

Big Spring Independent School District

Washington Elementary

2021-2022 Campus Improvement Plan



Mission Statement

The mission of the Washington Elementary Steers is to coach, inspire, educate, and encourage each other to reach our full potential by providing a safe and caring learning environment to be successful lifelong learners as future leaders in our community.

Vision

Instill respect and pride in all by empowering our community of learners, staff, and students to untie and commit to educational excellence.

Value Statement

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.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

268 third graders made up of 70% EcoDis; 6.3% EL; 100% Title 1; 16 At Risk; AA 5.3%; Hisp 63%; White 27%;

Demographics Strengths

64% of our EcoDis students scored approaches. Right in line with the campus.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Our students in the socio-economical group of learners show little growth or skills when entering third grade for the 2021-2022 school year. 33% on grade level. **Root Cause:** Gaps in knowledge are created by a variety of causes. COVID-19 shut down for the last quarter of their first grade year; virtual vs. in-person learning changes in setting throughout their second grade year; not reading on grade level; gaps in math knowledge.

Student Achievement

Student Achievement Summary

Prior to the start of the school year an intense data dig was performed. Students were then placed with varying levels into classes. Data looked at to make this determination included NWEA Spring 2021 reading and math scores, Fountas and Pinnell Guided reading levels from Spring 2021, teacher anecdotal notes, Sped/504/ESL/Bilingual data was also considered. Students were then placed into classes according to teacher strengths.

The current trend for the last four year on this campus is that students perform higher in math than reading in all domains. This is also correlates to end-of-year STAAR results. Gaps are more easily addressed in math than reading. The areas of math that remain the weakest are 3.4K and 3.4A. These TEKs involve multi-step word problems with addition, subtraction, multiplication, and division. Knowing ahead of time that these are areas in which we have struggled over time, the math team has designed their instructional routine to optimize times for instruction, aggressive monitoring while students work independently, and spiraling and reteaching of these high-hitting areas.

We are on our second-year of implementation of Leach Balanced Literacy including reading and writing. Our incoming students struggle with reading on grade level and with comprehension as well. Guided reading groups are in integral part of the Literacy block and teachers that were not trained in it previously are having to implement both the reading workshop and writing workshop.

To be sure to include our high-achieving students, we are designing a pull-out GT program as well as individualizing our instruction for these students through meeting their reading needs in accordance to their ability levels. Enrichment through the GT pull-out will allow these students to explore topics that they are interested to and apply their skills appropriately.

Student Achievement Strengths

Students continue to improve year-to-year. There are pockets of growth where we are receiving students that have more capacity that we have in previous years. Teachers are also building this capacity in each other so that we can optimize their personal strengths as teachers. We have two Instructional Coaches that are actually assigned a group of students between them and the other half of their day is designed to either vertically align with 2nd grade PLC teams so that the push to get more students coming to us on grade level or at least closer. Another facet of their duties include coaching the teachers on Washington campus withing their subject and classroom so optimize capacity within our teachers as well. The Instructional Coaches are able to be utilized as model teachers also. In order to strengthen teacher capacity, a newer or struggling teacher can be sent to watch the coach teach a lesson then debrief afterwards to bolster their teaching.

Washington is strong in utilizing data and analyzing for optimal growth. The reporting of DAQs within the PLCs are allowing us to better analyze our immediate data on daily objectives to evaluate progress in the moment. Data sheets are now color-coded with STAAR conversion data for an easily read analysis of student progress through their CFAs and Guided Reading level Checkpoints.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: Students are still coming to us 1-2 years behind in reading. **Root Cause:** Second year implementation of Leach Balanced Reading and Writing Workshop to assist with these gaps closing.

School Culture and Climate

School Culture and Climate Summary

New administration is in place at Washington Elementary. There have been 4 different principals in the past 5 years. The current administration was put in place Summer 2021. There are 3 out of 6 returning math teachers and 6 new or new-to-third grade reading teachers. This inconsistency of leadership has contributed to the teacher turnover each year. The new administration hired the needed teachers but also met with remaining teachers to better know and determine their strengths and weaknesses and their perception of the campus and student needs. This provided remaining teachers ownership within the newly formed staff. The administrative team attends PLCs faithfully to show buy-in and be able to understand what they should be seeing in classroom walk-throughs. This administrative presence in the classrooms daily and weekly allows teachers to feel supported and students to see that their administrators know and care about what they are learning.

Parent engagement is always a focus of campuses. We want to partner with these families for the year that we have their student and see optimum growth. Many times the jump from a lower-elementary setting (K-2) campus comes with growing pains for parents and students. Washington Elementary is ready to take on this obstacle and bring parents into the school environment and show them how we will challenge their students and hold them accountable.

School Culture and Climate Strengths

The Washington Elementary theme for the year is GAME ON! C.O.A.C.H - Creating Ownership and Changing Habits. We are branding the school with the COACH acronym and weaving it into daily announcements and conversations with parents, students, and staff. It is the perfect saying for the growth mindset and responsibility that it takes in order for all stakeholders to hold everyone else accountable, as well as themselves.

