

Big Spring Independent School District

Moss Elementary

2018-2019 Campus Improvement Plan

Accountability Rating: Met Standard



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.

Comprehensive Needs Assessment

Demographics

Demographics Summary

Moss elementary is a diverse student population currently comprised of over 450. We serve students in kindergarten, first grade, and second grade. 64% of our student population is Hispanic/Latino. 27.3% is White. The remaining percentages are less than 4% each of African American, Asian, and Native American. 7.36% of our student population is currently being served through special education services. We are 44% boys and 46% girls. 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.

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 large housing increase leading to more families moving into our attendance zone. The housing increase coupled with the new school reconfiguration is causing an influx and therefore makes the class sizes grow.

Student Academic Achievement

Student Academic Achievement Summary

Following the first administration of the NWEA Reading assesment it was shown that we had 32% of students falling in the Tier III range, 25% in Tier II range, and 42% in Tier I. A breakdown of the grade levels is exemplified on the following table.

	Tier 3	Tier 2	Tier 1
Kindergarten	20%	38%	42%
First Grade	38%	22%	40%
Second Grade	40%	15%	45%

Student Academic Achievement Strengths

Students are showing progress in the areas of reading instruction. There are more Tier 1 students than both II and III. Students are making advances in the Iread program as well.

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: The number of Tier III students in the first grade is almost equal to that of the number of Tier I students in first 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 came to first grade without all the foundational skills needed to be able to move at an appropriate instructional pace.

School Processes & Programs

School Processes & Programs Summary

All students are given Saxon Phonics every morning for foundational reading skills. They supplement that program with Iread which helps to scaffold for students who have gaps. The adopted reading curriculum is Journeys and adopted math is GoMath. Science Fusion and Social Studies Weekly round out the four core areas. Accelerated reader and mathletics are purchased online programs to help students in the computer labs. Teachers are given a 60 minute PLC time everyday to discuss the needs of students and to better plan for the instruction.

We utilize our MCL in the kindergarten grade level so that we can help to get all students in front of strong practices and instruction at their first year.

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 first grade level. This is causing students to be behind at second 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:** Students were not leaving kindergarten with all of their letters and letter sounds as well as early blends.

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.

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Domain 1 - Student Achievement
- Domain 2 - Student Progress
- Domain 3 - Closing the Gaps
- System Safeguards and Texas Accountability Intervention System (TAIS) data
- Critical Success Factor(s) data
- Accountability Distinction Designations
- Federal Report Card Data
- PBMAS data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- STAAR Released Test Questions
- Texas English Language Proficiency Assessment System (TELPAS) results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Running Records results
- Observation Survey results

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress for each group
- 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, progress, and participation data,
- Male / Female performance, progress, and participation data
- Special education population, including performance, discipline, progress, and participation data
- Migrant population, including performance, progress, discipline, attendance, and mobility
- At-Risk population, including performance, progress, discipline, attendance, and mobility

- EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- Section 504 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
- Violence and/or violence prevention records
- School safety data

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- State certified and high quality staff data
- 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
- T-TESS

Parent/Community Data

- Parent surveys and/or other feedback
- Parent Involvement 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 35th 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 Source(s) 1: District Assessments and NWEA Data

Summative Evaluation 1:







Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Oct	Feb	May
<p>Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 6 CSF 7</p> <p>1) 1.) Moss Elementary will implement Daily Five/ Best Instructional Practices to improve instruction and to increase the performance on the NWEA</p>	Campus Administrators and Teachers	Steer Walk and Data Lesson Plan			
<p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 7</p> <p>2) 2.) Moss Elementary teachers in second grade will utilize a Daily Assessment Question (DAQ) 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>	Campus Administrators and Teachers	Daily percentage of TEKS Mastery PLC Agenda and Minutes			
 = Accomplished  = Considerable  = Some Progress  = No Progress  = 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 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.

Evaluation Data Source(s) 1: ESSA Report

Summative Evaluation 1:







Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Oct	Feb	May
<p>Critical Success Factors CSF 7</p> <p>1) 1.) Moss Elementary administrators will attend job fairs, meet with universities, and service centers to recruit highly qualified professional staff.</p>	Principal and Director of Human Resources	NCLB report, Application files, Sign- in Sheets			
<p>  = Accomplished  = Considerable  = Some Progress  = No Progress  = 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 2: Provide a systemic, job-embedded framework for offering continuous learning opportunities of successful practices that meets the needs of the campus.

