Staff Responsible for Monitoring: Campus Administrators Educators Instructional Coach</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.6</p>	Formative			Summative
	Nov	Jan	Mar	June
				
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 2: We will guarantee that all students will perform at or above grade level.

Performance Objective 2: All learners will be provided high quality Tier I instruction that is aligned to the TEKS.

Targeted or ESF High Priority

Evaluation Data Sources: STAAR data

- Response to intervention data
- District universal screener data
- District core content professional learning,
- Campus professional learning opportunities

Summative Evaluation: Significant progress made toward meeting Objective

Next Year's Recommendation: Continue this targeted Support Strategy

Strategy 1 Details	Reviews			
<p>Strategy 1: Educators will utilize collaborative team time and design days to unpack high priority learning standards, create common assessments, and plan for intervention and enrichment.</p> <p>Strategy's Expected Result/Impact: -Educators will design high quality Tier I instruction. -Educators will design quality intervention and enrichment to meet the needs of all learners. -Grade levels will have monthly documentation of collaborative planning agendas, design day agendas, unit planners, common assessment data, lesson plans for intervention.</p> <p>Staff Responsible for Monitoring: Educators Campus Administrators Instructional Coach</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>- Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 2 Details	Reviews			
<p>Strategy 2: Educators will utilize activities and resources from the Texas Reading Academies to implement to continue making instructional gains K-6.</p> <p>Strategy's Expected Result/Impact: Educators will increase their knowledge and implementation of evidence-based literacy practices in order to impact student achievement.</p> <p>Staff Responsible for Monitoring: Campus Administrators Instructional Coach Interventionist</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5</p>	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 3: We will recruit, retain and reward quality personnel.

Performance Objective 1: Springridge Elementary will continue to support new teachers.

Targeted or ESF High Priority

HB3 Goal

Evaluation Data Sources: Teacher and Personnel Retention Rate

Summative Evaluation: Significant progress made toward meeting Objective

Next Year's Recommendation: Continue this targeted Support Strategy

Strategy 1 Details	Reviews			
<p>Strategy 1: Springridge Elementary will continue to support new teachers through the assignment of mentor teachers and the creation of a New Teacher Academy designed specifically to support 1st year and new to Springridge Elementary teachers.</p> <p>Strategy's Expected Result/Impact: Increase our Teacher and Personnel Retention Rate</p> <p>Staff Responsible for Monitoring: Campus Administrators</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.5</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Paired with ongoing data analysis and needs assessments, Springridge Elementary administrators will be able to provide recommended or required professional development sessions for staff in need of support.</p> <p>Strategy's Expected Result/Impact: Increase our Teacher and Personnel Retention Rate</p> <p>Staff Responsible for Monitoring: Campus Administrators Instructional Support Team</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.5</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 3 Details	Reviews			
<p>Strategy 3: Springridge Elementary will continue to support new teachers through campus PD in all curricular areas supporting TRS/Lead4ward, PD for staff to support students with disabilities and, we will utilize district walkthroughs to give intentional, specific feedback for teacher growth.</p> <p>Strategy's Expected Result/Impact: Increase our Teacher and Personnel Retention Rate</p> <p>Staff Responsible for Monitoring: Campus Instructional Leadership Team</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.5</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals</p>	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 4: We will ensure that all families, businesses and community partners are fully engaged in the mission of our district.

Performance Objective 1: Engage in consistent, current, and interactive communication that meets the needs of our diverse community.

Targeted or ESF High Priority

Evaluation Data Sources: PTA Membership Participation
Local Community Partnerships

Summative Evaluation: Significant progress made toward meeting Objective

Next Year's Recommendation: Continue this targeted Support Strategy

Strategy 1 Details	Reviews			
<p>Strategy 1: Utilize Family Eagles Newsletter (smore) to keep families updated information, celebrations, and news. Utilize Social Media Sites and blackboard to inform and highlight positive Springridge news. Use of Team websites and Class Dojo to keep families up to date on important information.</p> <p>Strategy's Expected Result/Impact: Increased and effective communication with parents and community.</p> <p>Staff Responsible for Monitoring: Administrators, Teachers, Counselors</p> <p>Schoolwide and Targeted Assistance Title I Elements: 3.1, 3.2 - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Jan	Mar	June
				
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 5: We will actively pursue creative funding sources and responsibly manage current resources to support our mission.

Performance Objective 1: Campus identify and qualify for grants (gardens, pd, resources)

Targeted or ESF High Priority

Evaluation Data Sources: Grant Funded Programs and Opportunities

Summative Evaluation: Some progress made toward meeting Objective

Next Year's Recommendation: Continue this targeted Support Strategy

Strategy 1 Details	Reviews			
<p>Strategy 1: Partner with Springridge PTA to pursue opportunities for student enrichment activities (Coding, Cooking through literacy, Research projects, Debating, STEM,etc.) that support our SEL goals.</p> <p>Strategy's Expected Result/Impact: Increase opportunities for enrichment for all students Additional resources and supports for SEL</p> <p>Staff Responsible for Monitoring: Campus administrators</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Utilized district allocated ESSER funds for academic supports and interventions.</p> <p>Strategy's Expected Result/Impact: Increased opportunities for instructional support Increase student achievement</p> <p>Staff Responsible for Monitoring: Campus Administration</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;"> No Progress Accomplished Continue/Modify Discontinue </p>				

Goal 6: We will ensure that our facilities and infrastructures adapt to support our mission.