The staff has also taken part in the basic school routines and classroom procedures being put in place so that effective teaching and learning can take place. This push has become apparent in multiple ways. Classrooms run effectively and efficiently and common expectations are utilized in all areas of the school so that students should have a blanket knowledge of the high expectations set forth.

The goal is for the culture and climate of the entire campus to transform and create partnerships that will carry Washington Elementary through to not only better scores, but an overall more productive campus.

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: 75% of the classroom teachers for the campus are new or new to 3rd grade for the 2021-2022 school year. **Root Cause:** Inconsistent principal staffing. 4 out of the last 5 years, there has been a new administrator.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

The newness of the staff as a whole for the 2021-2022 school year can be looked at in different ways. The way that Washington Elementary is choosing to look at this for the year is that we (the administration) built this staff, it is up to us to get them to where we need them to be. Utilizing individual teachers' strengths is the best way for us to leverage all teachers' capacity. Out of the new staff, there are only 2 brand new teachers. Others have experience in different grade levels. The experience that they already have gives them an advantage having been a teacher of record before. We also have 2 Instructional Coaches that are leading the PLCs and providing the coaching that a staff with these characteristics need.

Staff Quality, Recruitment, and Retention Strengths

The staff that was left to hire was completely hired and placed by the new administration. Building upon previous experience of the staff hired, it was important that they be partnered with a certified, experienced teacher wherever possible. Being cognizant of the newness of the staff, it was also important to have those discussions of high expectations and putting routines in place so that the day-to-day management of the classroom would not interfere with the lack of content knowledge.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: Staff turnover continues to be an issue. Replacing staff with qualified and trained teachers is not something that this district has an applicant pool to support.

Root Cause: Teachers left throughout the summer months. This left 9 out of 12 classroom teachers new to the occupation or grade level.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Washington Elementary follows the district CIA and TEKS resource for scope and sequence for math and HMH for reading as is the new adoption. Teachers have access to DMAC, Mathletics, NWEA, and Exact Path to pull data from when assessing the students. We are in the second year of the Leach Literacy Training Balanced Literacy Framework. This year the district initiative was to add in the Writing portion of Balanced Literacy. Last year's focus was on the Reading Workshop.

Curriculum, Instruction, and Assessment Strengths

DMAC, TEKSResocure, and HMH are what teachers use when planning to provide a framework to follow allowing students to obtain the needed academic vocabulary and lesson plans needed to help students be successful on district checkpoints and STAAR test. Instructional coaches and admin guide teachers in designing challenging lesson plans that target specific low areas of need with students. Instructional coaches and teachers with previous experience help model lessons for newer inexperienced or struggling teachers.

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1: A level of rigor has not been established in questioning techniques with teachers. Root Cause **Root Cause:** Not enough training has been obtained for questioning techniques and digging deeper into the lessons.

Parent and Community Engagement

Parent and Community Engagement Summary

Washington Elementary is committed to partnering with the parents of our students. We are also establishing a strong partnership within the community. We have various activities going on with nearby Howard College that involves bringing students from the college into the campus.

Parent and Community Engagement Strengths

The Hangin with the Hawks days when HC students come on campus and spend time with students during their PE times or lunch times. We have now added another layer of involvement that is known as Character Conversations. These involve the School Counselor leading discussions on pre-chosen topics with various students in a smaller group setting. We have been able to incorporate Respect, Responsibility, and Career topics during these events.

We have had parent involvement events (2) so far this year. The Meet the Teacher event and Halloweed Trunk-or-Treat/Book Fair Family night. Both were a huge success with impressive turn-out. We are continuing to emphasize all partnerships that will be beneficial with our students.

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1: Parents are not aware of what they can be involved with their student or how to do so. **Root Cause:** Past history; lack of knowledge; lack of comfortableness with attending conferences or events.

School Context and Organization

School Context and Organization Summary

Washington Elementary has a site base committee. There is a campus leadership team (IMPACT) team with members serving to focus on high areas of need. The IMPACT team helps funnel communication to the rest of the campus which helps keep programs and systems running smoothly. All teachers have access to the needs of the classroom, both physical items and for training as needed.

School Context and Organization Strengths

Teachers rely on one another and work as a team all focused on closing student gaps. Admin is in each PLC as schedules allow. The administrative team is very visible on the campus.

Problem Statements Identifying School Context and Organization Needs

Problem Statement 1: Teachers are given several programs to use, but lack the time and training to become proficient with these programs. **Root Cause:** Consistency in the programs has not been achieved, and teachers are only trained once a year for most of the programs.

Technology

Technology Summary

Washington Elementary is a 1:1 campus with each student being provided with a Chromebook. Teachers are all equipped with Promethean boards in their classrooms so that lessons can be more involved and more engaging.

Technology Strengths

Each classroom takes their Chromebooks to their specials/intervention classes in order to utilize the intervention programs that have been purchased by the district.

