

Big Spring Independent School District
Moss Elementary
2021-2022 Campus Improvement Plan



Mission Statement

The Core Principles that will guide the decisions of the school system are:

Recruit and retain highly qualified staff.

Maintain integrity and professionalism at all times.

Provide a caring and safe environment.

Ensure instructional time is valued.

Provide ongoing meaningful professional development.

Design and deliver relevant and engaging instruction.

Vision

The Vision of Big Spring ISD is to instill respect and pride in all by empowering our community of learners ~ staff and students ~ to unite and commit to educational excellence.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Moss Elementary is a diverse student population comprised of between 470-500 each school year. We serve students in kindergarten, first grade, and second grade. 53% of our student population are male and 47% are female. 65% of our student population is Hispanic/Latino, 22% is White, and 12% is African American. 1% of the population falls into the following categories: Asian and Native American. 18.5% of our student population is currently being served through special education services. Currently 2% of the population is identified as an ELL.

Demographics Strengths

We are diversified and use our differences to drive our instruction. We place a focus on vocabulary development for our ELL and Special Education populations which in turn helps all of our students who have deficient vocabulary skills. This improves our reading instruction for all demographic groups. In addition, our student population is able to interact with various cognitive levels of students which in turn helps them be more empathetic to others.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Classroom sizes are at peak levels causing teacher to student ratio to be greater than the 21:1 which disallows for small group remediation as often as some students need. **Root Cause:** The neighborhood around the school is experiencing a housing boom leading to more families moving into our attendance zone. In addition, various trailer parks have opened in our attendance zone. The housing increase coupled with the new school reconfiguration is causing an influx and therefore makes the class sizes grow.

Student Learning

Student Learning Summary

Following the first administration of the NWEA Reading assesment it was shown that we had 30% of students falling in the Tier III range, 25% in Tier II range, and 45% in Tier I. A breakdown of the grade levels is exemplified on the following table.

	Tier 3	Tier 2	Tier 1
Kindergarten	16%	39%	45%
First Grade	29%	20%	51%
Second Grade	45%	17%	39%

Overall, after our beginning of year testing, 34% of kindergarten students, 45% of 1st grade students, and 32% of 2nd grade students are on grade level in reading.

Student Learning Strengths

We have fewer kindergarteners coming to us with little to no background in reading. Our tier I group for both kindergarten and first is close to a majority of the students. We continue to implement Amplify reading as well as following the balanced literacy program provided by Leach Literacy to ensure students are reading on grade level.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: The number of Tier III students in the second grade is greater than the number of Tier I students in second grade. This causes our Tier I instruction to be less effective due to the amount of scaffolding that must occur. The number of Tier III students needs to decrease by 50% in order to more effectively facilitate classroom and RTI instruction. **Root Cause:** Students missed a large portion of their kindergarten year, and a significant portion of them participated virtually for their 1st grade year.

School Processes & Programs

School Processes & Programs Summary

All students are being instructed following the Leach Literacy model. Teachers use the HMH adoption to implement a balanced literacy program in class. We supplement the reading adoption with Amplify Reading which helps to scaffold for students who have gaps. The adopted math is GoMath, however we are piloting Eureka math provided by the state to help in closing gaps that have been created. Science Fusion and Social Studies Weekly round out the four core areas. Amplify Reading and Dreambox are purchased online programs to help students in the computer labs. In addition, teachers are able to assign iRead to students that are continuing to struggle. Teachers are given a 45 minute PLC time everyday to discuss the needs of students and to better plan for the instruction.

We utilize our MCL in the kindergarten and 1st grade levels so that we can help to get all students in front of strong practices and instruction. In addition, we have a reading instruction specialist and math instructional specialist who meet with our 2nd grade teams to ensure that we are aligned with our sister campus.

Moss has a very seasoned staff of teachers who are highly qualified in their fields. We recruit teachers at job fairs and promote our school through Facebook and other social media outlets.

School Processes & Programs Strengths

We have systematic approaches in place to grow students. Through vertical and horizontal alignment, the kids see the same programs and each program has a defined start and stop point for each level. RTI time is used to enrich the learning of students who are beyond the general scope and sequence and to remediate the students who are having difficulties.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: The current students are still experiencing a difficulty with reading at the second grade level. This is causing students to be behind at third grade and beyond. We want to ensure that all students are reading on grade level before they move to the third grade campus. **Root Cause:** Teachers are not assessing with fidelity which provides incorrect data on students actual levels.

Perceptions

Perceptions Summary

The culture and climate of Moss for staff and faculty is positive and vision driven. The faculty understand that our goal is to treat students equitably and to ensure that they are reading on or above grade level.

The community embraces Moss and we have several business supporters who will help to fund or manage events. In turn, Moss is dedicated to helping the community at large through donations and functions.

Perceptions Strengths

We routinely give back to the community and are well received by parents and community members.