Evaluation Data Source(s) 2:

Summative Evaluation 2:







Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Oct	Feb	May
<p>Critical Success Factors CSF 1 CSF 7</p> <p>1) Moss Elementary will actively participate in professional development as well as offer ongoing professional development through the 45 minute PLC.</p>	<p>Campus Administrators, District Curriculum and Instruction Coordinator, Director of School Improvement</p>	<p>Teachers will be able to better facilitate the adopted curriculum in the classroom and therefore lead to higher results on the NWEA.</p>			
<p>  = Accomplished  = Considerable  = Some Progress  = No Progress  = 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.

Evaluation Data Source(s) 3:

Summative Evaluation 3:








Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Oct	Feb	May
<p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 7</p> <p>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>	Campus Principals	By increasing the professional development of the campus instructional leaders then we can increase the capacity of our teachers.			
<p>  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>					

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.

Evaluation Data Source(s) 1:

Summative Evaluation 1:







Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Oct	Feb	May
1) Moss Elementary will build a network of community partners such as Howard College and Greater Rotary Club of Big Spring.	Campus Administrators and staff	Increasing community involvement, increases the community awareness of our educational needs.			
<p>Critical Success Factors CSF 6</p> 2) Use local news media and social media as a venue to promote campus projects and successes.	Campus Administrators	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.			
 = Accomplished  = Considerable  = Some Progress  = No Progress  = 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).

Evaluation Data Source(s) 2:

Summative Evaluation 2:







Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Oct	Feb	May
<p>Critical Success Factors CSF 5</p> <p>1) Moss will implement a Parent Advisory Council or a Parent Community Group.</p>	Campus Administrators	Increasing the parent involvement will increase student achievement through parent progress monitoring.			
<p>  = Accomplished  = Considerable  = Some Progress  = No Progress  = 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.

Evaluation Data Source(s) 3:

Summative Evaluation 3:








Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Oct	Feb	May
<p>Critical Success Factors CSF 6</p> <p>1) Moss Elementary will host multiple programs encouraging parental involvement.</p>	Campus Administrators and Teachers	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>  = Accomplished  = Considerable  = Some Progress  = No Progress  = 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

Evaluation Data Source(s) 1:

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Oct	Feb	May
<p>Critical Success Factors CSF 1 CSF 7</p> <p>1) Provide opportunities to strengthen content knowledge and lesson planning for math, science, reading, language arts, and social studies.</p>	Campus Administrators and Curriculum Department				
<p>Critical Success Factors CSF 1 CSF 7</p> <p>2) Moss Elementary will continue to use Saxon Phonics as a component of balanced literacy with fidelity.</p>	Campus Administration and Curriculum Department				
<p>  = Accomplished  = Considerable  = Some Progress  = No Progress  = 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.

Evaluation Data Source(s) 2:

Summative Evaluation 2:

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

Evaluation Data Source(s) 3:

Summative Evaluation 3:

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.

Evaluation Data Source(s) 4:

Summative Evaluation 4:

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.

Evaluation Data Source(s) 5:

Summative Evaluation 5:

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

Evaluation Data Source(s) 6:

Summative Evaluation 6:

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.

Evaluation Data Source(s) 1:

Summative Evaluation 1:

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.

Evaluation Data Source(s) 2:

Summative Evaluation 2:

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.

Evaluation Data Source(s) 3:

Summative Evaluation 3:

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.

Evaluation Data Source(s) 4:

Summative Evaluation 4:

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.

Evaluation Data Source(s) 1:

Summative Evaluation 1:

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 Source(s) 1:

Summative Evaluation 1:

Comprehensive Support Strategies

Goal	Objective	Strategy	Description
1	1	1	1.) Moss Elementary will implement Daily Five/ Best Instructional Practices to improve instruction and to increase the performance on the NWEA
1	1	2	2.) Moss Elementary teachers in second grade will utilize a Daily Assessment Question (DAQ) 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.
2	1	1	1.) Moss Elementary administrators will attend job fairs, meet with universities, and service centers to recruit highly qualified professional staff.
2	2	1	Moss Elementary will actively participate in professional development as well as offer ongoing professional development through the 45 minute PLC.
2	3	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.
3	2	1	Moss will implement a Parent Advisory Council or a Parent Community Group.
4	1	1	Provide opportunities to strengthen content knowledge and lesson planning for math, science, reading, language arts, and social studies.
4	1	2	Moss Elementary will continue to use Saxon Phonics as a component of balanced literacy with fidelity.