

Dripping Springs

INDEPENDENT SCHOOL DISTRICT

Campus Improvement Plan 2020-2021 Sycamore Springs Elementary

Statement of Purpose: The components of the 2020- 2021 Sycamore Springs Campus Improvement Plan align with the District Strategic Plan and the needs assessments outlined in the D.S.IS.D. District Improvement Plan. In addition, campus specific data was gathered through the review of various measures including STAAR, Student surveys, Staff Feedback Sessions, SEL Surveys, MTSS data, Special Education Progress Monitoring and Counseling Services.

- WIG: 100% of SSE students, teachers & parents will demonstrate growth in SEL.
- WIG: 100% of SSE students & teachers will demonstrate growth in the small group instructional process.
- WIG: 100% of SSE students will demonstrate growth in areas of numeracy and mathematical reasoning
- WIG: 100% of SSE teachers will be educated in the MTSS process in order to strengthen Tiered Instruction.

Lead Measures	How will this influence our WIG?	How will we measure progress?
<p><u>Social Emotional Learning/Leader In Me Campus Alignment:</u></p> <ul style="list-style-type: none"> > SEL goal will be a part of every student's PLP > SSNT embeds SEL focus area alongside LIM in daily message > Create a K-2 SEL survey that measures self-regulation, connection and belonging in the school community. > Create a Canvas platform that aligns SEL/LIM teacher/parent resources. > Morning meeting topics will facilitate deepening relationships, building connections to school, adults and will target emotional regulation and growth mindset. <p><u>Grow Parent Partnerships:</u></p> <ul style="list-style-type: none"> > incorporate an SEL education overview during back-to-school meet the teacher and orientation events at the beginning of the year 	<p><u>Social Emotional Learning/Leader In Me Campus Alignment:</u></p> <ul style="list-style-type: none"> > These lead measures will equip students with the Social Emotional skills they need to be successful both emotionally and academically. > These lead measures foster teacher growth by providing tools to support the development of SSE student's social and emotional learning and facilitate deeper connections to their school community. <p><u>Grow Parent Partnerships:</u></p> <ul style="list-style-type: none"> > Parents will increase their understanding and knowledge regarding social emotional learning and how it supports SSE student academic/social success. 	<p><u>Social Emotional Learning/Leader In Me Campus Alignment:</u></p> <ul style="list-style-type: none"> > Student PLP will be used to measure student growth and facilitate celebration of achievement of personal WIG set by students. > K-2 SEL survey will provide a snapshot of a student's connection to school and attachment to adults within the school setting. > 3-5 SEL survey will provide a snapshot of a student's connection to school and attachment to adults within the school setting. > Campus Canvas platform will be created specifically to align SEL/LIM monthly themes and utilized by teachers/staff as evident in classroom walk-throughs. <p><u>Grow Parent Partnerships:</u></p> <ul style="list-style-type: none"> > Parent participation will be tracked to measure growth and attendance at school

<p>> incorporate at least monthly parent educational opportunities regarding SEL/LIM through Coffee Talk or evening parent/PTA educational events.</p>		<p>events, and/or Coffee Talks. > Parent Feedback surveys/MRA > Parent feedback shared with SSE staff</p>
<p><u>Numeracy/Mathematical Reasoning</u> > Teachers will incorporate a number talk component within their daily schedule using Number Corner, problem strings, math routines, etc. in order to have students voice their thinking around number relationships and compose and decompose numbers flexibly, efficiently, and accurately within the context of meaningful situations. > Teachers will engage in professional learning of the stages of mathematical reasoning including: -Composing/decomposing numbers in multiple ways -Recognizing/building patterns in numbers -Building fluency with basic facts. -Building efficiency in problem solving. -Encouraging flexibility with numbers and place value. >Develop a vertically aligned rubric of numerical fluency and mathematical reasoning observable proficiencies to monitor growth.</p>	<p><u>Numeracy/Mathematical Reasoning</u> > Providing consistent routines and opportunities for students to engage in sharing their mathematical thinking and build off each other's ideas will assist students in developing strategies, models and relationships foundational to their future mathematical success. > Providing teachers the support in understanding the stages of mathematical reading development, various strategies and mathematical models will provide them the tools to support students in articulating their thinking. > Creating a vertical articulation of the observable proficiencies will ensure steady and thorough growth.</p>	<p><u>Numeracy/Mathematical Reasoning</u> > Number Corner, Problem Strings and Math Talks will be used to celebrate student development of mathematical thinking and identify strengths and areas of growth. Implications for instruction will be identified in ECT. > Teacher feedback, as well as, ECT cycle of work will be used to measure the impact of professional learning. > The rubric will show growth in the stages of mathematical reasoning and fluency. > MAP Growth reports will be used to measure overall mathematical impact.</p>
<p><u>MTSS/Small Group:</u> >Tier 1: All students receive small group instruction at a minimum of once per week guided by the curriculum and formative/summative assessment results. >Teachers will use the Effective Collaborative Team (ECT) framework to review and disaggregate data from formative/summative assessments and determine any necessary adjustments (intervention/extension) in instruction. >Tier 2: Identified students are provided additional instructional opportunities based on their MTSS plan. >To monitor progress, teachers will assess formally and informally based on assessment criteria/student need. (ie: formative/summative, MAP, daily work, small group lessons, etc.)</p>	<p><u>MTSS/Small Group:</u> > Teachers will identify, target and develop a plan based on student strengths/needs in all content areas. > Students will benefit from smaller teacher/student ratios. > Academic growth will result in assessment data from previous assessments and the prior school year. >Identified students that are not responsive to Tier 2 interventions will receive Tier 3 interventions.</p>	<p><u>MTSS/Small Group:</u> > Evidence of tiered instruction/ small group will be present in lesson plans in addition to listing identified students and the focus of progress monitoring. > Teachers will monitor student growth using the MAP assessment, formative/summative assessments and STAAR release tests to identify instructional implications and strategies to address deficits identified. > Teachers/intervention teachers will keep parents abreast of student progress for tiered instruction by providing documentation of the MTSS process.</p>