Problem Statements Identifying Technology Needs

Problem Statement 1: Technology glitches hinder the continuity of working programs. **Root Cause:** District-level problems are the root cause of this; beyond our control.

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
- Campus goals
- HB3 Reading and math goals for PreK-3
- 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
- Covid-19 Factors and/or waivers

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Domain 1 - Student Achievement
- Student Progress Domain
- Domain 2 - Student Progress
- Closing the Gaps Domain
- Domain 3 - Closing the Gaps
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Federal Report Card Data

Student Data: Assessments

- State and federally required assessment information
- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- (STAAR) current and longitudinal results, including all versions
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR released test questions
- STAAR EL progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results
- 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 progress
- 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 progress
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, 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

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- 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

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
- Other additional data

Goals

Goal 1: Domain 1: 71 Approaches; 40 Meets; 20 Masters

Goal 2: Domain 3: Reading - Hispanic subpopulation will increase +6 points to reach the target of 37% on GL Eco.Dis will increase +pts to 33%; Math Hispanic will increase +7 pts from 33% to 40% target. EcoDis will increase +4 pts to 36%.

State Compensatory

Budget for Washington Elementary

Total SCE Funds:

Total FTEs Funded by SCE: 2

Brief Description of SCE Services and/or Programs

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Personnel for Washington Elementary

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Garcia, Belinda	Instructional Support Aide	1
Hernandez, Christina	Intervention Aide	1

Addendums

2021-22 Washington SCE Funds

fund	func	obj	sobj	org	fscl_yr	pgm	ed_span	proj_dtl	Descr	Appr
199	11	6118	00	113	2	30	0	00	WASHINGTON TUTORIAL EXTRA PAY	(500.00)
199	11	6121	00	113	2	30	0	00	WASHINGTON TUTORIAL BUS DR	(3,000.00)
199	11	6122	00	113	2	30	0	00	COMP ED SUBS - WASHINGTON	(100.00)
199	11	6122	01	113	2	30	0	00	SUPPORT STAFF-ISS SUBS.	(100.00)
199	11	6129	00	113	2	30	0	00	WASHINGTON TUTORIAL SALARIES	(18,583.00)
199	11	6129	01	113	2	30	0	00	SUPPORT STAFF-ISS/COMP AIDES	(23,000.00)
199	11	6141	00	113	2	30	0	00	MEDICARE	(726.00)
199	11	6142	00	113	2	30	0	00	GROUP HEALTH & LIFE INS	(4,764.00)
199	11	6143	00	113	2	30	0	00	WORKERS COMPENSATION	(300.00)
199	11	6146	00	113	2	30	0	00	TEACHER RETIREMENT	(1,244.00)
199	11	6399	20	113	2	24	0	01	TEKS RESOURCE SUPP	(2,400.00)
199	23	6119	01	113	2	30	0	00	WASHINGTON ASST. PRINCIPAL SAL	(18,071.00)
199	23	6141	00	113	2	30	0	00	MEDICARE	(244.00)
199	23	6142	00	113	2	30	0	00	GROUP HEALTH & LIFE INS	(1,620.00)
199	23	6146	00	113	2	30	0	00	TEACHER RETIREMENT	(821.00)
199	31	6119	00	113	2	30	0	00	WASHINGTON COUNSELOR SALARIES	(8,425.00)
199	31	6141	00	113	2	30	0	00	MEDICARE	(120.00)
199	31	6142	00	113	2	30	0	00	GROUP HEALTH & LIFE INS	(810.00)
199	31	6146	00	113	2	30	0	00	TEACHER RETIREMENT	(206.00)
Total										(85,034.00)

2021-22 Washington Title Funds

Title I							
211 11	6129 22	113	2 24	0	00	SUPPORT STAFF	-40,770.00
211 11	6141 00	113	2 24	0	00	MEDICARE	-758
211 11	6142 00	113	2 24	0	00	GROUP HEALTH & LIFE INS.	-10,800.00
211 11	6146 00	113	2 24	0	00	TEACHER RETIREMENT	-4,077.00
211 13	6219 22	113	2 24	0	01	PROFESSIONAL SERVICES	-3,075.00
211 32	6499 22	113	2 24	0	00	PARENT INVOLVEMENT	-1,684.50
							-61,164.50

Title II							
255 13	6119 22	113	2 24	0	00	PROF. SALARIES - MCL/MENTOR	-14,600.00
255 13	6141 00	113	2 24	0	00	MEDICARE	-272
255 13	6146 00	113	2 24	0	00	TEACHER RETIREMENT	-1,460.00
							-16,332.00

Title IV								
289	13	6219	22 113	2	24	0	0 PROF. SERVICES	-4,000.00
289	12	6329	22 113	2	24	0	0 LIBRARY BOOKS	-1,000.00
							-5,000.00	

Title V							
270 11	6399 22	113	2 24	0	00	SUPPLIES	-4,560.00
							-4,560.00

Grand Total -87,056.50