Performance Objective 1: Nurture social and emotional development in all students.

Targeted or ESF High Priority

Evaluation Data Sources: Campus Walkthroughs
 Campus Calendar for Events
 Parent Communication
 CIP Updates

Summative Evaluation: Significant progress made toward meeting Objective

Next Year's Recommendation: Continue this targeted Support Strategy

Strategy 1 Details	Reviews			
<p>Strategy 1: Hold "I know what to do Day" (Live Wise, Live Healthy) in October, December, January, April. Strategy's Expected Result/Impact: Improve school safety and culture Decrease in recidivism rate for student referrals. Increase in attendance and academic performance Staff Responsible for Monitoring: Administrators, Teachers, Counselors</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Selected Educators will be trained on trauma-informed care and counseling options for learners affected by trauma or grief. Strategy's Expected Result/Impact: Trust-Based Relational Intervention (TBRI) provided by Region 10 or TCU. Educators will be able to provide support to students who are dysregulated. Educators will have a variety of strategies to support students who have been affected by trauma or grief. Staff Responsible for Monitoring: Campus Administrators Teachers Counselors Schoolwide and Targeted Assistance Title I Elements: 2.6</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 3 Details	Reviews			
<p>Strategy 3: K-6th grade learners will have access to safe spaces in the building in order to decompress and regulate their emotions as needed.</p> <p>Strategy's Expected Result/Impact: Learners will access cool down/calm zones in their classroom or the resource room in order to receive social and emotional support.</p> <p>Staff Responsible for Monitoring: Campus Administrators Educators Counselor</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.6</p>	Formative			Summative
	Nov	Jan	Mar	June
	 30%	 40%	 55%	 100%
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 7: We will ensure the safety and wellness of students and staff while also achieving the mission of RISD for ALL to learn, grow and succeed during the time of the Coronavirus Pandemic.

Performance Objective 1: Ensure implementation and observation of Covid Blueprint Protocols 2021-2022

Targeted or ESF High Priority

Evaluation Data Sources: Reintroduction Plan/Support for returning virtual learners

Summative Evaluation: Exceeded Objective

Next Year's Recommendation: Discontinue this targeted Support Strategy

Strategy 1 Details	Reviews			
<p>Strategy 1: Implementation and observation of Covid Blueprint Protocols 2021-2022 Strategy's Expected Result/Impact: Improve school safety and culture Staff Responsible for Monitoring: Campus Administrators, Counselors, Staff</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Implement RISD developed Risk and Mitigation Protocols Strategy's Expected Result/Impact: Improve school safety and culture Staff Responsible for Monitoring: Campus Administrators, Counselors, Staff</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.5, 2.6</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;"> No Progress Accomplished Continue/Modify Discontinue </p>				

State Compensatory

Budget for Springridge Elementary

Total SCE Funds: \$2,204.00

Total FTEs Funded by SCE: 0

Brief Description of SCE Services and/or Programs

Academic Support Teacher Materials Bilingual /ESL Supplemental Program Materials Math Supplemental Program Materials Tutoring Program Reading Supplemental Program Materials

Schoolwide and Targeted Assistance Title I Elements

1.1: Comprehensive Needs Assessment

Reading gaps exist in phonics and phonemic awareness

Math gaps exist as a result of COVID disruptions to learning

Technology tools are needed to ensure high-quality instruction and engagement are present in ALL grade levels

Parent communication is needed to promote awareness of the short- and long-term impact of engagement in learning and define what meaningful engagement can look like from home

Continuous Professional Development to equip teachers with PBIS strategies to ensure the fidelity of implementation of CHAMPS and Culturally responsive teacher.

Continuous Professional Development in the area of differentiated instruction

2.1: Campus Improvement Plan developed with appropriate stakeholders

Campus Improvement Plan is developed with the input of staff, parents, the community, and students.

2.2: Regular monitoring and revision

The Campus Improvement Plan will be monitored and updated quarterly by campus administration.

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

The campus Improvement Plan is available through the campus website and may be translated.

2.4: Opportunities for all children to meet State standards

Small group instruction is provided to our students for State exams. After-school tutorials and acceleration time (iTime) will be made available to students for remediation, acceleration, and intervention for STAAR prep. Flexible Schedule permits students who may otherwise not have attended school, to be able to attend to receive the preparation for STAAR exams as necessary.

2.5: Increased learning time and well-rounded education

Campus schedules are revised to increase learning time, acceleration, and intervention.

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

Small group instruction is provided to our students for State exams. After-school tutorials and acceleration time (iTime) will be made available to students for remediation, acceleration, and intervention for STAAR prep. IFlex Schedule permits students who may otherwise not have attended school, to be able to attend to receive the preparation for STAAR exams as necessary.

In-class support by SPED teachers as well as supplemental aids for EL's is provided to our at risk students to supplement their learning. IXL and other supplemental resources will be used to help students increase their reading levels. Intervention and enrichment opportunities target at-risk and economically disadvantaged students.

3.1: Develop and distribute Parent and Family Engagement Policy

Plan is developed and distributed virtually.

3.2: Offer flexible number of parent involvement meetings

We will offer several opportunities per semester to ensure that parents feel welcome at Springridge Elementary. Parents will be invited to school events and meetings twice a semester. Times for meetings will vary to allow parents different times in the day for an opportunity to be able to participate. Meetings are provided at different times during the month. Meetings will be offered in a face-to-face setting and virtually.