Sycamore Springs Elementary Campus Advisory Committee

CAC COntributing members:

Kristen Ray - Principal

Mandy Sargent - Assistant Principal

Tami Ballard - Assistant Principal

Amy Guerra - Counselor

Shay Diez - Essentials

Jena Bernhard - Pre K Teacher

Ashley Kitchens - Kindergarten Teacher

Lucy Martinez - First Grade Teacher

Beth Fuston - Second Grade Teacher

Jen Blackmon - Third Grade Teacher

Carla Bailey - IF

Jennifer Sprague - FLI

Laura Roye - Fourth Grade Teacher

Lynn Patrick - Fifth Grade Teacher

Jenny Koch - Special Services

Chris Rolfsen - Parent/Business Owner

Kaylea Findieson - Parent

Garrett Prom- Parent

Marcie Cochran - Parent

Teri Kresta - Parent

Justin Garrett - Parent

Michael Kryszak - IF

DATA SOURCES:

Data and input to determine needs and priority improvement actions for the 2020-2021 school year included:

- STAAR/TELPAS Assessment results
- State Accountability reports
- MAP Data
- Formative/Summative Assessment Data
- SEL Student Survey Data
- Counseling/Mental Health Data
- Feedback Sessions With all Stakeholders
- Leader in Me student surveys
- Campus Advisory Council Contributions - Monthly Plus/Deltas

2018 Accountability

Overall Campus Rating	Student Achievement	School Progress	Closing the Gap
B	A	D	C

DISTINCTIONS: Academic Achievement in Science and Top 25%: Comparative Academic Growth

2019 Accountability

Overall Campus Rating	Student Achievement	School Progress	Closing the Gap
B	A	C	C

Student Needs

- Experiential learning in Science across grade levels
- Conceptual understanding of math concepts and application of knowledge in multi-step problems
- Exposure to rigorous texts in all genres

Teacher Needs

- Understanding data and using it to guide instruction
- Understanding of MTSS and progress monitoring students in need of intervention
- Instructional support in the area of small group instruction and numeracy/mathematical reasoning

Released STAAR Assessment Data

- 2018 Released STAAR Given in Spring Semester of 2019

<u>Content Area</u>	<u>Grade Level</u>	<u>Average Score</u>	<u>Advanced</u> Students scoring 90% or higher	<u>Satisfactory</u> Students scoring 70% or higher
Reading	Fifth	80.8%	23.29%	79.45%
	Fourth	Not taken do to closure		
	Third	77.02%	19.5%	73.1%
Math	Fifth	70.68%	7.59%	52.41%
	Fourth	Not taken due to closure		
	Third	73.5%	13.92%	64.46%
Writing	Fourth	71.13%	13.99%	60.14%
Science	Fifth	71.04%	6.21%	54.28%

2020-2021 NWEA MAP Growth Data

Grade Level	Fall 2020 Math			Fall 2020 Reading		
	Norm Grade Level Mean RIT	District Grade Level Mean	SSE Grade Level Mean RIT	Norm Grade Level Mean RIT	District Grade Level Mean	SSE Grade Level Mean RIT
K	139.6	159	158.4	136.6	156.2	153.5
1st	160	171	173.2	155.9	170.4	171.5
2nd	175	185	187	172.3	180.3	182.8
3rd	188.5	195.4	195.7	186.6	198.1	199
4th	199.5	206.1	207.9	196.7	206.5	208.3
5th	209.1	215.3	217.5	204.5	212.8	214.8