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- HB3 Reading and math goals for PreK-3
- Campus/District improvement plans (current and prior years)

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Accountability Distinction Designations
- Federal Report Card Data

Student Data: Assessments

- State and federally required assessment information
- STAAR released test questions
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Running Records results
- Observation Survey results
- Texas approved PreK - 2nd grade assessment data

Student Data: Student Groups

- STEM/STEAM data
- Dyslexia Data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- 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

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
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results

Goals

Goal 1: All student groups at Moss Elementary will perform at or above the 45th percentile on the NWEA reading assessment.

Performance Objective 1: Moss Elementary will use data and instructional best practices to increase the number of students passing and also increase the number of students meeting Tier I Performance Standard in each subgroup on the NWEA.

Evaluation Data Sources: District Assessments and NWEA Data





Strategy 1 Details	Formative Reviews		
<p>Strategy 1: 1.) Moss Elementary will implement Balanced Literacy/ Best Instructional Practices to improve instruction and to increase the performance on the NWEA</p> <p>Strategy's Expected Result/Impact: T-TESS walk-throughs and Data Lesson Plan</p> <p>Staff Responsible for Monitoring: Campus Administrators and Teachers</p> <p>TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Comprehensive Support Strategy</p>	Formative		
	Oct	Feb	May
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: 2.) Moss Elementary teachers in all grades will utilize Exit Tickets to monitor student understanding of the content and provide students immediate intervention. A daily 45 minute PLC provides teachers with an opportunity to plan for struggling students.</p> <p>Strategy's Expected Result/Impact: Daily percentage of TEKS Mastery PLC Agenda and Minutes</p> <p>Staff Responsible for Monitoring: Campus Administrators and Teachers</p> <p>TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction - Comprehensive Support Strategy</p>	Formative		
	Oct	Feb	May
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

Goal 2: Moss Elementary will determine the professional development and support needs of our workforce to ensure the goals of our campus are met.

Performance Objective 1: Moss Elementary will recruit and maintain a highly qualified staff according to ESSA and/or SBEC standards, and will actively participate in professional development.





HB3 Goal

Evaluation Data Sources: ESSA Report

Strategy 1 Details	Formative Reviews		
Strategy 1: 1.) Moss Elementary administrators will receive names and resumes from HR director of highly qualified candidates. Strategy's Expected Result/Impact: NCLB report, Application files, Sign- in Sheets Staff Responsible for Monitoring: Principal and Director of Human Resources Comprehensive Support Strategy	Formative		
	Oct	Feb	May
 No Progress  Accomplished  Continue/Modify  Discontinue			





Goal 2: Moss Elementary will determine the professional development and support needs of our workforce to ensure the goals of our campus are met.

Performance Objective 2: Provide a systemic, job-embedded framework for offering continuous learning opportunities of successful practices that meets the needs of the campus.

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Moss Elementary will actively participate in professional development as well as offer ongoing professional development through the 50 minute PLC.</p> <p>Strategy's Expected Result/Impact: Teachers will be able to better facilitate the adopted curriculum in the classroom and therefore lead to higher results on the NWEA.</p> <p>Staff Responsible for Monitoring: Campus Administrators, District Curriculum and Instruction Coordinator, Director of School Improvement</p> <p>Comprehensive Support Strategy</p>	Formative		
	Oct	Feb	May
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

Goal 2: Moss Elementary will determine the professional development and support needs of our workforce to ensure the goals of our campus are met.

Performance Objective 3: Develop leadership systems, and have our campus pledge to ensure student success.





Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Campus Administrators will participate in ongoing professional development geared at best instructional practices. This training will then be used to train teachers during PLC.</p> <p>Strategy's Expected Result/Impact: By increasing the professional development of the campus instructional leaders then we can increase the capacity of our teachers.</p> <p>Staff Responsible for Monitoring: Campus Principals</p> <p>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 - Comprehensive Support Strategy</p>	Formative		
	Oct	Feb	May
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

Goal 2: Moss Elementary will determine the professional development and support needs of our workforce to ensure the goals of our campus are met.

Performance Objective 4: Moss Elementary will participate in the Tech Teach program to train, hire and retain, highly qualified staff members from the surrounding area.





Goal 3: Moss Elementary will develop partnerships with Big Spring business organizations, parents, and community members.

Performance Objective 1: Moss Elementary will continue to develop partnerships with local businesses and civic organizations to benefit the students of the district.

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Moss Elementary will build a network of community partners such as Howard College, Greater Rotary Club of Big Spring, and Complex Community Federal Credit Union.</p> <p>Strategy's Expected Result/Impact: Increasing community involvement, increases the community awareness of our educational needs.</p> <p>Staff Responsible for Monitoring: Campus Administrators and staff</p>	Formative		
	Oct	Feb	May
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Use local news media and social media as a venue to promote campus projects and successes.</p> <p>Strategy's Expected Result/Impact: Increasing the positive media output, helps the community to see the positive impact that the education at Moss is having on students social and emotional growth.</p> <p>Staff Responsible for Monitoring: Campus Administrators</p>	Formative		
	Oct	Feb	May
 No Progress  Accomplished  Continue/Modify  Discontinue			





Goal 3: Moss Elementary will develop partnerships with Big Spring business organizations, parents, and community members.

Performance Objective 2: Moss Elementary will put into operation programs, activities, and procedures for the involvement of parents in all of its schools with Title I, Part A programs, consistent with section 1118 of the Elementary and Secondary Education Act (ESEA).

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Moss will implement a Parent Advisory Council or a Parent Community Group.</p> <p>Strategy's Expected Result/Impact: Increasing the parent involvement will increase student achievement through parent progress monitoring.</p> <p>Staff Responsible for Monitoring: Campus Administrators</p> <p>Comprehensive Support Strategy</p>	Formative		
	Oct	Feb	May
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			





Goal 3: Moss Elementary will develop partnerships with Big Spring business organizations, parents, and community members.

Performance Objective 3: Parents and community members will perceive a positive relationship with the campus and its schools as evidenced by data (including but not limited to) district and campus disseminated Parent Involvement Survey.

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Moss Elementary will host, virtually when needed, multiple programs encouraging parental involvement.</p> <p>Strategy's Expected Result/Impact: Allowing the community at large to come and learn about what is happening at Moss, allows for them to be more involved in our educational endeavors.</p> <p>Staff Responsible for Monitoring: Campus Administrators and Teachers</p>	Formative		
	Oct	Feb	May
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

Goal 4: Moss Elementary will support high academic standards and improve academic performance of students by providing a strong system of tiered instruction in a structured environment of accountability and support.

Performance Objective 1: Moss Elementary will support comprehensive district-wide implementation and evaluation of BSISD Curriculum Management Plan

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Provide opportunities to strengthen content knowledge and lesson planning for math, science, reading, language arts, and social studies.</p> <p>Strategy's Expected Result/Impact: Participate in Zoom meeting with counterparts from Marcy Elementary to evaluate lesson plans and assessments, participate in vertical alignment planning, and utilize the shared curriculum specialist.</p> <p>Staff Responsible for Monitoring: Campus Administrators and Curriculum Department</p> <p>Comprehensive Support Strategy</p>	Formative		
	Oct	Feb	May
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

Goal 4: Moss Elementary will support high academic standards and improve academic performance of students by providing a strong system of tiered instruction in a structured environment of accountability and support.

Performance Objective 2: Moss Elementary will promote a systematic and effective use of data to improve instruction.

Goal 4: Moss Elementary will support high academic standards and improve academic performance of students by providing a strong system of tiered instruction in a structured environment of accountability and support.

Performance Objective 3: The campus will develop plans that provide for coordinated school health

Goal 4: Moss Elementary will support high academic standards and improve academic performance of students by providing a strong system of tiered instruction in a structured environment of accountability and support.

Performance Objective 4: Moss Elementary will support initiatives to improve district performance within all indicators of the Performance Based Monitoring System.

Goal 4: Moss Elementary will support high academic standards and improve academic performance of students by providing a strong system of tiered instruction in a structured environment of accountability and support.

Performance Objective 5: The campus's academic and supplemental programs will be regularly evaluated for effectiveness in improving student performance.

Goal 4: Moss Elementary will support high academic standards and improve academic performance of students by providing a strong system of tiered instruction in a structured environment of accountability and support.

Performance Objective 6: Moss Elementary will prepare students for higher education or career choices by increasing participation and completion rate while decreasing the drop-out rate

Goal 5: Moss Elementary will continue to promote awareness of integral components that impact student achievement and the school environment.

Performance Objective 1: Attendance rate at Moss Elementary will meet predetermined thresholds each 6 weeks as measured by reports generated by TxEIS.

Goal 5: Moss Elementary will continue to promote awareness of integral components that impact student achievement and the school environment.

Performance Objective 2: 100% of Moss Elementary instructional staff members will receive professional development on supporting topics which must be completed by designated time line.

Goal 5: Moss Elementary will continue to promote awareness of integral components that impact student achievement and the school environment.

Performance Objective 3: Moss Elementary will continue to implement campus safety committees and district-wide discipline management policies and procedures.

Goal 5: Moss Elementary will continue to promote awareness of integral components that impact student achievement and the school environment.

Performance Objective 4: Moss Elementary will increase student achievement and academic success by strengthening educational programs and opportunities for all students and staff.

Goal 6: Moss Elementary will coordinate with Region 18 ESC, the Migrant Fiscal Agent, in order to provide all migrant students who met the Priority for Services (PFS) eligibility criteria with quality academic support programs to create a positive impact on student achievement.

Performance Objective 1: 100% of PFS students will have access to supplemental instructional and support services.

Goal 7: Moss Elementary will utilize technology as a tool to foster improvement in academic achievement, curriculum integration, and increased accessibility and innovation.

Performance Objective 1: The campus will strive to have 100% of students achieve technology proficiency and academic success.

Evaluation Data Sources: Student data in accessing HMH, Clever, NWEA, Google Classroom, Amplify Reading, and Dreambox located on student Chromebooks.

Goal 7: Moss Elementary will utilize technology as a tool to foster improvement in academic achievement, curriculum integration, and increased accessibility and innovation.

Performance Objective 2: The campus will ensure that all student devices remain operational throughout the year. Campus will replace any device that is not operational to ensure campus remains a 1:1 campus.

Addendums